



Fairchildes Primary School

English Policy

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Introduction

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 both 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 IT skills whenever they are appropriate, including multimodal texts and multimedia 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 diverse society in which they themselves live and give insight to different environments.

Aims and Objectives

- For children to leave Fairchildes fluently reading, comprehending and writing to effectively communicate
- To create an engaging curriculum that opens up ideas and stimulates thinking through using a range of texts, including multi-modal
- To value the importance of accuracy and editing in written work
- To encourage a life-long love of reading
- To be able to speak and write appropriately for a variety of audiences
- To reflect and build on skills which are transferred across the curriculum and the key stages

Teaching and Learning

Reading

At Fairchildes, we aim to instil a love of reading, so that it can be a life-long purposeful and enjoyable activity. 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.

Phonics is an integral part of children learning to read and write, and so we begin teaching as soon as the children start school in nursery. The acquisition of phonic knowledge will be guided through the Essential Letters and Sounds (ELS) validated phonics scheme, taught daily in reception and year 1. Phonics may be extended into year 2 and further into KS2 for those that need extra support through the ELS intervention scheme.

Children are taught that decoding words is only one aspect of the reading process. In order to communicate effectively and understand the written word, they must be able to comprehend what they read as well as what is read to them. Whenever children read, or are read to, children will be spoken to and questioned about their comprehension of the text. Explicit, weekly comprehension sessions will also take place using the VIPERS Literacy Shed principles as a basis.

Children will have access to Oxford Owls as an online library (this includes the Oxford letters and sounds to support phonics) and to Oxford Reading Buddy to access at home or for remote learning. In addition, children from nursery to year 6 will be read to regularly by the class teacher.

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, word banks etc.
- All children will have access to and experience of a wide range of writing styles.

Spelling

Children will start to learn to spell through their acquisition of phonics taught using the ELS scheme. From year 2 to year 6, children will follow the accuracy scheme of work (in line with the National Curriculum) to develop their knowledge of the spelling system. In addition, the school subscribes to the online SpellingFrame resource in order to further develop spelling knowledge through games, and provides an online learning resource at home or for remote learning.

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 EYFS Framework.

In KS1 accuracy is taught explicitly within the accuracy and literacy lessons.

In KS2, accuracy lessons will be planned 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.

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 ongoing teacher assessments, which are recorded, on individual and group reading records. Additionally, each half term children will be assessed on the 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 KS1 and KS2 children will be tested in accordance with Government Statutory Assessments. For further information see the Assessment Policy.

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 and lessons adapted for individual needs. 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 and activities that are adapted as appropriate, e.g. higher order questions, challenging activities etc. For further guidance see the Gifted and Talented policy.

Other Subject Relevant Areas

Literacy Programmes

Children's progress is continuously monitored. Where children need extra support various interventions are provided in reading, phonics, writing, spelling, handwriting and speech and language.