



Glenmere Primary School

English Policy

Aims

Our aims in teaching English are that all children will, to the best of their ability:

- Develop the necessary skills to use the English language confidently, appropriately and accurately.
- Be able to speak, write and read Standard English fluently and accurately.
- Be able to listen to the spoken word attentively, with understanding, pleasure and empathy.
- Be able to read a range of materials fluently and with understanding, for enjoyment and information.
- Be able to write effectively for a range of audiences and purposes, using spelling, punctuation and syntax, accurately and confidently.

Principles of the teaching and Learning of English

English is important because:

- It is a vital way of communicating in school, in public life and internationally.
- It is the foundation for almost all the learning which takes place in our school.
- Its mastery is essential for independent learning, the world of work and most aspects of everyday life

English is a core subject of the National Curriculum.

The fundamental skills, knowledge and concepts are set out in The National Curriculum for English

In each year group, the English Curriculum is split up into different elements:

Spoken Language

Reading

Word Reading

Comprehension

Writing

Transcription (including handwriting)

Composition

Vocabulary, grammar and punctuation

Spelling

The Programmes of Study for Key Stage Two is split into Years 3 and 4 and Years 5 and 6.

Strategies for the Teaching of English

Organisation

Glenmere follows the English curriculum established and layout out by the English Coordinator, working in line with the National Curriculum. Pupils are expected to be exposed to a range of genres during their time at school, building on skills and knowledge year on year – all of which is presented in ‘Glenmere’s English Curriculum’

Staff follow the English overview for the teaching of English and use the Writing Progression Grids to ensure skills are being taught progressively. There are also a list of books which will have been read to children by the end of the different stages: EYFS, KS1, LKS2 and UKS2

Daily English lessons are allocated to the ‘formal’ learning of reading, writing, speaking and listening skills, including an additional half an hour lesson focusing specifically on the learning of reading comprehension through Book Talk and VIPERS on alternate weeks. In KS2, this is teaching the skill of comprehension and in KS1 this is guided reading sessions and whole class reading sessions, which again has one of the foci as comprehension.

The teaching of writing uses ‘Talk for Writing’ which follows a specific sequence of learning, enabling children to develop their Speaking and Listening skills, be exposed to quality ‘What Excellence Looks Like’ examples and build up their writing stamina. There is a huge emphasis on modelled and shared writing with pupils. Children will then work towards an independent piece – otherwise referred to as a ‘hot write’, which will then be written into their ‘Author Journal’. This then supports the teacher in their assessments.

The teaching of spelling follows the Rising Star scheme within school, ensuring pupils are being taught the spelling rules and patterns required within different year groups. The teaching of handwriting using ‘Letter-Join’ which can be found within the ‘Handwriting’ Policy

Informal learning takes place throughout the day and throughout all curriculum areas to ensure good cross curricular links e.g. Children in KS2 might write a non chronological report on the Tudors, or a newspaper linked to Crime and Punishment.

Children may work as a whole class, small groups or individually.

Children either work in mixed ability pairings or ability groupings depending on the task, including during any of the English lessons. The class teacher will then give focused TA support to those who need it.

Foundation Stage

Children in Reception classes study the objectives set out in the Early Learning Goals. The prime area for English is Communication and Language with strands of Reading and Writing throughout.

In Reception classes the elements of English may be covered across the day rather than in a single unit of time. This is to enable more use of outdoor learning and to incorporate a structured phonics lesson as part of English teaching.

The children in Key Stage 1 are also following 'Letters and Sounds' as part of their daily phonics teaching. Each class starts on a different phase which is determined following consultation with the previous class teacher. As a rough guide, FS should be covering Phases 1, 2 and 3, Year 1 should be covering 3 and 4 and Year 2 should be covering 5 and 6. This is recorded by the class teacher.

Key Stages 1 and 2

Children in Key Stages 1 and 2 study the objectives as set out in the New Primary Framework.

There is a daily English session with children working on the above strands:

Handwriting is taught in sessions at other times and is taught in line with the school's 'Handwriting Policy' and 'Presentation Policy'

Speaking and Listening

The new curriculum is very much set up to include strong strands for Speaking and Listening so as to further develop children's skills across all subject areas. In the steps for each bands are assessment objectives linked to all areas of the curriculum.

Assessment of English

All areas of English are assessed using the Programmes of Study and objectives on Target Tracker. Staff assess children based on the following categories:

PKS – Pre Key Stage (with this there are different levels)

PYG – Pre Year Group

WTS – Working Towards the Expected Standard

EXS – Working At the Expected Standard

GDS – Working at Greater Depth

This is to remain in line with the assessments carried out at the End of Key Stage 1 and 2. Progress in English is monitored from the end of each Key Stage. In Year 2 and 6 they assess writing based on the Assessment Frameworks and in Years 1, 3, 4 and 5 they assess against similar frameworks which are evident in both English books and Authors journals. Writing is assessed at the end of each unit from their 'hot write'

Termly assessments for reading are carried out across the school as a form of summative assessment and more regularly in Year 2 and 6. Glenmere currently using tests from Rising Stars.

The co-ordinator regularly monitors both Medium and Short term plans, as well as the assessment of English to ensure judgements are accurate and consistent across the school. In addition to this, regular monitoring of books will be carried out.

Spelling Policy

The Nature of Spelling

The ability to spell easily enables us to become more effective writers. The less thought we have to put into spelling, the more thought we can put into what is said.

Children who are able at spelling are self-monitoring. They take responsibility for spelling words correctly. They are children who are able to identify which words do not 'look right' and check the spelling using a dictionary.

The English Language is not a regular language but it is systematic and patterned. Learning to spell is a process of working out such patterns and systems and applying them to new words.

Learning to spell is not just learning lists of words. It is a development process of learning to apply different strategies appropriately.

Spelling Development

The 5 phases of spelling development are :

- Preliminary spelling
- Semi-phonetic spelling
- Phonetic spelling
- Transitional spelling
- Independent spelling

A summary of the developmental continuum is in the appendix.

The Teaching of Spelling

The programmes of study outlined in the Early Learning Goals and National Curriculum are followed.

Key Objectives

At Foundation Level children need to:

- Use phonic knowledge to write simple, regular words and make phonetically plausible attempts at more complex words

At Key Stage 1 children need to:

- Spell:
- Words containing each of the 40+ phonemes already taught
- Common exception words
- The days of the week
- Name the letters of the alphabet
- Add prefixes and suffixes
- Apply simple spelling rules & guidance
- Write from memory simple sentences dictated by the teacher
- Spell by:
- Segmenting spoken words into phonemes
- Learn new ways of spelling phonemes
- Learn to spell common exception words
- Spell more words with contracted forms
- Learn the possessive apostrophe (singular)
- Distinguish between homophones and near homophones
- Add suffixes to longer words

At Key Stage 2 children need to:

- Use further prefixes and suffixes and how to add them
- Spell further homophones
- Spell words that are often misspelt
- Use the first two or three letters of a word to check its spelling in a dictionary
- Write from memory simple dictated sentences
- Use further prefixes and suffixes and understand the guidance for adding them
- Spell some words with silent letters
- Continue to distinguish between homophones and other words which are often confused
- Use knowledge of morphology and etymology & understand that some words need to be learnt specifically
- Use dictionaries to check the spelling and meaning of words
- Use the first 3 or 4 letters of a word to check spelling, meaning or both in a dictionary Use a thesaurus

Spelling and the English Lesson

Spelling will be incorporated into every aspect of the English lesson and through cross curricular opportunities.

- Shared reading - e.g. Selecting examples to make teaching points
- Shared writing - Teaching and modelling use of all strategies and resources
- Guided group work – Teaching focused at specific levels
- Independent work – e.g. Activity resource sheets, investigations, word webs, mnemonics
- Plenary – e.g. Results of investigations discussed and strategies found to be successful

At all stages of spelling development children will be encouraged to reflect on their spelling strategies and understanding, gradually building a complete picture of the spelling system.

At Foundation Level and Key Stage 1 Letters and Sounds and Jolly Phonics activities will be used to teach children.

Spelling will also be linked with handwriting

Special Educational needs

Class teachers will support children with special educational needs in their spelling work by providing them with differentiated work.

More able children will also be given appropriate challenging differentiated work.

Spelling in Other Curriculum Areas

Having a cross curricular approach reinforces what is learnt in English lessons and places spelling in a meaningful context.

The use of topic word banks helps develop the range of words children can spell.

Spelling Strategies

Spelling strategies to be taught are:

- Learning by sight
 - seeing words within words
 - inventing calligrams
 - identifying, highlighting and overwriting the most difficult part of the word
- Learning by sound
 - hanging the sound of the word by exaggeration or mispronunciation
 - making up mnemonics
 - saying letter names in rhythm
 - beating out syllables
- Learning by movement
 - tracing letters with a figure
 - writing the word with the non-dominant hand
 - writing the word with eyes shut

- Linking new words with known words (analogy)
- Investigating the origin of words (derivations)
- Removing/adding prefixes and suffixes to show how words are constructed (roots)
- Making trials of spellings (have a go)
- Proof reading
- Refer to class charts, class lists, books in the room
- Use a dictionary
- Learn to use a spelling journal
- Look, learn, cover, write and check

Monitoring, Evaluating and Assessing

Evidence for assessment and planning future steps may be through:

- Daily observations
- Marking of work
- Discussions with children regarding strategies
- Spelling tests of words being taught
- December and May testing (SATs) to give a level of attainment (P/ABC grades).

Targets will be set in September using the previous years May assessment levels. The December testing will be used to monitor progress and decide on actions needed.

Records of progress will include:

- Target/Assessment sheets
- High frequency words known
- Termly samples of independent writing.

Marking in English

Marking remains in line with the school's feedback policy focusing on three different elements:

- In the moment marking where by the teacher works with children in the classroom giving immediate feedback for the children to respond to there and then
- After the lesson where teachers mark the work, referring back to the key learning objectives.
- Peer feedback is also given when pupils work with one another to edit each other's work

The emphasis on the marking should be around the piece of work the children has been working on and what they need to do in order to improve it and to take their learning forward.