

Sherwood Primary School

English Policy



September 2022

We are Sherwood. Each of us unique.
As one family, we all thrive and excel together.

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English Policy



Sherwood Curriculum Rationale

We aim to provide a creative, vocabulary rich curriculum that inspires and challenges our children, in preparation for life in a culturally diverse and everchanging world. High expectations, inclusive approaches and excellent teaching will form the basis of all our work. Our children will have the opportunity to read widely, explore, ask questions and become knowledgeable, independent learners. Our Curriculum will prepare our children for life-long learning.

Inspire • Explore • Achieve

Sherwood Values

Teaching and Learning at Sherwood Primary School is underpinned by six core values.

The 6 Sherwood Core-Values are:

- Honesty
- Perseverance
- Respect
- Adventurous
- Aspiration
- Independence

Alongside our core values, we also promote the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs across the curriculum.

Equality

At Sherwood, we believe that equality should permeate every aspect of School life and is the responsibility of every member of our School Community.

Every member of our School Community should feel safe, secure, valued and of equal worth. We are committed to ensuring equality of education and opportunity for all pupils; irrespective of race, gender, gender variance, disability, belief, religion socio-economic background or sexual orientation.

It is our aim to understand and tackle the different barriers which could lead to unequal outcomes for different groups of pupils in School. The Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It is our aim to celebrate and value the equal opportunity achievements and strengths of all members of our School Community.

Purpose of study

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and vocabulary and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

Aims

The overarching aim for English in the National Curriculum 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 English aims to ensure that all pupils:

- 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 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.

Organisation

Work in English follows the requirements of the National Curriculum. The English Curriculum is divided into key stages and is organised into levels of increasing challenge and acquisition of spoken language, reading and writing skills, and vocabulary development.

The Sherwood Curriculum booklets and Writing Maps, outline in more detail how English is planned across the whole of each key stage, with each year group completing units of work based around class texts. The children work at levels appropriate to their ability.

Foundation Stage

During the Foundation Stage, Sherwood children are given opportunities within the Early Learning Goals 'Communication and Language' and 'Literacy' to: experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations, developing their vocabulary and oracy. Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children are given access to a wide range of reading materials.

Key Stage 1

At Key Stage One, children learn to speak confidently and listen to what others have to say. They begin to read and write independently and with enthusiasm. They begin to use language to explore their own experiences and imaginary worlds.

Key Stage 2

At Key Stage Two, children learn to change the way they speak and write to suit different situations, purposes and audiences. They read a range of texts and respond to different layers of meaning in them. They explore the use of language in literary and non-literary texts and learn how the structure of language works.

The National Curriculum splits the English curriculum into 3 main areas: Spoken Language, Reading and Writing and Vocabulary Development.

Spoken Language

Pupils should be taught to speak clearly and convey ideas confidently using Standard English. They should learn to justify ideas with reasons; ask questions to check understanding; develop vocabulary and build knowledge; negotiate; evaluate and build on the ideas of others; and select the appropriate register for effective communication. They should be taught to

give well-structured descriptions and explanations and develop their understanding through speculating, hypothesising and exploring ideas. This will enable them to clarify their thinking as well as organise their ideas for writing (National Curriculum).

At Sherwood, spoken language permeates the whole curriculum, and underpins the development of reading and writing. Teachers therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Children are also taught to understand and use the conventions for discussion and debate. All pupils are given the opportunity to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama; pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. Children are encouraged to develop effective communication skills in readiness for later life.

Reading and Writing

Teachers should develop pupils' reading and writing in all subjects to support their acquisition of knowledge. Pupils should be taught to read fluently, understand extended prose (both fiction and non-fiction) and be encouraged to read for pleasure. Schools should do everything to promote wider reading. They should provide library facilities and set ambitious expectations for reading at home. Pupils should develop the stamina and skills to write at length, with accurate spelling and punctuation. They should be taught the correct use of grammar. They should build on what they have been taught to expand the range of their writing and the variety of the grammar they use. The writing they do should include narratives, explanations, descriptions, comparisons, summaries and evaluations: such writing supports them in rehearsing, understanding and consolidating what they have heard or read (National Curriculum).

At Sherwood, the teaching of reading focuses upon two dimensions: word reading and comprehension. Phonics underpins the teaching of early reading in the Foundation Stage, and continues throughout Key Stage One and into Key Stage Two, where necessary. Children are taught decoding strategies and word recognition skills, following the Red Rose Letters and Sounds Programme. Comprehension skills are developed through high-quality discussion of texts. We ensure that children have the opportunity to read a range of stories, poems and non-fiction. All pupils are encouraged and given opportunities to read widely, across both fiction and non-fiction in order to: develop and gain knowledge, to establish an appreciation and love of reading, and feed their imaginations. Reading also gives opportunities to extend pupils' vocabulary.

Shared Reading and Guided Reading

Throughout the reading phase of Literacy units, children will have opportunities to take part in shared reading sessions, using quality texts that are age-appropriate and matched to the general level of ability of the class. The texts used will be linked to the text-type studied in each particular unit. During weekly Guided Reading sessions, children will read texts that are specifically matched to their phonics stage and/or ability level.

Individual Reading

Children will also read independently and individually. Our Home Reading Scheme contains both fiction and non-fiction books, to give children access to a wide range of text types. For EYFS and Year 1 children (and for children in Year 2 who are still working within Phase 5 and below), reading books are matched to the child's current Phonics phase – all texts are phonetically decodable. During Year 2, home reading books are matched to the child's reading ability through Book Bands. Fluent readers from Year 3 onwards, select a Sherwood Reading Pathway which encourages wider reading of a range of carefully selected fiction and non-fiction texts.

Our annual Sherwood Book Drop, provides each child with the 'gift' of a new book to enable them to build their own personal library at home.

Wider Reading

Work in different areas of the curriculum, also provides opportunities for the development of reading skills. Teachers read aloud to their classes on a regular basis using books from their class library or class novels. Class sets of novels and non-fiction texts are shared and explored in Key Stages 1 and 2 to support learning in the wider curriculum. The library gives all children the opportunity to select a book and take it home on a weekly basis.

Our weekly assembly books, also provide further opportunities for the children to explore the world and the people around them through carefully chosen themes underpinned by our Sherwood and British Values.

At Sherwood, writing is taught through transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing).

Phonics

At the start of the Foundation Stage, children begin to learn to read and transcribe through the teaching of Phonics which follows the Red Rose Letters and Sounds Programme. As the children acquire new sounds and move into Year 1, they progress through 5 Phonics Phases. During phonics sessions, children are taught to build and blend for reading, and how to segment for transcription. In the Summer Term of Year 1, all children are assessed using the statutory Phonics Screening Check.

Spelling

At Sherwood, children are encouraged to develop as independent and accurate spellers, who are confident to use adventurous vocabulary in their own writing. From Year 2, children begin to explore and learn spelling conventions and rules, developing an understanding of letter strings, patterns,

roots, prefixes and suffixes. This continues into Key Stage 2, where children continue to explore morphology and etymology, and are taught a range of spelling strategies. Words from the statutory word lists are learnt in class and shared with parents for learning at home. Weekly spelling activities and challenges are also set for homework. The *No Nonsense Spelling* programme is used to support the teaching and learning of spelling.

Handwriting

As the children begin to first form letters during the Foundation Stage, they are taught in a cursive style of handwriting following the school's handwriting scheme and using the patten for letter formation from *Red Rose Letters and Sounds*. This is further developed in Year 1, where the children aim to form all letters in a cursive style with ascenders and descenders. As they progress in Year 2, they are taught how to join letters, which is practised and developed further in Key Stage 2. By the end of Year 6, children should be able to maintain legibility in joined handwriting when writing at speed. *Letter Join* is also used to support the teaching of handwriting.

Writing Composition

In the Foundation Stage, the children experiment with a wide range of mark making materials, mark making and writing for a wide range of different purposes based around chosen topics and themes. In Key Stages 1 and 2, writing opportunities are mapped out for each year group in across the curriculum, with the aim to practise key writing skills and build stamina in writing. During the reading phase of an English unit, the children complete short independent writing tasks which allow them to practise specific skills taught, and to respond to texts read. Following the reading phase, teachers model writing in shared sessions in order to scaffold and support the children's writing. The children are then given the opportunity to apply what they have learnt in an independent write, and additionally across the wider curriculum.

The teaching of grammar and punctuation takes place on a daily basis throughout Key Stages 1 and 2. The skills taught in these sessions are modelled and applied to writing during scaffolded pieces, and further practised and applied in independent pieces which are used to inform assessment.

Vocabulary Development

Pupils' acquisition and command of vocabulary are key to their learning and progress across the whole curriculum. Teachers should therefore develop vocabulary actively, building systematically on pupils' current knowledge. They should increase pupils' store of words in general; simultaneously, they should also make links between known and new vocabulary and discuss the shades of meaning in similar words. In this way, pupils expand the vocabulary choices that are available to them when they write. In addition, it is vital for pupils' comprehension that they understand the meanings of words they meet in their reading across all subjects, and older pupils should be taught the meaning of instruction verbs that they may meet in examination questions. It is particularly important to induct pupils into the language which defines each subject in its own right, such as accurate mathematical and scientific language (The National Curriculum)

At Sherwood, children are encouraged to explore the meanings of unfamiliar words. During reading throughout the curriculum, key vocabulary is introduced, discussed, collected and displayed in classrooms; the etymology and morphology is explored. In English, teachers 'jump on' vocabulary in texts and explore their meanings in context, identifying synonyms and antonyms. Key vocabulary for each half term is communicated to parents via class newsletters.

Assessment and Record Keeping Procedures

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Each Class teacher is responsible for recording their pupil's progress against the objectives for that National Curriculum Unit of work. The *Key Learning Indicators of Performance (KLIPS)* for Reading, Writing, Speaking and Listening are used to assess whether the pupil is below expectations, in line with expectations or exceeding expectations. These assessments are recorded at the end of each academic year and passed on to the next teacher. Comments will be made on the end of year report and passed on to parents.

Special Educational Needs and Disability

The children with Special Needs will have access to the full English curriculum. Some children find reading and writing difficult due to their physical disability or medical needs. Additional support and resources (such as colour overlays, large print, ipads, laptops) will be given to these children enabling them to take a full and active role in activities. Tasks will also be adapted where necessary so that the children can succeed. Sensitive grouping should also minimise difficulties.

Equal Opportunities

All teaching and non-teaching staff at Sherwood Primary School are responsible for ensuring that all pupils, irrespective of gender, ability, ethnic origin and social circumstances have access to the whole curriculum and the opportunity to make the greatest progress possible in all areas of the curriculum while in our school.

All children will be encouraged to take an active role in English activities. When organising visits further afield the school will, where possible, make arrangements for those pupils who cannot afford to take part.

Health and Safety

Staff should always be vigilant about health and safety matters within English lessons. Visitors to school and out-of-school visits are a useful way to make English 'live' for pupils. Within this context, the school policy for educational visits should be adhered to.

Links with other areas of the curriculum

As well as making its own contribution to the school curriculum, English underpins the wider aims of primary education.

Geography

English can provide opportunities for children to develop and apply their geography skills. Reading and writing skills are essential when the children are undertaking geographical enquiry, when collecting information and source material, making notes and following instructions. They need to be able to communicate in ways appropriate for the task and audience, for example, writing to a newspaper about a local issue. Discussion, drama and role play are aspects of the programmes of study as children develop their understanding of different viewpoints and perspectives. Evaluating environmental issues requires children to articulate their ideas and to compare and contrast their views with those of other people. Good oral communication skills can be developed as the children collaborate in fieldwork

History

History provides many opportunities for children to apply their English skills. During tasks involving historical enquiry, reading skills are essential in order to gain a good understanding of the topic, and to be able to evaluate and justify evidence. Children may be asked to communicate ideas through presentations, debates or drama. Understanding can be shown in independent writing through for example: diaries, letters, journalistic writing and persuasive pieces.

RE and PSHE

RE and PSHE promote discussion and give children opportunities to share beliefs and viewpoints with the class, enabling them to practise their spoken language. Children can further develop their empathy skills in RE and PSHE; through exploring different scenarios, they learn to infer thoughts and feelings which can be applied to their reading. As with history, understanding can be shown in independent writing through, for example: diaries, letters, journalistic writing and persuasive pieces.

ICT

The use of ICT can help children's learning in English providing access to e-books and a wealth of information when researching and note-taking. The

'green screen' and Apps such as iMovie can be used in the final presentation of writing pieces e.g. persuasive adverts, play scripts, stories. Word is often used to present work for display.

Global learning through English

Opportunities for global learning in English are provided through: the reading and sharing of class novels with a GLP theme; discussions and debates; writing opportunities throughout the curriculum.

Spiritual, Moral, Social and Cultural Development

English provides opportunities to promote:

Spiritual development, through helping pupils explore the beauty and diversity of the world through the characters they meet and the places they visit through reading.

Moral development, through discussion and debate children can learn to appreciate the moral dilemmas faced by characters or posed by controversial issues.

Social development, through developing empathy skills and inferring characters' thoughts and feelings in texts, children can understand how their actions could affect others in their community.

Multicultural development, through exploring different characters and stories set in different places, the children can gain knowledge of different cultures, learning tolerance and understanding of cultural diversity.

Resources and Accommodation

Class novels and guided reading texts are stored in year group resource areas. Books for home reading are stored in the library. Any other resources (e.g. photocopiable, phonics) relevant to specific year groups are stored in classrooms or resource areas.

Most resources can be found on the school network stored in the English curriculum area.

Resources are replaced and purchased by the subject leader following the general school ordering procedure. Staffs are asked to inform the subject leader of any resources they need.

The purchase of resources is planned each year based on the English budget for that year.

Role of the Subject Leader

Throughout the year the whole staff is encouraged to feedback information and ideas to the English Leader or Deputy English Leader, such as: how a particular unit of work is progressing and the work that children are undertaking; comments upon the availability and suitability of resources; comments about the overall structure of the English curriculum; and any CPD needs. The English Leader uses this information to plan and provide support to individual or groups of teachers and TAs, and to plan and deliver any relevant CPD.

By attending termly Network Meetings delivered by the Lancashire Literacy Team, the English Leader keeps up-to-date with recent English developments which are then communicated to staff.

The English Leader undertakes regular monitoring and evaluation of the teaching and learning in English through: lesson observations; book scrutinies; pupil interviews; looking at planning; and moderation meetings with teachers.

The English Leader is responsible for maintaining English resources, monitoring their use, organising and ordering new resources.

Role of Nominated Governor

At Sherwood, there is a named English Governor. Their role is to meet termly with the English subject leader to discuss the latest developments within the subject at Sherwood is invited to attend relevant school INSET. They may be involved in book and planning monitoring exercises and take part in learning walks through the school. The governor's role is to be a 'critical friend' asking questions that encourage clear thinking and positive support throughout the school.

Governors are invited to meet with their Subject Leader or visit School on a termly basis (at least) and to report back to the Governing Body after each meeting with the Subject Leader.

Monitoring and Evaluation

Termly monitoring and evaluation will be conducted according to the priorities and areas for development within the School Development Plan. The timescale involved in the evaluation may differ from year to year.

Evaluation and review of the Policy for English and any schemes of work will take place in line with the School Development Plan.

Links with other Policies

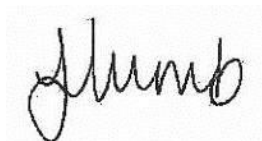
These may be read in conjunction with the English Policy for further information.

- Planning
- Visits
- Role of subject Leader
- Health and Safety
- Equal Opportunities
- SEN
- Professional Development
- Assessment and Record Keeping

Approval

Approval date: September 2022

Review date: September 2025



Mrs J Lumb
Headteacher



Mrs H Gooch
Chair of Governors