



# English Policy

November 2018

COTTERIDGE PRIMARY SCHOOL

Cotteridge Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

The policy has been written with regards to the UNICEF convention on the rights of the child: Article 28 and Article 29.

Article 28: Children have the right to a good quality education. They should be encouraged to go to school to the highest level they can.

Article 29 A child's education should help them use and develop their talents and abilities. It should also help them learn to live peacefully, protect the environment and respect other people.

## **Aims**

The overall aim of teaching English as defined in the 2014 National Curriculum for England is "to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word and to develop their love of literature through widespread reading for enjoyment." The National Curriculum for England 2014.

**National Curriculum Aims**

**All pupils should:**

- **Read easily, fluently and with good understanding**
- **Develop the habit of reading widely and often, for both pleasure and information**
- **Acquire a wide vocabulary, an understanding of grammar and knowledge of the linguistic conventions for reading, writing and spoken language**
- **Appreciate our rich and varied literary heritage**
- **Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences**
- **Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas**
- **Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate**

Teaching content will follow the National Curriculum for England 2014, with reference to specific year group content. For children with Special Educational Needs, teachers will use the Language and Literacy toolkit provided by Birmingham City Council to identify the appropriate next steps to ensure progress.

## **Reading**

Teaching will focus on both:

### Word reading

- Phonics will be taught daily and systematically following the Letters and Sounds programme from Reception to Year 2. Children will be regularly assessed on their knowledge of grapheme/phoneme correspondence and will be grouped accordingly.
- Children will be encouraged to use their phonic knowledge to allow them to read with fluency and expression, books that are appropriate to their reading ability according to national book band colours. In Key Stage 1 children will be regularly assessed using benchmarking against these book bands and progress will be shown by their movement through the colours.

### Comprehension (listening and reading)

- All children will be encouraged to read widely across both fiction and non-fiction texts and experience a high quality of discussion with the teacher.

- All children from Year 3 onwards will participate in the Accelerated (Renaissance Learning) programme where children will be assessed through an online test and then given a banded range of books to choose from. Quizzes, that the children can take at a time of their choosing, will indicate the level of understanding of books read. Children will be reassessed every term to determine their new book band range. Some children in Year 2, who have an advanced reading age, will also be able to take part in the Accelerated programme at the discretion of their teacher.
- To increase individual reading time in school, all children from Year 1 upwards will take part in DEAR (Drop Everything and Read) four times a week. Children on the Accelerated programme will read their Accelerated book.
- All year groups will also follow the Pie Corbett Reading Spine- a high quality anthology of children's fiction- to ensure exposure to good quality and engaging texts. Alternatively, good quality books, specifically linked to topics may be chosen.
- In Reception guided reading will be introduced as the year progresses.
- In Key Stage 1, guided reading will be taught daily and responses to reading will be recorded in reading exercise books.
- From Year 2 upwards children will have a discrete weekly reading lesson where the Pie Corbett Reading Spine book or other quality texts may be used as a teaching focus. Skills in inference, summarising, prediction and questioning will be taught.
- Approximately one week in 4, the reading focus will be on poetry.

In each Key Stage, children have access to well stocked libraries and class libraries to encourage reading for pleasure.

## Writing

Teaching will focus on both transcription and composition

Writing is taught in discrete units through the Pie Corbett Talk for Writing process. The lessons follow an imitate, innovate and invent sequence. Through this process children will internalise, innovate and create texts using the features of 6 non-fiction text types and 6 story types.

Non-fiction genre:

- Recount
- Instructions
- Information/non-chronological reports
- Explanation
- Persuasion
- Discussion

Some non-fiction genres are more important than others. It is expected that non-chronological report writing and recounts will feature more prominently than instructions. Features of explanations often form part of other genre like persuasion and discussion.

Fiction story types:

- Time slip
- Journey
- Defeating the monster
- Finding/losing
- Warning
- Wishing

Throughout the writing process, children will be given opportunities to peer, self-assess and edit their writing.

Careful planning and assessment will ensure children are meeting the national curriculum objectives for transcription and composition for their year group.

Progress will be shown through an improvement across the year in the quality of hot tasks which are completed at the end of a unit, and the termly independent work found in the golden book. Work in the golden book should be a 'best' piece of edited hot task work and should show the children's talents fully.

## Grammar, Punctuation and Spelling (GPS)

Discrete GPS lessons will take place at least weekly. Activities will be recorded in GPS books which must to be marked. CGP Grammar (cgbbooks.co.uk) year group books may be used for further guidelines, examples and resources but there is an expectation that teachers will ensure grammar games and activities take place too.

Grammar will also be a significant focus in shared writing lessons. Where possible the focus should link to the GPS session. If a teacher other than the class teacher teaches GPS, regular discussions should take place to ensure linkage between GPS and writing sessions.

## Spelling

Cued Spellings takes place during registration sessions in Key Stage 1 and through weekly homework in Key Stage 2.

Cued spellings involves writing the word in different ways to help memorise the spelling e.g.

- creating a mnemonic
- creating a staircase adding a letter for different steps
- Rainbow letters- letters in different colours
- Bubble writing .

Spelling rules relate to the National Curriculum for England 2014 spelling appendices and will be taught one rule per week during cued spelling time and GPS lessons.

## Dictation

- In Key stage 2, dictation will take place weekly. The dictation sentences will include the take home spelling words and rule of the week words. Dictation sentences should be decided by the teacher in advance and the same for both classes. Sentences for Years 3 and 4 will be simpler, with a maximum of two clauses.
- Year 3 and Year 4 will have two dictation sentences with four spelling words. The remaining 6 words will be given in a list.
- Year 5 and Year 6 will have four dictation sentences with six spelling words. The remaining 4 words will be given in a list.

## **Speaking and Listening**

In order to become confident and competent speakers and listeners in all English lessons, children will have the opportunity to consolidate their learning by discussing the text as readers and writers. They will be encouraged to express their opinions and understanding in Standard English, modelled by the teacher.

Children will also be given the opportunity to research, prepare and present information individually and in groups. These presentations will be evaluated by themselves and their peers.

Furthermore children will be given the opportunity to address a larger audience through class assemblies and productions

## **Planning**

Weekly planning which includes reading and writing will be saved in STAFFCOMMON/Curriculum (+Year)/Year Group/Planning.

A Medium term plan which shows the genre for the term, model texts, hot tasks and golden books work as well as GPS and spelling objectives will be saved termly.

## **Targets**

Targets for writing should be displayed in the front of the yellow writing book and are based on the year group assessment composition targets from the O Track system. When the targets have been achieved they should be signed and dated. Year 2 and Year 6 will use the Teacher Assessment Frameworks.

In the front of the yellow reading response book, Key stage 2 teachers should display the year group assessment comprehension targets from the O Track system. When the targets have been achieved, they should be signed and dated. Year 2 will use the Teacher Assessment Frameworks. Year 1 use a Guided Reading Target sheet, which like other year groups, is signed and dated when the target is achieved.

Date policy adopted by Governing Body: \_\_\_\_\_

Date of review: November 2020