



Coton Green English Policy



Rationale:

The National Curriculum (2014) states that teaching the English language is an essential, if not the most essential role of a primary school.

At Coton Green Primary School we recognise that without effective communication, little achievement can be made. We believe that that English teaching is a priority and is part of the 'essential knowledge' that is needed in society:

'Teachers should develop pupil's spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.' (p10 National Curriculum)

We are an inclusive school; we set high expectations and recognise the importance of accurate and regular assessment in order to support individuals at every part of their learning journey and in whatever circumstances. We plan teaching opportunities to help those for whom English is an additional language and those with disabilities outlined in the SEN code of practice. We agree with the statement of the National Curriculum, that 'pupils...who do not learn to speak, read and write fluently and confidently are effectively disenfranchised' (p13 National Curriculum)

Intent:

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Implementation of National Curriculum 2014

In the National Curriculum for 5 - 11 year olds, English is developed through four key areas:

- Spoken Language
- Reading – Word Reading & Comprehension
- Writing – Transcription & Composition
- Spelling, Vocabulary, Grammar & Punctuation

It is important to note that each is closely interrelated with the next, so it becomes increasingly difficult to consider one without the other(s).

The Early Years Foundation Stage

English in Early Years is based upon the Foundation Stage Profile strand of Communication, Language & Literacy. Communication, language and literacy depend on learning and being competent in a number of key skills, together with having the confidence, opportunity, encouragement, support and disposition to use them. This area of learning includes communication, speaking and listening in different situations and for different purposes, being read a wide range of books and reading simple texts and writing for a variety of purposes. To give all children the best opportunities for effective development and learning in communication, language and literacy, practitioners should give particular attention to:

- Providing opportunities for children to communicate thoughts, ideas and feelings and build up relationships with adults and each other
- Incorporating communication, language and literacy development in planned activities in each area of learning;
- Giving opportunities to share and enjoy a wide range of rhymes, music, songs, poetry, stories and non-fiction books
- Giving opportunities for linking language with physical movement in action songs and rhymes, role play and practical experiences
- Planning an environment that reflects the importance of language through signs, notices and books
- Providing opportunities for children to see adults writing and for children to experiment with writing for themselves through making marks, personal writing symbols and conventional script
- Providing time and opportunities to develop spoken language through conversations between children and adults, both one-to- one and in small groups, with particular awareness of, and sensitivity to, the needs of children for whom English is an additional language, using their home language when appropriate

1. **Spoken Language:**

The National Curriculum states that pupils should be ‘taught to speak clearly and convey ideas confidently in Standard English’ (p10 National Curriculum) They should:

- Justify ideas with reasons
- Ask questions to check understanding
- Develop vocabulary and build knowledge
- Negotiate and debate
- Evaluate and build on the ideas of others

- Select the appropriate register for effective communication
- Give well-structured descriptions and explanation
- Speculate, hypothesise and explore ideas
- Organise their ideas prior to writing

We encourage our pupils to speak clearly and confidently and articulate their views and opinions. We teach that children need to express themselves orally in an appropriate way, matching their style and response to audience and purpose. Listening and responding to literature, giving and receiving instructions. They develop the skills of participating effectively in group discussions.

At Coton Green children are given opportunities to develop their spoken language which include:

- Activities which are planned to encourage full and active participation by all children, irrespective of ability
- Children with specific speech and language and auditory problems will be identified and specialist help sought, where appropriate
- Building on their previous speaking and listening experiences
- Being able to talk for a range of different audiences in a range of contexts
- Knowing how to listen attentively and respond appropriately to a range of people through a variety of media
- Becoming confident and articulate speakers with the ability to debate
- Acquiring the conventions of spoken English and understanding the similarities and differences between written and spoken forms of English
- Presenting in-front of an audience and reciting and reading aloud
- Using talk to develop their thinking
- Developing an understanding of other areas of the curriculum through experiencing a wide range of activities in drama
- Appreciating the cultural significance of dialect and accent in society
- Listening to and following instructions and relaying messages accurately
- Planning and discussing work co-operatively where appropriate

2. Reading:

The National Curriculum states that pupils should be taught to read fluently, understand extended prose and be encouraged to read for pleasure. Reading is singled out as of extreme importance since through it 'pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually'. Reading allows pupils to 'acquire knowledge' and to 'build on what they already know' (p13 National Curriculum).

The 2014 Curriculum divides reading skills into two dimensions:

- Word reading/ decoding
- Comprehension

At Coton Green we recognise that both these elements are essential to success and we support the acquisition of both sets of skills through various methods. Reading is a skill

essential for life and at Coton Green we want every child to leave school as a competent reader with a love of books. Reading is a habit and that habit needs to be grounded in what we do at school, therefore reading underpins our entire curriculum. Children need to see adults loving books, so school staff are encouraged to share their love of reading with the children.

Phonics and early reading:

From September 2020, the 'Read, Write, Inc' phonics scheme has been implemented. All children are assessed and then grouped according to phonic ability. Children who take part in RWI receive targeted sessions on a daily basis and are assessed regularly. 'RWI Phonics' is used as an intervention programme in KS2. Please see our separate RWI policy for more information.

Story Time in Key Stage 1:

Books read aloud to children are carefully chosen. Books are chosen so that children can imagine themselves as the main protagonist in a story. As well as this, stories are chosen so that children can learn about the lives of those whose experiences and perspectives differ from their own. Stories are read numerous times. On each re-reading, children's familiarity with a story deepens and, with that, comes a greater emotional engagement. Children engage in story time on a daily basis.

Whole-class guided reading in Key Stage 2:

Teachers read with pupils a range of texts focusing on comprehension and specific features in relation to objectives and content domains. This is an opportunity for teachers to model the act of being a fluent reader. Teachers demonstrate to the class by 'thinking aloud' the skills required to be a reader. For guided reading, the text chosen should be at a level slightly higher than the majority of the class and the teacher should plan questions activities, differentiated as appropriate, around the text that encourage the children to enjoy, understand, discuss and analyse the written word in a supported environment. For children working significantly below age-related expectations, guided reading is taught in a smaller group session using a suitable text. Within whole class guided reading we use Reading Vipers (taken from the Literacy Shed) as a way of exploring the different content domains found in the National Curriculum, allowing children to break down questions into key skills and understand how they are required to approach a text. We also use the strategy APE to teach the structure of answering written comprehension questions, particularly those which involve using evidence from the text. Following the Answer it, Prove it, Explain it strategy provides the children with a systematic approach to their answers. Children use a range of reading materials including whole novels and resources taken from the Pearson Bug Club Scheme. Reading sessions are outside of English lessons

– a minimum of four times weekly. Teachers are encouraged to use a variety of medium to teach reading, including: newspaper articles, video clips, extracts from novels etc., covering a breadth of topics.

Class reading in Key Stage 2:

Every class is read to by an adult on a regular basis, fostering a love for reading through exposing the children to high quality literature. Teachers are encouraged to choose challenging texts that will uncover new vocabulary and themes, opening up discussions around the language of books.

Reading programs:

Children in Key Stage 2 are enrolled in Reading Plus, an online program designed to improve a child's reading efficiency. It allows the children to build their reading fluency whilst still ensuring full comprehension of the text. As the children work through a series of texts and progress through the levels, the data is collected for the teacher to view and assess progress. Data from the program is compiled into reports for teachers to analyse regularly. Children are encouraged to use the program regularly, both in school and at home.

Independent Reading:

Children engage in independent reading. It provides an opportunity for pupils to read and enjoy a range of texts and to apply reading strategies. Each class has a reading area containing a range of books and text types for children to access independently. Every class has a range of books including:

- Poetry / plays
- Fiction – the choice of books reflects the spread of interest and reading abilities across the class
- Non-fiction – as wide a range as possible, including plenty linked to the subject areas being studied
- Books from a range of cultures and covering a range of themes are interwoven through all collections

Books Read at Home:

- EYFS and KS1: Children take home the book they have practiced in their phonics group during the week to read at home in a story teller's voice. They also take a phonically decodable RWI Book Bag Book in line with their current phonics group.
- KS2: Children have access to Pearson Bug Club online reading resources in addition to the Reading Plus program. There are a selection of books on classroom shelves to take home.

The school library is currently being developed and updated.

3. **Writing:**

The National Curriculum states that pupils should:

- Develop the stamina and skills to write at length
- Use accurate spelling and punctuation
- Be grammatically correct
- Write in a range of ways and purposes including narratives, explanations, descriptions, comparisons, summaries and evaluations
- Write to support their understanding and consolidation of what they have heard or read

The 2014 Curriculum divides writing skills into two dimensions:

- Transcription (spelling and handwriting)
- Composition (articulating ideas in speech and writing)

At Coton Green we recognise that both these elements are essential to success and we support the acquisition of both sets of skills through various methods. We recognise that these areas are clearly linked to the other aspects of English learning: the spoken word, reading, grammar and vocabulary.

Writing is developed through:

- Building on children's previous experience of writing.
- Writing in a range of forms for a range of real readers and purposes.
- Acquiring the conventions of written and standard English.
- Adapting or choosing appropriate styles and/or media for the intended audience/purpose.
- Producing well-structured writing, showing a clear understanding of the intended genre.
- Having access to a range of stimuli/resources and support.
- Enjoying writing as a form of expression and communication.
- Expressing thoughts and feelings clearly.
- Using writing as a means of learning, both individually and collaboratively.
- Grammar is taught as a separate lesson where necessary.
- Grammatical error is corrected both orally/ written work (where appropriate).

Shared writing:

This is modelled by the teacher as the expert writer with contributions from the children. This is teacher-led writing with children watching and contributing ideas. Shared writing is not exclusive to English sessions and can be taught within other areas of the curriculum. The emphasis may be on the generation of ideas, grammatical awareness, spelling and phonics, compositional, transcriptional, presentational and text level skills or other key strategies needed in writing. Not all of these can be modelled in one session, but the teacher as the expert writer leads the cumulative writing process.

Guided writing:

This targets children at their point of writing.

Guided writing takes place in small groups with a teaching focus using targets and writing already modelled. The main part of the session is spent by the child writing with the adult intervening as appropriate.

Opportunities for developmental writing.

In EYFS children should experience writing in a range of settings and opportunities for developmental writing should be available through all areas of learning and throughout the learning environment. Children's own attempts at early writing should be celebrated and promoted, alongside the direct teaching of the key skills that will enable the children to progress through the stages of writing development.

Independent writing

Throughout the school children need opportunities to develop their confidence and practise their writing skills. All writing activities should have a purpose, audience and quality. Writing is modelled and supported from immersion to independent writing.

Spelling

Spelling is developed through:

- The systematic teaching of phonics in KS1 using the RWI scheme and the teaching of spelling strategies and conventions at KS2.
- Developing an increasingly wide knowledge of vocabulary and grammar which are taught implicitly and explicitly from Year 1 through to Year 6 using the appendices in the new National Curriculum
- Use of word banks
- Regular opportunities to identify and use spellings within a context.

Hand writing

In the EYFS there is a big emphasis upon fine motor skills and we use a range of resources to practise these basic skills. This moves into correct letter formation with a focus on both upper and lower case letters.

- Use of the Read Write Inc. scheme as the basis for teaching, which links handwriting to phonics.
- Extra handwriting groups occur in classes throughout the school where the class team feel that additional handwriting support is needed.

4. Vocabulary Development:

The National Curriculum makes clear that learning vocabulary is key to 'learning and progress across the whole curriculum' (p11 National Curriculum) since it allows pupils to access a

wider range of words when writing and for them to understand and comprehend texts efficiently.

Vocabulary teaching needs to be:

- Active
- Progressive/ systematic
- Making links from known words – using etymology and morphology
- Develop understanding of shades of meaning
- Subject specific- accurate mathematical and scientific words

We encourage our pupils to have a wide and growing vocabulary in a number of ways, these include:

- Spelling lists/ key words to take home and learn
- Display of key words linked to topics and subjects
- Using the correct vocabulary orally
- In-depth word based lessons looking at patterns – considering etymology and morphology
- Using dictionaries, thesaurus and similar programs
- Using good quality texts to explore vocabulary choices and the effect they have.

5. Planning and Assessment:

Planning

EYFS

In EYFS planning ensures that all aspects of learning in English are covered through Long Term plans and Short term (weekly) plans.

Key Stages 1 and 2

- Lessons are planned using the National Curriculum 2014.
- Cross-curricular links are planned for and teachers will ensure that pupils will have experience of a balance of fiction, poetry and non-fiction. This may be through topic based work or through English lessons.
- Planning identifies key writing objectives as learning intentions linked to the ability of the children.
- Links reading, writing and spoken word objectives
- Identifies links with other curriculum areas.
- Identifies opportunities for extended writing.
- Pupils are taught in mixed Key Stage Classes with differentiation.
- Pupils may be grouped by ability for some sessions.

- Pupils entitled to Pupil Premium funding are given additional English support which is tracked and monitored.
- Pupils with EAL are given additional English support.

6. Assessment of Reading and Writing

In writing, teachers update writing skills on a termly basis for children in their class, assessing writing in a range of genres. Work in Literacy books as well as written work in other subjects is used to evidence this assessment.

Reading is continually assessed during guided reading sessions. Reading comprehension skills are also tested more formally once a term using NFER tests for children from Years 1-6. These tests give a wealth of summative information including standardised scores. This enables children's individual progress to be tracked termly.

This wealth of assessment data is then used by the teacher for overall teacher assessment at the end of the academic year.

Children's spelling ages are also tested twice times a year using a standardised test.

The primary use of this assessment is to inform future learning.

In the EYFS children's attainment in Communication, Language and Literacy is recorded throughout the year through observations and the pupils work. This attainment is then tracked termly against age-related expectations.

Intervention programmes

- Analysis of English achievement is carried out termly; pupils who are in danger of not making the expected progress are discussed and impact based interventions put in place.
- Pupils entitled to pupil premium are given additional English support and this is monitored for impact termly.
- Pupils with EAL are given additional support in all aspects of English.
- Pupils who are gifted and talented receive additional support and a differentiated curriculum which gives challenge.
- Pupils with SEN will have English based targets on their SEN Impact Logs. These are reviewed termly.

Equal Opportunities

- All pupils will have equal opportunity to reach their full potential across the English curriculum regardless of their race, gender, cultural background, ability or physical disability.

Inclusion

- The school's equal opportunities policy applies to the teaching of English as to all other subjects. Coton Green is a 'Dyslexia Friendly' school and so a multisensory approach to learning is used in order to meet the needs of all children including those with dyslexia.

The Convention on the Rights of the Child

- Children aware of the values and principles of the Convention of the Rights of the Child and the need for respect and responsibilities that go alongside them.

January 2022