

Fairchildes Primary School

English Policy

Rationale

At Fairchildes, we believe that aspects of literacy, speaking & listening, reading and writing, should be integrated across the curriculum and not taught in separate compartments. Through sensitive and inspired teaching, we aim to ensure that all children develop a lasting love for the written and spoken word and an ability to use the spoken and written word effectively and with confidence.

We offer a very creative curriculum, which is based on the National Curriculum. This takes advantage of any cross-curricular opportunities. We include the use of ICT skills whenever they are appropriate, including multi-modal texts and multi-media resources .

At Fairchildes, we firmly believe that all children are entitled to develop as learners. To ensure this, the teaching and support materials will be representative of the society in which they themselves live and give insight to different environments.

Reading

Successful reading depends on learning to use a range of strategies and reading a variety of texts. At Fairchildes, we develop reading through individual, paired/shared and group/guided reading with access to a wide range of genres. Prominent in each classroom, the class library is available at all times to the children to select books for home and school use. In addition, children will visit the local library each year.

Children from Nursery to Year 6 will be read to regularly by the class teacher. In the Foundation Stage and KS1, the acquisition of phonic knowledge will be guided through the Letters and Sounds Guidelines. Where necessary, other strategies will be used in support, such as Bugclub, IDL etc.

Speaking and Listening

The ability to speak and to listen is fundamental to language development, learning in school and social development. At Fairchildes the inter-relationship between learning to speak and learning to write is particularly sensitive; children need a balanced programme in which progression in both is addressed through speaking for different audiences, listening and responding, discussion and group interaction and drama. Staff are expected to model the correct use of grammar and language when engaging with the children.

Writing

At Fairchildes we believe that children develop as writers through having a sense of audience and purpose. To ensure success the following strategies will be used:

- The children will be immersed in the text. e.g. visualisation, role play, discussion etc.
- Modelling by the teacher/shared writing.
- Provision of scaffolding frameworks, wordbanks etc.
- All children will have access to and experience of a wide range of writing styles.

Spelling

Foundation Stage follow the Letters and Sounds Guidelines. KS1 and KS2 spellings are taught within the differentiated phonics/accuracy lessons and enforced through reading and literacy sessions.

Classroom displays should incorporate high frequency words and, where necessary, reinforce knowledge taught; e.g. common letter strings and phonemes being taught.

Grammar

In the Foundation Stage children will be taught in accordance with the Early Learning Goals. In KS1 accuracy is taught explicitly within the phonics/ accuracy and literacy lessons. In KS2, accuracy lessons will be planned for separately. These will be in addition to the literacy lesson and will focus on grammar, spelling, punctuation, handwriting and sentence structure.

Handwriting

Berol cursive handwriting is used throughout the school, with a modification for capitals. All adults within the school will use this style when working in conjunction with, or for, the children, e.g. marking, display etc.

Inclusion

As teachers we must be aware of, and respond to, pupils' diverse learning needs, including those with English as an additional language, those with learning difficulties and the able, gifted and talented pupils.

SEN/EAL pupils will be included, using support. Structured reading texts are available for use by children on IEPs. However, before putting a child on these texts, the SENCO must be consulted. Children identified as having special needs may need to be supported through work with a teaching assistant, either individually or within a small, focused group. For further guidance see the SEN policy.

Teachers will plan for Able, Gifted and Talented children using the agreed planning format, specifying suitable strategies/activities that are appropriate, e.g. higher order questions, challenging activities etc. For further guidance see the Gifted and Talented policy.

Interventions and Support

Children's progress is continuously monitored. Where children need extra support to help improve or maintain a particular area in English, various interventions are provided in reading, writing, handwriting and speech and language. These support interventions are implemented by teaching assistants with targeted pupils or by class teachers with specific support groups.

Assessment

In the Foundation Stage children are assessed in the areas of learning as stated in the Early Learning Goals, via observation and the Foundation Stage Record.

Reading within the school is assessed through on going teacher assessments, which are recorded, on individual and group reading records. Additionally, each half term children will be assessed on the assessment focus areas and Expected Standards for reading. Children in the Foundation Stage and KS1 (KS2 if necessary) will be assessed on their phonic knowledge.

In the summer term of Year 1 (and for those who did not pass in year 2) children's decoding and blending skills will also be checked in accordance with the Government Phonic Screening Check.

Writing assessments are carried out as a part of their literacy work every half term by the class teacher.

At the end of EYFS, KS1 and KS2 children will be tested in accordance with Government Statutory Assessments

For further information see the Assessment Policy.