



Coverack Primary School

English Policy

Provenance	Date
Implementation	May 2021
Amendment	October 2021

Review Date
January 2022

At Coverack Primary School it is our aim that all children will develop a love of Literacy, appreciate and enjoy the written word, have the ability to write freely and fluently about experiences real and imagined and express themselves clearly and confidently. To enable this we aim to:

- Encourage all pupils to listen attentively and to speak with confidence, clarity and fluency in a variety of situations and to different audiences.
- Develop in each pupil an enjoyment of reading and fluency, involvement and critical understanding using texts for interest, information and entertainment.
- Enable each pupil to express themselves confidently in written language using a wide range of styles for a variety of purposes and audiences.

Speaking & Listening

By the end of their primary school we want our pupils to be able to:

- Communicate ideas, points of view and explanations clearly
- Use spoken language effectively in different situations
- Begin to use spoken language to generate, discuss and clarify ideas
- Listen politely and responsibly

Scheme of Work

The Scheme of Work is drawn from the Read Write Inc phonics programme and our English Curriculum in KS1, in KS2 the children have daily SPAG lessons which link into the English Curriculum for KS2.

It identifies the opportunities which will be provided to enable pupils to attain at the expected level. These include:

- Mini-plenary sessions
- Discussion as a part of learning in all subjects
- Drama and role play in form of home corners and classroom activities
- Use of sound recorders & video equipment
- Opportunities for speaking in public eg Celebration assembly , Show and tell
- 'Talk for Writing' skills will be employed.(small world in EYFS/Y1)

Planning

Opportunities for activities directly linked to learning in speaking and listening are identified in planning where appropriate. It is expected that teachers, in their weekly planning, will identify at least one activity focussed upon pupils' ability to speak and listen across the curriculum.

Assessment of Speaking and Listening

On a daily/weekly basis significant details may be noted on class planning or in individual's learning journeys/Tapestry in foundation stage.

On an annual basis a comment is made in the annual report regarding the current achievement and next steps for the pupil. Speaking and listening may form the focus of an individual target where needed.

SEND

Pupils with specific difficulty with speech, language or communication may receive support through:

- Targets and programmes set in Individual Education Plans
- Additional teaching time both inside and outside the classroom

- Specialised materials
- Additional practice provided by teaching assistants
- Programme provided by the Speech and Language Therapist.

Reading

By the end of their primary school we want our pupils to be able to:

- Be fluent readers
- Be able to gain information by reading
- Choose to read for pleasure
- Show respect for and a love of books

Scheme of Work

The School scheme of work is based upon the both the Read Write Inc phonics programme and The National curriculum.

In the early stages pupils are taught to use a variety of decoding strategies including phonics, contextual, grammatical, picture clues and word recognition.

As they become more fluent pupils are taught higher order reading skills, including comprehension, interpretation, scheming and scanning.

Pupils are taught how to apply these reading skills to support learning in other subjects.

In Foundation and KS1 reading is taught through:

- Daily Read Write Inc phonics sessions
- Shared reading - a whole class approach
- Guided reading for children of similar abilities twice each week with follow up tasks based on the text read together
- 'Talk for Writing' – a whole class approach to learning a text by heart
- Independent reading - a structured opportunity to apply reading skills
- 1-1 reading with teacher or TA twice a week, daily for EYFS
- Home reading encouraged and rewarded , recorded through reading record for each child

In KS2 reading is taught through:

- Shared reading - a whole class approach
- Whole class reading – VIPER for UKS2
- Guided reading - a differentiated group approach involving VIPER for LKS2
- Independent reading - a structured opportunity to apply reading skills.
- Book talk – children and adults share segments of books that they have enjoyed and explain why. This widens the reading materials that are chosen and improves the quality of the texts children choose. In turn this encourages the children's love of reading.

Texts

From Reception onwards pupils are introduced to a balance of different types of books including poetry, fiction, non-fiction and plays. Pupils study a range of texts each term as part of our 'Talk for Writing' approach.

Shared Reading Texts

Whole class reading texts – high quality texts relevant to what is been studied in foundation subjects are chosen to grab the children's interest. For example – Viking Boy, Letters from the Lighthouse

Guided Reading Text is chosen from carefully graded text according to the phonic knowledge of the children.

Personal Reading Texts which are matched to pupils' phonics & texts to share with an adult are also encouraged.

Assessment of Reading

Currently each child in KS1 and those with SEND in KS2 has a reading record book detailing individual reading experience. At the early stages of reading teachers maintain a key word list for each pupil. Reading assessment is carried out regularly using APP.

On an annual basis the following formal assessments are made:

- Read Write Inc Phonics – half termly assessment
- Yr 1 children undertake Y1 Statutory Phonics Assessment
- Yr 2 children undertake Y1 Statutory Phonics Assessment if they failed to reach standard in yr 1
- End of Key Stage Assessments Yrs. 2 and 6
- A comment in the Annual Report regarding the current achievement and next steps for the child.

SEND

Pupils with special education needs may receive additional support through:

- Targets and programmes set in Individual Education plans.
- Daily 1-1 reading to concentrate on personal targets.
- Specialised reading materials.
- Interventions to address gaps in learning e.g. teaching to work on gaps in phonics, vowels etc.

Writing

By the end of their time in primary school we want our pupils to:

- Be confident writers
- Be able to write appropriately for a variety of audiences and purposes
- Be able to write in a variety of genre.

Scheme of Work

The School Scheme of Work is based upon the National Curriculum for English

Developmental writing is valued as a means of developing pupil confidence in writing and in conjunction with this; the following structured approaches are used:

In Foundation and KS1

- Daily Read Write Inc phonics lessons
- A weekly writing session focussed on independent writing.
- **Shared Writing** - a whole class approach to make explicit how an experienced writer composes a text.
- **'Talk for Writing'** – a whole class approach to mapping out own writing prior to writing it.
- **Independent Writing** - a structured opportunity to apply writing skills
- **Personal Writing** - a planned opportunity to write reflectively
- Explicit teaching of grammar is carried out. Where possible, this is taught through the context of a shared text or separately in a standalone session.
- Explicit teaching of handwriting daily alongside daily phonics and weekly spelling tests.

In KS2

- **Shared Writing** a whole class approach to make explicit how an experienced writer composes a text.
- **Guided Writing** a differentiated group approach to further develop writing composition. e.g. up levelling a text
- **Independent Writing** - a structured opportunity to apply writing skills
- **Personal Writing** - a planned opportunity to write reflectively.
- Writing across the curriculum which gives opportunities to practise genres in context e.g. non chronological report in science.
- Explicit teaching of **grammar** is carried out. Where possible, this is taught through the context of a shared text and during a standalone session
- Explicit teaching of handwriting and spelling.

Spelling

We acknowledge the importance of the gaining of spelling skills and strategies for all pupils. Skills and strategies in spelling are taught using our phonics programme in Foundation KS1 & Ks2 in line with the National Curriculum. Pupils are taught how to learn spelling through a variety of strategies including phonics, visual and morphemic strategies, graphic knowledge, mnemonics and principles of spelling. Spelling is taught both in the English lessons and outside of lesson as a standalone activity. Pupils are given opportunity to develop and practise their skills during the independent work session. Good spelling at the level of the individual is expected throughout all written work.

From Year 1 onwards pupils are expected to learn spellings at home each week. These are based on the sounds learnt & the words identified for each year group

Assessment of Writing

- Read Write Inc Phonics half termly assessment
- End of Key Stage Assessments - Yr. 2 and Yr. 6
- Moderation of writing as a staff, within our 3 school cluster & across our Trust

SEND

Pupils with Special Educational Needs may receive additional support through:

- Targets and programmes set in Individual Education plans
- Additional teaching time - both in and outside the classroom
- Additional practice provided by teaching assistants