



English At Three Legged Cross First and Nursery School

This policy sets out the arrangements for the leadership and the delivery of the English at Three Legged Cross First and Nursery School. There is a statutory requirement for the teaching and learning of English (National Curriculum English Document 2014) and in the Prime area of Learning, Communication and Language and specific area of Literacy (Statutory Framework for the Early Years Foundation Stage 2012).

Rationale

The teaching of English develops the ability of children to communicate effectively in speech and writing and to listen and read with understanding. The children's skills will be developed within an integrated programme of spoken language, reading and writing and then extended through all other curriculum areas.

Aims

Children at Three Legged Cross First School and Nursery School will leave Year 4:

- reading and writing with enthusiasm, confidence, fluency and understanding, using a range of independent strategies to self-monitor and correct
- with a love of reading and a desire to read for enjoyment
- an appreciation for the work of writers
- with an interest in words and their meanings; developing a growing vocabulary in spoken and written forms
- understanding a range of text types, media types and genres
- able to write in a variety of styles and forms appropriate to the situation
- using their developing imagination, inventiveness and critical awareness
- with confident and effective speaking and listening skills
- with strategies to attempt the spelling of unfamiliar words
- being able to present writing using clearly identifiable letters using cursive script.

Planning and Assessment

Teachers plan using the schools standard planning forms related to the key stage. All learning is then differentiated as necessary across each class according to the needs of the children. All teachers use 'School Pupil Tracker Online' to assess children's progress in reading and writing or the Statutory Framework for the Early Years Foundation Stage. This is updated at least every term. Standards are monitored in staff meetings and moderation sessions internally and externally.

Targets are set for every child at least every term in reading and writing, they are based on their current level of attainment and expected areas of progress that are identified by the class teacher. Writing targets are displayed in the front of English books and reading targets are kept with reading records. In KS2 the children choose their targets along with the teacher and continue to aim to meet their targets successfully, whilst in Reception and Key Stage One the children's targets are set by the teacher but the children are effectively encouraged to understand their next steps in learning. Once a child has met their target it is then changed promptly and accordingly using the National Curriculum objectives or the EYFS Framework.

Key Stage 1 Year 1 Phonics Screening Check

Key Stage 1 Phonics Screening Check to be taken by all Year 1 pupils in June of each year. If children do not meet the standard, the school must provide the most appropriate support for each child to help them catch up. These children must then re-take of the phonics screening check in the June of Year 2.

Inclusion

If children need more support with a particular area of their English, provision and individual targets will be made in an individual education plan (IEP). Provision is made for children who require extra support through differentiated class teaching and intervention programmes if necessary.

Teachers with children whose reading, writing or handwriting is limited should discuss this with the SENCo to develop a programme and extra resources for that child to access.

Spelling, Punctuation and Grammar

Discrete phonics, grammar or Spelling strategies are taught across Early Years, Key Stage 1 and Key Stage 2, this session is called English Skills. Children are grouped according to their ability. The learning that takes place is also embedded into English sessions. Where phonic learning is taking place, teachers follow the Letters and Sounds principles and practice high quality phonics teaching. The children's attainment in phonics must be assessed individually until they are secure in Phase 5. Starting in Reception assessment sheets for phases 2-5 are to be kept in reading files and must be updated regularly (at least once every half term).

Reading

Children can benefit hugely by exposure to books from an early age. Lots of opportunities should be provided for children to engage with books and sharing books leads to children seeing them as a source of pleasure and interest. In our school we use a variety of reading schemes, which makes learning to read fun, with stories that children want to read to themselves and with adult support. These books address the reading needs and development by building on the value of stories as well as recognising the importance of the wide range of skills that children need to acquire to be able to become confident readers.

- Regular teaching time is allocated to the teaching of reading. Time will be spent on reading each day across the school. Class teachers maintain reading assessment records for each child.
- Regular class story times are used to develop a love of reading and appreciation for the work of writers and poets.
- Home reading books are organised into stages from which children can self-select.
- Parents are encouraged to read regularly with their children and record this in their Reading Record book.
- Regular library time is timetabled weekly for each class.

Writing

Links will be made to topics where appropriate, so children can develop and apply their English skills.

- Writing targets are set and discussed with the children and reviewed on a regular basis throughout the year in Reception, Key Stage 1 and Key stage 2.

- Children are taught the skills required to be successful in a piece of writing. They are given regular opportunities to write independently to show case their learning. Feedback and assessment takes place in a variety of forms – verbal and written feedback from the class teacher, teaching assistant, peer assessment and self-assessment. Please refer to the marking policy for further guidance.
- Children are given opportunities to use their skills, in context, in work across the curriculum and children will be aware of the links.
- Children apply their skills in context across the curriculum in a variety of forms.
- Children's work is moderated in school and within our cluster phase meetings on a regular basis throughout the year.

Handwriting

As a school we understand the importance of developing a clear and neatly presented script and encourage the children to take pride in the presentation of their work. Children are to use their skills in developing a fluent cursive and joined handwriting style.

In the Foundation Stage children are encouraged to develop their gross motor and fine motor skills, use a range of mark making tools and hold a pencil correctly. As they begin to form letters they are encouraged to use their phonic knowledge to form words.

The joining style we use is a cursive script that uses ascenders and descenders to form the letters and join them when they are legibly fluent. Children in Key Stage 2 with exceptional handwriting are able to write with a pen.

Spoken Language

Spoken language is vital in children's development across the whole of the curriculum. At Three Legged Cross First and Nursery School;

- children are encouraged to listen and respond appropriately to adults and their peers
- children are encouraged to ask relevant questions to extend their understanding and build vocabulary and knowledge
- we expect children to articulate and justify their answers, arguments and opinions; give well-structured descriptions and explanations; and maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- children will use spoken language to develop understanding
- children will speak audibly and fluently with an increasing command of Standard English
- children will participate in discussions, presentations, performances and debates.

Resources

All teaching staff are responsible for ensuring the subject is well resourced including reading books, library books and organisation, writing apparatus, phonics equipment and learning and assessment tools.

Monitoring and Training

English is monitored by the staff and the leadership through lesson observations, scrutiny of English books and assessment methods. Teachers' individual needs are evaluated by self-evaluation in line with performance management procedures and through Continuing Professional Development.

Updated May 2015