



PARK GROVE PRIMARY ACADEMY



English Policy

General Language

AIMS

- a) To give children a rich variety of written, spoken, seen and heard language experiences
- b) To give pupils the basic language skills they will need throughout their lives and develop the skills of each child to the highest level.
- c) To provide children with the language ability they need to think, communicate, understand and learn in all curriculum areas.
- d) To give children confidence in, and enjoyment from, all aspects of language.

GENERAL CONTEXT

- a) We recognise that language skills extend across the whole curriculum and that many skills can be developed through language skills.
- b) Long and medium term plans use a common format and are monitored by the English Subject Leaders.
- c) We work towards appropriate, yet challenging, targets for classes, groups and individuals.
- d) Parental involvement in language development is encouraged through in-class support, reading records, shared/paired reading, performances, visits and visitors.
- e) Displays of written work throughout school are well presented and represent the best standard of work that the child is capable of.
- f) We receive support from within our academy, Ebor, to support staff.

Planning

All planning is based on the National Curriculum and the Early Years Foundation Stage. The core objectives from the curriculum are broken down into long term plans for each year group or mixed year class. These long term plans are then broken down by the class teachers into medium term plans, which will reflect the needs of a particular class. Wherever possible, English planning will be linked to the wider curriculum to ensure a cross-curricular approach to teaching and learning.

Assessment & Recording

Teacher assessment is an integral part of teaching English and is used to inform planning. Independent writing should take place regularly to ensure knowledge and skills have been retained from prior teaching. Children's assessment data will be recorded on our school tracking system (Ebor writing assessment trackers, guided reading or individual reading notes and NTS reading paper data on MARK).

Reporting

Parents are informed of children's progress in English through

- informal discussions
- reading records in KS1
- parents' evenings
- annual reports

Marking/Presentation

Whenever possible, work should be marked with children to facilitate useful discussion. The school has an updated Marking and Expectations Policy. This incorporates using highlighters to mark work (green and think pink). These comments should include opportunities for children to edit and improve their work, e.g. a task-based activity for the 'think pink'.

Cross Curricular Links

English will be taught through topic work and other curriculum areas where appropriate. There will be an annual English enrichment day which is World Book Day.

Handwriting

AIMS

- a) To promote the development of fine motor skills, teaching children to have a comfortable pencil grip and the skills of correct letter formation.
- b) To teach the children to write using lead in lines.

GUIDELINES

- a) In the Foundation Stage, children are taught handwriting through Phonics, which leads on to the teaching of the school's own handwriting style through KS1/KS2.
- b) Explicit and direct teaching of handwriting skills regularly each week, which cater for children with individual needs.
- c) Provide opportunities to develop presentational skills throughout the curriculum; while taking care that the importance of presentation, which may inhibit some children's creative skills, is not over emphasised.
- d) Left-handed children to be encouraged to sit on the left side of right-handed children so that their elbows don't bump. They are encouraged to find a comfortable orientation for their paper, usually slightly to the left of centre of their body.
- e) Children in EYFS and KS1 will use pencils for writing and KS2 will use handwriting pens.
- f) Pen Licences (a badge, a certificate and a handwriting pen) will be given to children in Years 3 and 4 who meet Lower Key Stage 2 handwriting expectations as assessed by the class teacher (legible, consistently joined handwriting with letters evenly spaced and sized). Such handwriting should be used by the child and seen by the teacher across the curriculum, not just in writing and handwriting lessons.

- a. All children in Year 3 will receive their Pen Licence by the end of the Spring Term; All Year 4 children will receive their Pen Licence by the start of the Spring Term. This includes SEN children to help with their motivation and self esteem in writing.
- b. Children in Year 4 will be reassessed by their next teacher and re-earn their Pen Licence when the next teacher feels this is appropriate.
- c. Children in Years 5 and 6 will receive their pen automatically at the start of the academic year.
- g) When marking or writing comments, members of staff should use the school handwriting policy.
- h) Displays throughout the school include evidence of children's writing as well as computer generated writing.

Reading

AIMS

- a) To encourage all children to be enthusiastic and critical readers and to read for enjoyment and information.
- b) To enable all children to read with confidence, fluency and understanding.
- c) To teach children a range of strategies to access texts as required by the National Curriculum; and to identify cross curricular links to teach reading skills in a meaningful context.
- d) To provide the opportunity for all children to experience a wide range of fiction, non-fiction and poetry (which will reflect other cultures).
- e) To create a print rich reading environment to foster learning and enjoyment.
- f) To teach children to value reading and reading materials
- g) To ensure that children with special reading needs are identified and supported or extended through materials and teaching provision.
- h) To ensure all children have equal opportunities.

GUIDELINES

- a) Reading fluency will be developed using a range of teaching methods according to the needs of the individual child.
- b) We will follow the guidelines of the National Curriculum, ensuring there is a balance of shared and guided reading, inside and outside of English lessons, as appropriate.
- c) We will teach phonic skills systematically to develop reading, writing and speaking and listening skills in an interactive way.
- d) Children will have access to a wide range of reading resources, of the best possible quality.
- e) Children will hear stories, poems and passages read by adults and peers. They will learn to read silently for their own pleasure and be aware that adults also read for pleasure. Other methods for developing reading such as paired or shared reading, listening centres, drama etc. will be introduced throughout a child's time at school.
- f) The range of available reading material will widen as a child's ability develops, to include fiction, non-fiction, poetry, reference, instructions, suitable periodicals, their own and other's writing.
- g) Teachers will not necessarily always hear children read in a formal 1:1 situation with the child's reading book. Hearing children read will also occur in guided reading sessions. Children will be taught to select their own reading material and become less reliant on the reading scheme material.

- h) In development of reading, parents will be actively encouraged to participate and share their child's reading experiences.
- i) Staff will provide signs and labels with a clear purpose and attractive displays in classrooms and school boards which share and celebrate achievement.
- j) We will teach children to care for and value books by valuing books in the classroom and by teachers and teaching assistants being good role models.

At Park Grove Primary Academy, reading is taught in a variety of contexts:

- Whole class shared reading (particularly in upper KS2 classes), especially when linked to topic
- Small group guided reading sessions, differentiated through pupils' book band levels
- Daily phonics sessions
- One to one reading with adults
- Access to Oxford Reading Buddy
- Frequent opportunities for children and staff to read aloud
- Weekly visits to our school library
- Whole school Reading Bingo incentive

Children's progress in reading is monitored and tracked regularly using:

- Guided reading notes taken by teaching staff during guided reading sessions linked to book band levels and year group expectations
- Ongoing assessments during phonic sessions and interventions
- Discussions with parents/carers about home reading material (recorded in a Reading Record in KS1)
- Evidence of comprehension levels during follow up activities
- Use of 'Reading Eggs' with data here based on tasks completed by the children
- Children's scores during assessment tasks in each cycle, followed by discussions in Pupil Progress Meetings

Parents/carers are encouraged to support their child's reading through:

- Comments written in KS1 reading records, specific to recent successes or next steps
- Use of 'Reading Eggs'
- Phonics homework which focuses on words containing the sound of the week
- 'Stay and Learn' sessions so parents can learn about and experience a typical phonics lesson
- Ongoing discussions with parents/carers regarding reading at home
- Involvement in Reading Bingo tasks each half term
- Providing parents/carers with appropriate resources to support with the development of phonics and reading skills at home e.g. guided reading texts to pre-read, phonics flash cards.

Phonics

At Park Grove Primary Academy we have daily phonics sessions from EYFS to the end of Year Two.

Our teaching of phonics is based on the Letters and Sounds programme, however we have developed our own long term plan for our delivery of phonics grouping the same sounds together and learning the different ways they can be written.

Letters and Sounds is a six phase teaching programme which starts from Nursery and continues to be taught primarily within Key Stage 1 and within Key Stage 2.

Within the Nursery age children will begin learning phonics at Phase 1. When secure with this they can progress through Phase 2 where they will learn initial sounds.

In Reception children will learn through Phase 2, 3 and 4.

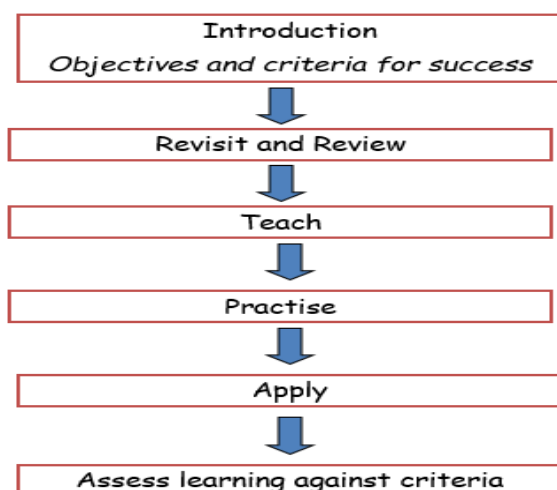
In Year 1 children will learn many alternative spellings for the same sounds. This will prepare them for the Phonics Screening Check in June.

In Year 2 children will learn about prefixes and suffixes along with grammar and spelling rules.

Phase 6 continues throughout KS2.

Teaching Phonics

At Park Grove our phonics lessons are systematic and follow a set pattern. We repeat the same format daily.



Terminology

Terminology used by the children and staff...

Phoneme

This is the smallest unit of sound in a word. We generally use 44 phonemes in spoken English.

Grapheme

This is a symbol for a phoneme. It is a letter or group of letters which represent a sound.

Digraph

This is when two letters represent one sound. This is a two letter grapheme. For example in /sh/ in push and /oa/ in boat.

Trigraph

This is a three letter grapheme, where three letters represent one sound. For example 'igh' in knight.

Segmenting

This involves a word being broken down into phonemes. For example d/ay.

Blending

This involves phonemes being put together to read a whole word. For examples s/a/t.

Phase 2

In this phase children will continue practising what they have learned from phase 1, including 'sound-talk'. They will also be taught the phonemes (*sounds*) for a number of letters (*graphemes*), which phoneme is represented by which grapheme and that a phoneme can be represented by **more than one letter**, for example, /ll/ as in **b-e-ll**. We use pictures and hand movements to help remember these. **VC and CVC words**

C and V are abbreviations for 'consonant' and 'vowel'. VC words are words consisting of a vowel then a consonant (e.g. *am, at, it*) and CVC words are words consisting of a consonant then a vowel then a consonant (e.g. *cat, rug, sun*).

Saying the sounds

Your child will be taught how to pronounce the sounds (*phonemes*) correctly to make blending easier. Sounds should be sustained where possible (e.g. sss, fff, mmm) and, where this is not possible, 'uh' sounds after consonants should be reduced as far as possible (e.g. try to avoid saying 'buh', 'cuh').

How can you help?

- Use magnetic letters to make words.
- Use the letter sounds rather than their names.
- Sound talk eg Please can you get your b-a-g.
- Elongate the sounds and get the children to teach you the actions.

Phase 3

The main individual letter phonemes have now been learnt, and children are reading CVC words independently. Phase 3 teaches children to learn the graphemes (written sounds), made up of more than one letter, eg: **'oa' as in boat**.

Your child will also learn all the letter names in the alphabet and how to form them correctly. Read more tricky words and begin to spell some of them. Read and write words in phrases and sentences.

How can you help?

- Sing an alphabet song together
- Play **'I spy'**
- Play with magnetic letters, using some two-grapheme (letter) combinations, eg: ***r-ai-n = rain*** blending for reading ***rain = r-ai-n*** segmenting for spelling
- Praise your child for trying out words
- Ask for a list of tricky words
- Create phonic games with a timer
- Play pairs

Phase 4

This is a consolidation unit. There are no new graphemes to learn. Reading and spelling of tricky words continues.

- Tricky words such as they, have, little.
- Words featuring 4 or more sounds such as damp or stamp.

Phase 5

Children will broaden their knowledge of graphemes and phonemes throughout Phase 5. They will learn alternative pronunciations of graphemes including split digraphs.

Split digraphs

We explain to children that the letters within the split digraphs always stay together and therefore always make the same sound. Therefore when a letter tries to come between the split digraph letters they continue to hold hands so make the same sound still!



We explain to the children that the letters within the split digraphs always stay together and therefore always make the same sound. When another letter tries to come between the split digraph letters they continue to hold hands and make the same sound.

At the end of Year 1 all children take part in the phonics screening check. This checks the child's ability to segment and blend to read. The paper contains both real words and pseudo (nonsense) words as it checks the child's knowledge of decoding phonics rather than reading ability.

If a Year 1 child does not meet the expected standard of phonics at the end of Year 1 they will continue consolidating the previous phases during Year 2 and onwards through additional intervention work if necessary.

Phase 6

For our Phase 6 teaching we use the 'No Nonsense Spelling' programme.

Children working at Phase 6 can read hundreds of words automatically. Children can decode words quickly and silently. During this phase children become fluent readers and increasingly accurate spellers. Children will learn different spelling rules when adding prefixes and suffixes eg...

tap would become tapped when adding the -ed suffix

Therefore the spelling rule for adding **-ed** is to double the final consonant and then add **-ed**. This is because there is a single consonant sound within the word. This is only one rule and there are many more.

Writing

AIMS

- a) To ensure that literacy, language and graphic development is central to the whole curriculum.
- b) To teach children a range of writing skills and strategies as required by the National Curriculum for English and in line with the EYFS.
- c) To enable all children to communicate their ideas in written form.
- d) To enable children to write for different purposes and audiences, using texts read as models.
- e) To encourage children to enjoy writing and present work that demonstrates thought, care and pride.
- f) To create a print rich environment which shares and celebrates achievement, including early mark making.
- g) To ensure that children with special writing needs are identified and supported or extended through materials and teaching provision.
- h) To ensure writing of the highest quality we must provide close links with reading.
- i) To ensure all children have equal opportunities.

GUIDELINES

- a) We will follow the guidelines of the National Curriculum with flexibility according to age and ability.
- b) We will teach phonic skills systematically to develop reading, writing and speaking and listening skills in an interactive way.
- c) We will provide opportunities to use ICT for writing e.g. word processing, publishing, editing and improving.
- d) Teachers at all stages will present and/or read good quality examples of different forms of writing to children.
- e) Adults will act as role model and/or scribe for the whole class, group and individual.
- f) Children will be given opportunities to develop creative and independent writing and to publish and present their writing to different audiences and for different purposes.

Speaking and Listening

AIMS

- a) To plan for and teach speaking and listening skills and incorporate these in cross-curricular planning.
- b) To create a secure environment in which children feel confident to express their feelings, thoughts and ideas, recognising the individuality and personality of each child.
- c) To teach children to listen carefully and respond to others appropriately.
- d) To be sensitive to children's language use, but teach them about the structure of Standard English through reading, writing and appropriate intervention.
- e) To monitor children's language development and listening skills contacting parents and outside agencies where necessary.

GUIDELINES

- a) We will encourage dialogue to be used by children when planning a piece of writing to help them explain and justify their choices and organise and rehearse their ideas before setting them down on paper.
- b) Plan for and use a range of teaching strategies and contexts, including drama techniques, across the curriculum.
- c) Provide opportunities to listen in different contexts and use speech for different purposes e.g. planning, evaluating, narrating and questioning.
- d) Provide opportunities for children to discuss subjects and feelings which are personal to them and teaching them to represent the views of others.
- e) Use talk partners.
- f) Identify speaking and listening opportunities on weekly term plans.
- g) Create an effective learning environment, securing motivation and concentration, and provide equality of opportunity through teaching approaches, target setting, assessment and differentiation of tasks and materials.

MONITORING & EVALUATION

Implementation of this policy will be monitored by the English Subject Leaders.

LINKED POLICIES

Marking and Expectations Policy

REVISED BY: Amy Canham and Aimee Thomas

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NEXT REVIEW: July 2023