

Tunbury Primary School



ENGLISH POLICY

Rationale

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 to build on what they already know.

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 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

Objectives – (taken from National Curriculum English programmes of study)

Spoken language

The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate.

All pupils should be enabled 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. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.

Reading

The programmes of study for reading at key stages 1 and 2 consist of two dimensions:

word reading

comprehension (both listening and reading).

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners when they start school through the Letters and Sounds programme of study.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds.

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

Writing

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

transcription (spelling and handwriting)

composition (articulating ideas and structuring them in speech and writing).

It is essential that teaching develops pupils' competence in these two dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition.

Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

Spelling, vocabulary, grammar, punctuation

Opportunities for teachers to enhance pupils' vocabulary arise naturally from their reading and writing. As vocabulary increases, teachers should show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. They should also teach pupils how to work out and clarify the meanings of unknown

words and words with more than one meaning. References to developing pupils' vocabulary are also included within the appendices.

Pupils should be taught to control their speaking and writing consciously and to use Standard English. They should be taught to use the elements of spelling, grammar, punctuation and 'language about language' listed. This is not intended to constrain or restrict teachers' creativity, but simply to provide the structure on which they can construct exciting lessons.

Principles of Teaching and Learning

English is taught through the New National Curriculum and cross-curricular lessons. This provides the yearly teaching programmes from Year 1 to Year 6. The National Curriculum is used for long term planning, alongside the Focus Education document for English, which in turn informs half termly plans which outline units of work and main teaching objectives. Tunbury bespoke long term writing plans* identify learning intentions, activities and tasks, teaching strategies, groupings and differentiation. (*see appendix A).

Provision and Additional Needs

Phonics is taught through the *Letters and Sounds* programme. Teaching is organised to enable pupils of all abilities access to learning. The most effective provision is provided through modifying teaching approaches, questioning, the anticipated outcome and specific support programmes. These methods are used as appropriate and centred around work common to all pupils within the class. Relevant enrichment activities are explored with above greater depth. Homework is appropriately differentiated and set according to the school's homework policy. Pupils are set targets as appropriate and specific targets for English are featured in the provision maps for each class for those with additional learning needs.

Breadth and Balance

Teachers have a clear idea of the knowledge and skills to be taught in the areas of spoken language, reading and writing. Teachers are aware that these four language modes are inter related and ensure that a balance is achieved across the Foundation stage, Key stages 1 and 2. However, we recognise that certain modes require special emphasis at specific times and these skills are developed in a framework which is meaningful for the child. A range of genres and texts are selected to ensure that children receive a balance drawn from a rich variety of linguistic, cultural and historical sources. Computing is used within this framework.

Cross Curricular

English lessons ensure that children are engaged in a variety of activities matched to their specific needs. Play, storytelling, talking about their own experiences and ideas, drama and improvisation provide pupils with opportunities to explore and express their own world.

Teaching and learning styles mix direct instruction, group collaboration, pair work, practical activity, performance, individual research and investigation with other appropriate strategies to encourage effective learning through language.

Such is the importance of language to effective learning that this variety is encouraged across all subjects and aspects of the curriculum. Using the *Focus Education* schemes of work, year groups make clear and appropriate links incorporating the reading and writing skills in other areas of the curriculum. A wide range of resources (big books, picture books, stories, fairytales, myths, legends, poetry, nursery rhymes, songs, non fiction, magazines, comics, tapes, videos, ICT) are used to help children discover and explore the rich variety of linguistic experience.

Resources

English funding is within the school budget plan for each financial year. The Literacy Leaders (Reading and Writing) review the needs of English and ensure that pupils experience a wide range of resources in appropriate situations and relevant to their needs.

Assessing, Recording and Reporting

Assessment in English is continuous. It identifies strengths and weaknesses, informing planning. In spoken language this involves observing children using a variety of language for different purposes. In reading this involves formal and informal observation along with close monitoring of children's developing use of strategies and responses to texts during guided and individual reading sessions. In writing it involves effective marking which is positive, constructive and developmental. Feedback to children about their progress in English is through verbal comment, discussion and the marking of work as appropriate to

the year group (further guidance can be found in the *Tunbury Feedback and Marking policy*). Children are given early opportunities to respond to feedback. Assessment is noted on the weekly plans when appropriate. Formal assessment records indicate the progress made by pupils. Pupil's progress is tracked throughout the year on a termly basis. Assessment in Year R is through the Early Learning Goals.

- Assessment at the end of KS1 is based on teacher assessment. Formal SATs tasks are used to assist teacher assessment as appropriate. End of KS2 tests are administered to Year 6 pupils.
- Mid year and end of year assessments are administered in Years 1, 3, 4 and 5.

Reporting is on a termly basis during termly consultation sessions through the Assertive Mentoring forms and annually through a written report.

Staff Professional Development

Training through school based INSET, and other courses is arranged for continuous staff development in English. English Leaders regularly monitor progress in English and advise the staff development co ordinator and/ or head teacher of any training needs.

Governors' Role

A governor is appointed to have a special interest in English. The governor liaises with the Reading and Writing Leaders and observes a sample of English teaching throughout the school.

Health and Safety

Guidelines in the health and safety policy apply with regard to the use of ICT, all school based activities and out of school activities relating to English.

Equal Opportunities

All children have equal access to the English curriculum.

Policy written October 2017

Appendix

Tunbury Primary School Long Term Overview Writing



Literacy Year 1						
	Terms 1 and 2		Terms 3 and 4		Terms 5 and 6	
Narrative	Stories with predictable phrasing (6 weeks - or 2 + 2 + 2 weeks) The Wheels on the Bus/The Naughty Bus/ Where the Wild Things are Term 1		Contemporary fiction - stories reflecting children's own experience (4 weeks - or 2 + 2 weeks) Oliver twist Christmas carol		Traditional Tales - Fairy tales (6 weeks - or 2 + 2 + 2 weeks) Key texts Forest/garden based stories + Where the forest meets the sea. Rumble in the jungle - Term 2	
Suggested Final Written Outcome	Write simple sentences using patterned language, words and phrases taken from familiar stories		Write a series of sentences to retell events based on personal experience		Write a re-telling of a traditional story	
Non Fiction	Labels, lists and captions 1 week	Recount 2 weeks - or 1 + 1 week	Report 2 weeks	Instructions 2 weeks Term 2	Report 2 weeks	Explanations 2 weeks Rainbow fish/The fish who could wish./Commotion Under the Ocean/The frog prince/ The kingfishers cloak Term 3
Suggested Final Written Outcome	Write labels and sentences for an in-class exhibition/ museum display	Write simple first person recounts based on personal experience, using adverbs of time to aid sequencing	A simple non-chronological report with a series of sentences to describe aspects of the subject; distinguish between a description of a single member of a group and the group in general	Following a practical experience, write up the instructions for a simple recipe	A simple non-chronological report with a series of sentences to describe aspects of the subject; distinguish between a description of a single member of a group and the group in general	Draw pictures to illustrate a simple process and prepare several sentences to support the explanation
Poetry	Vocabulary building (1 week)	Structure - rhyming couplets (1 week)	Vocabulary building (1 week)	Structure - rhyming couplets (1 week)	Vocabulary building (1 week)	Take One Poet - poetry appreciation (1 week)
Suggested Final Outcome	Read, write and perform free verse	Recite familiar poems by heart	Read, write and perform free verse	Recite familiar poems by heart. Not read, write and perform free verse	Read, write and perform free verse	Personal responses to poetry Recite familiar poems by heart

Literacy Year 2						
	Terms 1 and 2		Terms 3 and 4		Terms 5 and 6	
Narrative	Traditional Tales - Fairy Tales (4 weeks - or 2 + 2 weeks) Hansel and Gretel Term 1 - 2 weeks		Stories with recurring literary language (4 weeks - or 2 + 2 weeks) Tyrannosaurus Drip 3 weeks Term 2		Traditional Tales - Myths (creation stories) (4 weeks - or 2 + 2 weeks)	
Suggested Final Written Outcome	Write a re-telling of a traditional story		Use a familiar story as a model to write a new story		Write a creation myth based on ones read e.g. how the zebra got his stripes	
Non Fiction	Explanations 2 week How Elephant Got His Trunk	Recount 2 weeks - or 1 + 1 week	Report 4 weeks - or 2 + 2 weeks Dinosaurs Love Underpants 2 weeks Term 2		Instructions 2 weeks	Explanations 2 weeks
Suggested Final Written Outcome	Following practical tasks, produce a simple flowchart or cyclical diagram and record a series of sentences to support the explanation	Write first person recounts retelling historical events, using adverbs of time to aid sequencing, and maintaining consistency in tense and person	Assemble information on a subject, sorting and categorising information; use comparative language to describe and differentiate		Write a series of fiction-based instructions (i.e. 'How to trap an ogre'), including diagrams	Produce a flowchart, ensuring content is clearly sequenced
Poetry	Vocabulary building (list poems) (2 weeks)	Structure - calligrams (1 week)	Vocabulary building (1 week)	Structure - calligrams (2 weeks - or 1+1weeks)	Vocabulary building (1 week)	Take one poet - poetry appreciation (2 weeks)
Suggested Final Outcome	Read list poems Write and perform own versions	Write own calligrams (based on single words)	Read, write and perform free verse	Write own calligrams (shape poems)	Read, write and perform free verse	Personal responses to poetry Recite familiar poems by heart

Literacy Year 3						
	Terms 1 and 2		Terms 3 and 4		Terms 5 and 6	
Narrative	Traditional Tales - Fables (4 weeks - or 2 + 2 weeks)	Writing and performing a Play (2 weeks)	Traditional Tales - fairy tales (alternative versions) (3 weeks)		Adventure stories (5 weeks)	
Suggested Final Written Outcome	Write a new fable to convey a moral	Write and perform a play, based on a familiar story	Write a traditional tale from a key characters perspective		Write an adventure story, focusing on plot	
Non Fiction	Recounts 2 week	Instructions - giving directions 2 weeks	Explanations 2 weeks	Report 3 weeks	Persuasion - persuasive letter writing 3 weeks	
Suggested Final Written Outcome	Write a news/sports report of an 'unfolding event' (e.g. commentary), including detail expressed in ways that will engage the reader/viewer	Write and evaluate a range of instructions, including directions e.g. a treasure hunt	Create and use a flowchart to write an explanation of a process, ensuring relevant details are included and accounts ended effectively	Teacher demonstrates research and note-taking techniques using information and ICT texts on a subject and using a spider-gram to organise the information	Present a point of view in the form of a letter linking points persuasively and selecting style and vocabulary appropriate to the reader	
Poetry	Vocabulary building (2 weeks)	Structure - limericks (1 week)	Vocabulary building (1 week)	Structure - haiku, tanka and kennings (2 weeks)	Vocabulary building (1 week)	Take one poet - poetry appreciation (2 weeks)
Suggested Final Outcome	Read, write and perform free verse	Recite familiar limericks by heart	Read, write and perform free verse	Read and write haiku, tanka and kennings	Read, write and perform free verse	Research a particular poet. Personal responses to poetry Recite familiar poems by heart

Literacy Year 4						
	Terms 1 and 2		Terms 3 and 4		Terms 5 and 6	
Narrative	Traditional Tales - Myths (quests) (4 weeks)		Writing and performing a play (2 weeks)	Story settings (3 weeks)	A story/stories with a theme (4 weeks)	
Suggested Final Written Outcome	Write a Greek myth focusing on effective characterisation e.g. descriptions (in the style of: a 'Wanted' poster; 'lonely hearts' advert; job application); link dialogue to effective characterisation, interweaving speech and action.		Write and perform a play, based on a familiar story	Write a section of a narrative (or several narratives) focusing on setting	Relate the theme of the story to personal experience and write an autobiographical story/account reflecting that theme.	
Non Fiction	Report 4 weeks		Persuasion 3 weeks		Discussion 2 weeks	Explanation 2 weeks
Suggested Final Written Outcome	Write own report independently based on notes gathered from several sources		Assemble and sequence points in order to plan the presentation of a point of view, using graphs, images, visual aids to make the view more convincing		Consider different sides of an argument and decide on a course of action, summarising your reasons in a letter	Create a flowchart to explain how a new invention works; use the notes to write an explanation using an impersonal style
Poetry	Vocabulary building (2 weeks)	Structure - riddles (1 week)	Vocabulary building (1 week)	Structure-narrative poetry (2 weeks)	Vocabulary building (1 week)	Take one poet - poetry appreciation (2 weeks)
Suggested Final Outcome	Read, write and perform free verse	Read and write riddles	Read, write and perform free verse	Recite some narrative poetry by heart Read and respond	Read, write and perform free verse	Research a particular poet. Personal responses to poetry Recite familiar poems by heart

Literacy Year 5						
	Terms 1 and 2		Terms 3 and 4		Terms 5 and 6	
Narrative	Traditional Tales - legends (3 weeks)		Suspense and mystery (4 weeks)		Fiction from our literary heritage (4 weeks)	
Suggested Final Written Outcome	Reflect on the main character of the legend from different viewpoints. Re-tell the story from several different perspectives.		Develop skills of building up atmosphere in writing e.g. passages building up tension		Explore a text in detail. Write in the style of the author to complete sections of the stories. Take the plot and theme from the text to plan and write their own contemporary version.	
Non Fiction	Recount 2 weeks	Explanation 2 weeks	Persuasion 3 weeks	Instructions 1 weeks	Report 2 weeks	Discussion 2 weeks
Suggested Final Written Outcome	Compose a biographical account based on research	Links to Geography PoS 'physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	Show through a range of writing an understanding of how persuasive writing can be adapted for different audiences and purposes	Detailed instructions with clear introduction and conclusion	Write a report, in the form of an information leaflet, in which two or more subjects are compared	Write up a balanced discussion presenting two sides of an argument, following a debate
Poetry	Vocabulary building (2 weeks)	Structure - cinquain (1 week)	Vocabulary building (1 week)	Structure - spoken word poetry/rap (2 weeks)	Vocabulary building (1 week)	Take one poet - poetry appreciation (2 weeks)
Suggested Final Outcome	Read, write and perform free verse	Read and respond to cinquains. Experiment with writing their own.	Read, write and perform free verse	Listen to, read and respond to raps. Experiment with writing their own.	Read, write and perform free verse	Research a particular poet. Personal responses to poetry. Recite familiar poems by heart

Literacy Year 6								
	Terms 1 and 2			Terms 3 and 4		Terms 5 and 6		
Narrative	Fiction Genres (4 weeks)			Narrative workshop: review key narrative technique e.g. creating settings, characterisation, atmosphere (4 weeks)		Focus on Study Skills (3 weeks)	Assessment Week (1 week)	'Take One Book' (extended book study over 5 weeks) A range of written outcomes, linked with fiction/ non-fiction modules covered across the year
Suggested Final Written Outcome	A range of short stories conveying different genres: a genre-swap story (where the genre changes from one paragraph to the next)			A single extended narrative, or several narratives on a similar theme e.g. autobiographical stories, each developing a key narrative technique				
Non Fiction	Explanation 2 weeks	Recounts 2 weeks	Report 2 weeks	Persuasion 3 weeks	Discussion 2 weeks			
Suggested Final Written Outcome	Links to science PoS 'reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results	Write in role, adapting distinctive voices, e.g. of historical characters, through preparing a CV; composing a biographical account or describing a person from different perspectives, e.g. police description, school report, newspaper obituary	Write reports as part of a presentation on a nonfiction subject. Choose the appropriate style and form of writing to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types.	Construct an argument in note form or full text to persuade others of a point of view and present the case to the class or a group; use standard English appropriately; evaluate its effectiveness	A debate followed by a write-up which presents and evaluates the opinions of multiple differing viewpoints	A series of live debates on various subjects. Children work in groups/ pairs/ individual to prepare and present points of views		
Poetry	Vocabulary Building (1 week)			Vocabulary Building (1 week)	Structure Monologues (1 week)	Take one poet - Poetry appreciation (2 weeks)		
Suggested Final Outcome	Read, write and perform free verse			Read, write and perform free verse	Read and respond Experiment with writing their own.	Research a particular poet. Personal responses to poetry Recite familiar poems by heart		