ENGLISH GUIDELINES

(INCORPORATING READING, PHONICS, WRITING, ORACY, HANDWRITING, SPELLING, PUNCTUATION AND GRAMMAR)

(CURRICULUM)

Reviewer: Lauren Way

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Introduction

This document is a statement of the aims, principles, strategies and procedures for the teaching and learning of English throughout the school.

Intent

English is both a subject in its own right and the medium for teaching; for pupils, understanding language provides access to the whole curriculum. “Fluency in the English language is an essential foundation for success in all subjects.” *The National Curriculum (2014)*

At Whitegrove, we continually work to develop our children’s ability to listen, speak, read and write for a wide range of purposes, across all curriculum areas. Children are taught to effectively communicate their ideas, views and feelings, enabling them to participate fully as a member of society. Our children gain an understanding of how language works by looking at its patterns, structures and origins, across a variety of different medias.

However, we acknowledge that we want much more than that for our children. We aim to develop a love of language in its many forms; for children to express themselves creatively and imaginatively; to become enthusiastic and critical readers; and to inspire our children to be life-long readers and authors, who read and write for pleasure.

Aims

- To speak clearly, fluently and audibly, and to take account of their listeners;
- To listen with concentration identifying the main points of what they have heard;
- To become competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate;
- To develop the skills to become confident independent readers;
- To develop the habit of reading widely and often, for both pleasure and information;
- To appreciate our rich and varied literary heritage by becoming enthusiastic and reflective readers;
- To acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language;
- To produce effective, well presented written work;
- To write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences;
- To develop a secure understanding of spelling, grammar and punctuation;
- To improve the planning, drafting and editing of their written work;
- To develop a style of handwriting which is legible, fluent, joined, comfortable and fast.

National Curriculum

At Key Stages 1 and 2, schemes of work are planned in accordance with the requirements stated in the National Curriculum document. Cross-curricular links are explored where appropriate, including the use of ICT to access, organise and present information.

Planning and Teaching Methods

Lessons are planned according to units outlined on the school's curriculum plan. Within these units, planning takes account of the progression of skills within the National Curriculum.

At Whitegrove Primary School, we recognise that effective communication and acquisition of vocabulary are vital in developing learning across the curriculum. We cover the statutory requirements (outlined in EYFS Framework and The National Curriculum 2014) through explicit teaching of reading, oracy and writing, through activities which may also include spelling, punctuation and grammar. This is in conjunction with skills being taught and implemented across all other areas of the curriculum. Lessons will include opportunities to reflect on and evaluate progress and learning. Children experience a wide range of high-quality texts to analyse, draw information from, use as models for their own writing and to enjoy. Different medias/stimuli, such as film, art and drama are used to inspire and enhance reading and writing opportunities. Children use ICT in English lessons where it enhances their learning: in drafting their work and in using multimedia to study how words and images are combined to convey meaning.

Reading including phonics

The programmes of study for reading at key stages 1 and 2 consist of two dimensions: word reading and comprehension (both listening and reading). It is essential that teaching focuses on developing pupil's competence in both dimensions; different kinds of teaching are needed for each. This is achieved through:

- Discrete multi-sensory phonics lessons
- Guided reading lessons (both whole class and in small groups)
- One to one reading with an adult
- Fluency instruction including modelling, echo, choral and repeated reading
- Practise of verbal and written responses to comprehension questions

This is further enhanced by the variety of reading opportunities provided in school and the range high-quality texts that are promoted and made available to the children. The importance of reading widely and for pleasure is promoted in school and all children are encouraged to read daily at home.

Phonics is taught from Foundation Stage onwards. At Whitegrove, we use Monster Phonics to support our teaching and learning of phonics. Monster Phonics uses colour-coding and monster characters to make the grapheme-phoneme (letter-sound) correspondence easier for children to learn and remember. Activities are multisensory and include: reading, writing, singing and actions.

Our KS1 reading scheme provide decodable books that include words to practice, an engaging story to read and comprehension questions. We recommend that a book should be read between two to three times with a child to build confidence and fluency. Children are given books to match their phonics knowledge and the sounds they have been taught in school.

Writing

Teachers promote writing and look for ways to engage, inspire and motivate pupils so that they see themselves as writers. Children are given regular opportunities to write for a range of purposes and to reflect upon their audience. Time is spent preparing to write with a range of relevant starting points (real life experiences, pictures, film, analysis of good quality text, drama), gathering of vocabulary, grammar practise and drafting. Children are given opportunities to reflect upon their work, edit and present to different audiences.

Handwriting

From the beginning of their time at school, children receive frequent discrete, direct teaching of handwriting. They are taught to form letters accurately, sit properly in order to have the correct posture for writing, hold the pencil in the correct tripod grip and develop a legible and joined handwriting style. A mixture of whole class, small group and individual teaching is planned for and delivered. Children are expected to implement these developing skills at all times. Staff also model these skills in both their teaching and marking.

Implementation

Progression for all pupils

At Whitegrove we provide a broad and balanced curriculum for all our pupils. We recognise the fact that there are children of widely different abilities and varying needs in all classes, and we provide suitable learning opportunities for all children by differentiating activities within English to ensure that the specific needs of individual children are best met. Children are encouraged and supported to develop their skills in this subject. Where identified pupils are considered to require targeted support to enable them to work towards age appropriate objectives, intervention programmes are implemented.

We achieve this by:

- responding to pupils' diverse learning needs;
- setting tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty;
- providing resources of different complexity, according to the ability of the child;
- using classroom assistants to support the work of individual children or groups of children.
- increasing both the degree of skill and knowledge and understanding.

Assessment

Children's progress in Reading & Writing is assessed against the Age-Related Expectations. These describe the types and range of performance that the majority of pupils should characteristically demonstrate, having been taught the relevant programmes of study.

Written work is marked in accordance to the guidance set out in the marking policy.

The role of the English Subject Leader

- Supporting and working with colleagues and keeping them informed of changes and developments within their subject.
- Monitoring the relevance, continuity and progression of the English curriculum throughout the school and recommending any action needed.
- Providing advice about teaching reading, phonics, writing, oracy, handwriting, spelling, punctuation, grammar and the schemes of work.
- Keeping, updating and extending resources, ensuring staff are aware of their availability and identifying future needs.
- Keeping own skills and knowledge up to date through reading and attending relevant courses and by developing links with sources of expertise and information beyond the school.