



## **Policy for English Petersfield Church of England (Aided) Primary School**

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### Aims

At Petersfield, English is at the heart of what we do: we aim to support children to become articulate, accurate and enthusiastic in their use of English in all its forms. This policy aims to establish how pupils at Petersfield will be supported to achieve this goal. Our goal is to enable children to become:

- Confident speakers of English, able to debate, to listen and to communicate in different situations
- Passionate, fluent and critical readers of all different types of text
- Enthusiastic and accurate writers, ready to write for both pleasure and purpose
- Grammatically accurate, in both spoken and written word

This policy also aims to support teachers to plan a challenging, progressive and exciting curriculum to ensure progress for all.

### Statutory Requirements

Statutory requirements for the teaching of English are set out in the National Curriculum (2014) and the Early Years Foundation Stage Framework (2014).

In the Early Years Foundation Stage, communication and language development involves giving children opportunities 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. 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 (books, poems, and other written materials) to ignite their interest.

In Key Stages One and Two, 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 language, 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

### Subject Organisation

At Petersfield, English is taught both in explicit daily English sessions, in daily reading, handwriting, phonics and SPAG (Spelling and Grammar) sessions, and as part of our cross curricular provision: we have extremely high expectations of children's reading and writing in all subject areas. Objectives are taken directly from the Early Years Foundation Stage Framework and National Curriculum (2014) for each year group. Where relevant, reading and writing skills are taught through our creative curriculum in addition to explicit English skills teaching.

Within lessons, teachers differentiate in order to support the progress of all students whilst maintaining high expectations of all.

### Reading

Our School aims to:

- Encourage children to be excited to read for pleasure and purpose
- Teach early phonetic skills to enable the accurate decoding of text
- Build children's comprehension of what they read through discussion of different text types and explicit comprehension skill teaching
- Provide a wide and stimulating variety of texts

Reading is taught daily throughout the school, building from hearing and enjoying texts in the Early Years Foundation Stage alongside explicit teaching of systematic synthetic phonics, to teaching of the more advanced comprehension skills in the higher year groups. Teaching includes guided reading sessions, phonics sessions (following Petersfield's adapted version of 'Letters and Sounds' framework), and whole class text sessions.

Home Reading is supported in all year groups, with both a broad selection of home reading texts organised by skill level. All reading books have been book banded to ensure progression for reading and each parent is given the opportunity to liaise with teachers through reading record books.

### Writing

At Petersfield, we aim to:

- Develop the children's confidence and passion as young writers
- Offer a broad, exciting and purposeful range of opportunities for writing across the curriculum
- Create accurate writers, able to write for a range of purposes and audiences
- Help the children to see writing as an important means of communication

Classroom writing situations aim to emphasise the purpose of and audience for the writing, and are positive, engaging experiences in which every child's writing is valued, shared and celebrated.

Teachers model grammatically accurate writing, using both explicit modelling and shared writing strategies. As a school, we recognise that quality writing stems from quality spoken language, and as such we seek to model and offer high quality 'talk' as a key part of the writing process. The children are exposed to different drafting strategies, and are taught to edit their work, including using dictionaries and thesauruses.

Recognising that fluent, joined handwriting is key to becoming a confident writer, handwriting is taught daily in the Early Years Foundation Stage and Key Stage One, and as needed in Key Stage Two based on the needs of individual classes. Teachers have high expectations of handwriting and presentation in all curriculum areas. Handwriting and presentation are detailed further in the separate Handwriting Policy.

Spelling, Punctuation and Grammar (SPAG) are taught in all year groups. In the Early Years Foundation Stage and Key Stage One, phonics is taught as the key spelling strategy, based on the Letters and Sounds document. This is supported by explicit grammar teaching embedded in English lessons. As the children move into Key Stage Two, the children continue to build their spelling and grammar skills in daily SPAG teaching embedded in English lessons: they are taught spelling and grammar rules using the correct terminology, following the structure set out in the National Curriculum (2014). A consistent spelling scheme is used to support the direct teaching of spelling from year 2 – 6.

Children's achievements in writing across the curriculum are celebrated both within the classroom and in weekly assemblies. A 'Writer of the Week' is selected each week with one piece of writing from each class, celebrating a child who has worked to produce their best writing that week. Parents are invited to come into the school to view their child's writing in the 'Writer of the Week' file in the foyer.

### Speaking and Listening

Our school aims to:

- Support the children to communicate clearly and effectively in different situations
- Foster a love of the spoken language, including debates, public speaking and performances of plays and poetry
- Encourage accurate and supportive listening
- Foster speech for social and emotional development
- Use Standard English effectively

Speaking and Listening skills permeate the whole curriculum, and discussion is given a central place in learning. In addition to classroom activities, speaking and listening public events take place throughout the school year, encouraging confidence in speaking and performing in front of an audience for different purposes.

## Assessment and Target Setting

A range of formative and summative assessments are used at Petersfield to support the progress of all children. Assessment is a critical part of a teacher's planning, and work is assessed in line with the Assessment Policy. Assessment will take a number of forms:

- Statutory assessments: a baseline assessment is carried out on entry to EYFS, which includes an assessment of children's reading, writing, communication and physical skills, and again at the end of the EYFS against the Early Years Framework; the Year One Phonics Screen and retests in Year Two as needed; ~~SATs at the end of Key Stage One and Key Stage Two~~
- Summative assessments
- Daily (formative) assessments in lessons leading to changes in teaching to meet the needs of each child

Children's work is marked using 'Tickled Pink' and 'Green for Growth' in line with the Marking Policy, giving clear feedback in addition to oral feedback in lessons.

Target Tracker is used as both a formative and summative assessment tool to track pupil attainment and progress against individual pupil targets and to identify specific strengths and next steps in individual and group reading and writing.

## British Values and Diversity

At Petersfield, celebrating our own culture and that of others is a valued part of our ethos: this is reflected in our English curriculum. We aim to build an appreciation of our literary heritage through the study of British authors from different eras, as well as build a greater cultural understanding through using texts from different literary cultures. During their time at the school, the children will also experience and learn by heart a range of poetry from our literary heritage.