

GILLINGSTOOL PRIMARY SCHOOL

Inspire ~ Believe ~ Achieve



ENGLISH POLICY

Signed ... *D Llewellyn*

Name: Dave Llewellyn

Chair of Governors

Date: November 2020

Signed *C Carter*

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Headteacher

Date: November 2020

Rational / Intent - Reading

It is our intent at Gillingstool Primary School to provide our students with a high-quality education in English, which will enable them to speak, listen read and write fluently. This, in turn, will allow our students to communicate their ideas and emotions to others effectively. Reading at Gillingstool will be at the centre of our curriculum and through quality-first teaching in this subject we will be able to underpin all the skills the children will need to succeed in English and other curriculum areas. This journey will begin in EYFS with the teaching of early reading through high-quality phonics provision and end in Year 6 where our students will have developed a true love of reading both fiction, poetry and non-fiction texts. It is our intention to ensure that by the time our children leave our school, they are able to read fluently and with confidence and enjoyment.

Rational / Intent – Writing

Writing at Gillingstool will be underpinned by our high-quality reading curriculum. Our intent is that during their time with us, our students will develop a love for writing – from mark making in EYFS to writing for a range of purposes in Year 6. Writing and grammar skills will be built upon as students move through the year groups but with the basic non-negotiable skills being revisited regularly to ensure a solid foundation upon which to build. It is our intention that by the time our children leave our school, they will see themselves as authors who have a well-developed and secure skill set which they will be able to build upon at secondary school and beyond.

The aim of the English curriculum at Gillingstool Primary School is to provide opportunity for all pupils to develop to their full ability. This will allow them to use and understand language effectively in speaking, listening, reading and writing.

Oracy

- To provide a range of contexts and audiences, designed to develop competence and confidence for pupils to use language appropriately in different social settings
- To provide opportunities for all children to participate in role-play and creative improvisation, as well as more structured drama activities
- To create opportunities for children to use language and communication creatively and imaginatively
- To use the ‘Talk for Writing’ approach throughout KS1 and into KS2. To engage in a range of high level oracy and drama activities in order to develop a wide and interesting vocabulary and a deeper understanding of sentence construction.

Phonics and Spelling

- To provide children with an understanding of the sounds and their varied representations in order to decode words, to blend for reading and segment for writing
- To be able to make informed decisions when spelling a new or unfamiliar word, using knowledge of the position and possibility of a specific spelling pattern being used
- To recognise by sight and spell the common exception words

- To ensure children have the knowledge and strategies to decode words they do not know including the use of dictionaries.
- To ensure, through rigorous assessment, that children are keeping up and, where they are not, specific interventions are taking place to support them.

Reading

- In EYFS and KS1, the children are regularly assessed at the end of each phase of phonics teaching, and their reading books are matched to this level. All reading scheme books are fully phonetically decodable and match the phonics phases and enable the children to read at a 90% level of fluency.
- For children to be exposed to a wide range of high-quality texts and reading material in all genres and by a range of authors.
- For children to be aware of the seven main reading skills (vocabulary, inference, prediction, explanation, retrieval, summary and author choice) and how to answer questions accordingly.
- To ensure the lowest 20% of readers are identified through rigorous assessment and high quality interventions are put in place in a timely manner.
- To review and monitor the impact of reading interventions on the progression of the children taking part.
- To ensure the lowest 20% of readers are heard 1:1 on a daily basis.
- To ensure all children have opportunity to regularly access the library for both levelled reading books but also for books (fiction or non-fiction) that can be chosen regardless of ability (lending library).
- To ensure Gillingstool promotes reading for pleasure across the school. Each child creates their own reading profile that can help staff understand that child as an individual reader (likes and dislikes in terms of authors, genres, text formats etc.).
- To teach the skills necessary for the efficient use of information texts
- To learn how to choose books independently and handle them appropriately. This will include choosing books at their level, re-reading an old favourite or selecting a book to share
- To visit the school library on a weekly basis in order to learn the function and purpose of a library as well as fostering enjoyment and pleasure in literature

Writing

- To use the 'Talk for Writing' approach in KS1 and into KS2 to ensure that children work through the processes of: imitate; innovate; invent. Children are given opportunities to learn stories off by heart through a variety of speaking listening and drama activities, and write imitating the author, allowing for freedom in writing and magpieing of ideas. The use of story and text maps provides the children with a tool for creating their own unique stories based on a variety of Pie Corbett's tales. At the end of a unit

of work they have the opportunity to read their creation to an audience, giving a real purpose for their writing.

- To ensure all writing opportunities are underpinned by a high-quality text and/or model of excellence so that writing and grammar application is based in context.
- To ensure children are constantly aware of the non-negotiables for their year group and that these are always included within their writing.
- To ensure that grammar skills are taught in such an order that the children's understanding of them is being continually being built on and extended.
- To provide varied and frequent opportunities to write for differing audiences and purposes with increasing control of form, style, spelling and punctuation - in line with the quality text map.
- To experience and understand a range of writing genres, including Pie Corbett's generic story plots for fiction writing.

To encourage a fluid, joined style of handwriting through regular and guided practice of correct letter formation. This will start with pre writing skills in Early Years aimed at developing fine motor skill and core strengths and then include work to develop pencil grip and control, basic mark-making, letter formation, control of size, use of lines and finally joined script and use of pen. At no point must a focus on the craft of handwriting be allowed to impact adversely on the quality of content or disrupt a pupil's positive attitude to writing

Most importantly, pupils must be encouraged to view writing as a fun and really worthwhile activity

Guidelines

- For pupils to make consistent progress, all activities must be differentiated to meet pupil need and to provide challenge when necessary. Children must be helped to build on their acquired knowledge of language and to use it in all curricular areas.
- All work is to be marked in accordance with agreed school policy and assessment records.
- Parents are to be actively encouraged to support a child's learning at home (Reading, homework) via the use of home school reading records, formal and informal meetings, teacher-parent consultations and end-of-year reports
- Children should be encouraged to recognise their own achievements, reflect upon their development and actively make comments on their own work
- Provision is to be made for children to work in a variety of contexts in all areas of language work; collaboratively, individually, small and large groups and in whole class situations.
- Children will use ICT when appropriate in using and exploring language.
- The stimuli for any language work will be carefully planned, exciting, interesting or thought provoking and will be drawn from a wide-variety of sources, reflecting the rich cultural diversity of modern life.

Conclusion

All the language work undertaken at Gillingstool is aimed at helping to develop children who can employ effective and appropriate communication strategies in preparation for life in and beyond school. This work will go hand-in-hand with fostering a genuine pleasure, excitement and love for literature and the use of language.