

Farnham Common Village Schools

English Policy
September 2021

English

Teachers should develop pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.

Background to the Policy

At Farnham Common Village Schools we believe the use of English in spoken and written form is the foundation of all learning. English unites the important skills of Reading, Writing and Speaking and Listening. Literacy and communication are key life skills and through the English curriculum, using cross curricular and LOfC links where appropriate, we help children develop the skills and knowledge that will enable them to communicate effectively and creatively with the world at large.

Aims:

At FCVS we aim to promote high standards of language and literacy by equipping pupils with the knowledge of, and skills in, the spoken and written word to meet their present and future needs to the best of their ability. We aim to:

- Develop enthusiasm for and love of reading for life.
- Read, listen to and respond to a range of texts.
- Read easily, fluently and with good understanding.
- Develop their phonic knowledge, skills and understanding of spelling conventions and use them to read and spell accurately.
- Write clearly, accurately and coherently.
- Develop a fluent, neat and joined handwriting style.
- Teach the pupils to adapt the way they speak and write to suit different situations, purposes and audiences.
- Acquire a wide vocabulary, an understanding a grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- Use speaking and listening, reading and writing as essential tools in developing thinking.
- Develop language and communication skills through drama.
- Appreciate our rich and varied literary heritage.
- Ensure representation of our diverse school community through exposure to a broad range of texts, characters and settings.

English Curriculum and Assessment

Reading in the Infants School

The Power of Reading

In the Infants School, we teach English through the Power of Reading. This is a programme provided by the Centre for Literacy in Primary Education, which puts quality children's literature at the heart of the curriculum and supports our work in

teaching literacy creatively and effectively. POR places enormous emphasis on reading aloud to children and enables children to experience and enjoy a range of challenging and high quality books.

- The class teacher will model the reading process during lessons
- Children will be actively involved in shared reading by listening to the text, joining in with the reading, contributing to discussions and answering questions about the text.
- The reading of texts is used to inspire and provide a model for pupils' own writing.
- The Power of Reading, along with story time and the use of class and school reading areas, encourages pupils to read regularly and for pleasure.

Individual reading

- A colour book banded system is used for individual reading.
- Children read at least once a week to an adult at school.
- Class teachers hear their children read, one to one and at least once each half term.
- Children are required to read individually at home each night by a parent or guardian.
- Parents are spoken to by the class teacher if they persistently do not read to home.
- A reading record is kept for each child and is written in by teaching assistants, class teachers and parents. Notes in the reading record that have been written by an adult in school are identifiable by an 's' in a circle.
- Children's reading stages are tracked, and progress and achievement are recorded.
- Children's books are changed weekly. Each child has the opportunity to take home a minimum of 4 books a week.

Guided Reading

- At FCIS there are five guided reading sessions per week: one group reads with a teacher and another group with a teaching assistant. The remaining groups undertake various English activities such as comprehensions or spelling activities.
- Teachers use a planning and assessment grid to mark the progress of each session.
- Talk is a fundamental part of each guided reading session.
- Key questions and objectives are based on objectives from the National Curriculum.

Shared Reading

- The class teacher will model the reading process during English lessons and at story time.
- Children will be actively involved in shared reading by listening to the text, joining in with the reading, contributing to discussions and answering questions about the text.
- In Year Two extended stories will be used wherever possible.

Reading Assessment:

- Teachers record children's progress in reading every half term, informed by formative and summative assessment where appropriate.

Phonics

- The primary scheme for phonics is Read Write Inc.
- Children are organised into differentiated Phonics groups, across the Infants School, according to ability.
- Phonics is taught daily through 'snappy phonics' sessions.
- During guided work children are encouraged to use phonics as the prime approach to reading and spelling.
- An assessment sheet for phonics begins in Foundation Stage and is continued throughout Key Stage One.
- Additional adults provide intervention groups where necessary.

Expectation

By the end of the Early Years Foundation Stage:

- 95% of children will have completed sets 1-2

By the end of Year 1:

- 95% of children will have completed sets 1-3

By the end of Year 2:

- 95% of children will be working on FCIS Spelling Programme

Phonics Assessment:

Formative assessments in Phonics should be carried out on an on-going basis using the phonics assessment sheets. These assessments should be used to inform planning and pupil tracking sheets. Phonics pupil tracking sheets need to be completed each half term.

Year One children all complete the Year One Phonics Screening check in the Summer Term. If the expected standard is not met, interventions are put in place and children retake the Screening Check in Year Two.

The Phonics programme is continued with identified pupils in the Junior School where appropriate.

Reading in the Junior School

The Power of Reading

In the Junior School, we also teach English through the Power of Reading. This is a programme provided by the Centre for Literacy in Primary Education, which puts quality children's literature at the heart of the curriculum and supports our work in teaching literacy creatively and effectively. POR places enormous emphasis on

reading aloud to children and enables children to experience and enjoy a range of challenging and high quality books.

- The class teacher will model the reading process during lessons
- Children will be actively involved in shared reading by listening to the text, joining in with the reading, contributing to discussions and answering questions about the text.
- The reading of texts is used to inspire and provide a model for pupils' own writing.
- The Power of Reading, along with story time and the use of the library and class book resources, encourages pupils to read regularly and for pleasure.

Individual reading

- A colour book banded system is used for individual reading, with pupils progressing onto solely a free choice of books from the selection available in class, from the school library or from home.
- Children are required to read individually at home on a regular and frequent basis with a parent or guardian. As they progress, this will develop into independent reading with children encouraged to discuss what they have read with an adult at home.
- Reading records are used for the parent / guardian and the child to record the reading. It can also be used in school when the child reads individually to an adult.
- Children's reading stages and achievement are tracked.
- Reading scheme books are changed at least three times per week in the lower school, with pupils developing their independence to change their books individually as they progress through the school.

Guided Reading

- At FCJS reading skills are taught through whole class guided reading lessons. These sessions expose the children to a varied range of interesting and challenging texts, including extracts from novels, web pages, poetry, songs, information books. Talk is a fundamental part of each guided reading session, but children are also taught how to construct written answers and responses.

Reading intervention

- Support with reading for individual pupils involves various activities, such as one to one support, reading buddies, online reading and comprehension, written comprehensions or peer reading.

Reading Assessment:

- Teachers record children's progress in reading every term, informed by formative and summative assessment where appropriate.

Writing in the Infants School

- As part of the Power of Reading, a range of styles and genres are taught across the year. The use of high-quality texts provides purposeful and engaging contexts for writing.
- Talk4Writing strategies are used to support The Power of Reading units and the development of skills through:
 - Imitation (Focus texts, Text maps, Story maps, Hand actions, Short Burst Creative Writing, Writing toolkits, Jump-start games, Drama)
 - Innovation (Editing story/text maps, Substitution, Addition, Alteration, Genre Switching)
 - Invention (Children use what they have learnt through imitation and innovation to create their own texts.)
- Children should write daily either in their English books or as part of topic work

Modelled and Shared writing

- Takes place daily with a group or as a whole class.
- Is an opportunity to show what being a writer means: the composing, the oral rehearsing, the writing and re-reading.
- Includes opportunities for talk and for children to rehearse their writing and contribute orally.

Writing at FCVS

As part of the Power of Reading, a range of styles and genres are taught across the year. The use of high-quality texts provides purposeful and engaging contexts for writing. These are supported through a range of strategies, such as discussion, drama, language development, character analysis (including role on the wall), hot seating, conscience alley and story maps.

Children are supported by writing toolkits. These are often negotiated with the children.

Modelled and shared writing are used with a group or as a whole class in order for pupils to develop an increasingly wide knowledge of vocabulary and grammar. Pupils are taught how to plan, revise and evaluate their writing. Pupils are taught to edit and improve their writing for the quality of content as well as technical accuracy. The changes they make are recorded with a purple pen.

Writing Assessment:

- Selected writing tasks are assessed against National Curriculum objectives and areas for development are identified for the pupil.
- Data based on ongoing writing assessments is recorded.

Handwriting

- Penpals handwriting is taught throughout the whole school.

- Handwriting is taught in short daily sessions in the Infants School and in short regular sessions in the Junior School.

Teachers are aware of the needs of left handed writers and children with poor motor skills and make appropriate provision for them e.g. where they are seated, the height of furniture, appropriate writing implements. For some children access to a keyboard will be essential so that they are able to express themselves easily.

Teachers observe and support children as their handwriting and fine motor skills develop, and intervene appropriately so that each child can achieve success. Children are involved in making judgements about their handwriting and identifying areas for improvement.

Speaking and Listening

Opportunities to develop speaking and listening skills not only take place within English lessons but throughout the whole curriculum. Children are given many opportunities and are encouraged throughout the school day to share their thoughts, ideas and questions. Each classroom provides an environment that is enriched with vocabulary and is a safe and welcoming environment for speaking. Listening skills are developed and positive strategies are used to encourage good listening skills.

Drama

Throughout FCVS, drama, speaking and presentation skills are developed through a wide range of opportunities, within English lessons and in other areas of the curriculum. In work on play scripts and during preparation for whole year group drama productions, pupils are taught about the features and techniques of effective performance.

Grammar and Punctuation

Grammar and punctuation is taught explicitly within Shared Writing, Guided Writing and Independent Writing activities. In the Junior School, it is also taught in stand-alone grammar and punctuation lessons.

Learning Environment

All classes should support the writing process by displaying, where appropriate:

- Read, Write Inc. friezes and resources
- English learning walls, including responses to texts and writing toolkits
- The development of work, ideas and resources with Power of Reading units
- Common exception words
- Spelling resources
- Grammar and punctuation resources
- Examples of children's writing, including at greater depth.

End of EYFS Assessment

The EYFS use the Foundation Stage Profile assessments to track the progress of English skills across FS1 and FS2 classes.

End of KS1 Assessment

At the end of KS1, teachers summarise their judgments on pupils' attainment in relation to the interim framework. They reach a rounded judgment that:

- is based on knowledge of how a pupil has performed over time and across a range of contexts
- takes into account strengths and weaknesses of a pupil's performance through the key stage, including statutory tests

Statutory National Curriculum tests are administered to all eligible pupils who are working at the expected level or above in reading and SPAG. These inform the final TA judgments reported for each pupil at the end of KS1.

End of KS2 Assessment

At the end of KS2, teachers summarise their judgments on pupils' attainment in relation to the interim framework. They reach a rounded judgment that:

- is based on knowledge of how a pupil has performed over time and across a range of contexts
- takes into account strengths and weaknesses of a pupil's performance through the key stage, including performance in summative and statutory tests

Statutory National Curriculum tests are administered to all pupils in reading and SPAG, the results of which are reported for each pupil at the end of Key Stage 2. Final TA judgments are made for reading and writing and these are reported for each pupil at the end of KS2. The school often partakes in writing moderation with cluster schools to ensure consistency of assessment.

Inclusion

At our schools we teach English to all children, whatever their ability. English forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our English teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.

Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. Opportunity will be found for more able children to extend their understanding. Intervention programmes will be used with children who are finding it more difficult to access the English curriculum where appropriate.

Equal Opportunities

All children have access to the English curriculum and teachers and support staff will take care to ensure children from all cultural backgrounds have access to all aspects of the curriculum as far as possible and determined by the physical ability of the individual child.

Evaluation and Review

This policy will be reviewed every three years or as and when new legislation determines.

September 2021

Review: September 2024