



# English Policy

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## Aims of this policy

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At The Queen's School, we believe language develops best in context, when there is a real reason to communicate. This affects our approach to the teaching and learning of English. We believe that children learn best when we start from whole language - a good story, a great film, an exciting science topic, an interesting role play area.

Through the principles and processes of English teaching we aim to inspire pupils to:

- enjoy the subject and study it with a sense of achievement
- understand how language works by looking at its patterns, structures and origins
- to know grammar and punctuation terms in order to explain how language works
- be able to use this knowledge to choose and adapt what they say and write in different situations
- communicate with others effectively
- learn to be enthusiastic and critical readers of stories, poetry and drama as well as non-fiction, non-narrative and media texts
- use their skills with confidence and understanding in real life situations
- develop the ability to look critically at their work, edit and improve it
- achieve a high standard in English and gain a secure foundation of knowledge, skills and concepts as set out in the following policy

## What is Taught

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### **Statutory Requirements:**

Statutory requirements for the teaching and learning of English are laid out in the New National Curriculum (2014) and in the Communication and Language and Literacy sections of the Statutory Framework for the Early Years Foundation Stage (2014).

### **Speaking and Listening:**

Speaking and Listening includes five key elements from EYFS to Year 6, these are:

- Speaking
- Listening and responding
- Paired and group discussion and interaction
- Drama
- Reflection

Pupils are offered a range of experiences designed to encourage competent speaking for various purposes, whether this be within a debate, performance, discussion or presentation.

Other opportunities include:

- Telling stories and describing incidents from their own experiences
- Using language to imagine and recreate roles and experiences
- Speaking clearly and audibly with confidence and control and showing an awareness of the listener

- Explaining ideas and processes using imaginative and adventurous vocabulary
- Extending conversation, explaining, challenging or giving reasons for their views and choices
- Responding appropriately
- Sustaining attentive listening, responding to what they have heard with relevant comments, questions or actions
- Listening with enjoyment and responding to stories, songs, rhymes and poems
- Contributing and presenting ideas to School Council
- Studying for special speaking and listening homework projects
- Taking part in annual Year Group assemblies and Collective Worship festivals, such as Harvest, Passiontide, Year 6 productions
- Pupils are encouraged to take part in the Pupil Parliament Borough Scheme, which encourages citizenship

#### **Reading:**

- EYFS become immersed in an environment rich in print and possibilities for communication
- KS1 children should begin to read fiction and non-fiction independently and with enthusiasm
- KS2 children develop their reading to branch out to read a wide range of authors and genres

#### **Phonics**

- The 'Letters and Sounds' programme is taught daily in EYFS and Year 1 and Year 2
- Intervention groups are put into place for any pupil who does not reach age related expectations from Year 1 onwards.
- In Year 1, statutory phonic assessments take place in the summer term
- Those children who have not achieved expected standard repeat this in Year 2

#### **Guided Reading**

- Guided Reading takes place daily and is valued as a time for promoting a love of reading. Classes use a carousel of activities and the teacher works with one focus group each day.
- Parent helpers are encouraged to volunteer throughout the school for helping deliver high quality group work during Guided Reading
- Texts are chosen to reflect a range of authors, genres, poetry, fiction, non-fiction and to match different pupil abilities.

#### **Reading Scheme**

- A rich range of resources is readily accessible in order to support children's reading readiness at every development level
- Children follow a reading scheme and there are extension 'author challenges' to add further breadth
- Communication regarding home reading takes place between home and school through a reading record book for EYFS to Year 4
- Our expectations for pupils, teachers and parents for each Year Group are explained in the 'Reading Zone' on our website
- The children move up a colour (in the scheme,) when the teacher, using their professional judgement, decides that the child has read a range of genres with good understanding and fluency

#### **Writing:**

##### **Stages of writing:**

- EYFS are immersed in an environment that encourages skills for writing from emergent writing onwards

- KS1 begin to write independently with enthusiasm, using language to explore their own experiences and imaginary worlds
- Writing is almost always preceded by speaking skills to allow pupils the opportunity to rehearse their ideas. This could be in the form of talk partners, electronic devices, or drama activities.
- KS2 children plan, draft and re-draft writing for a range of purposes and audiences
- A variety of genres will be taught across each year group
- From Year 1 to Year 6 at least one whole text will be used each half term with a minimum of two different genres of writing produced from each text

### Phonics and Spelling

- We teach synthetic phonics in line with government legislation, utilising a range of quality resources, through a variety of multi-sensory approaches designed to develop and progress individual pupil learning
- Pupils are taught to implement phonics alongside a range of other valuable reading and spelling strategies
- Pupils learn to recognise, blend and segment each phoneme progressively from phases 1 through to 6 and beyond
- Strong emphasis is placed on the reading and spelling of non decodable words that do not match regular phonic patterns
- Individual progress is monitored and assessed regularly, informing planning for support and extension activities

### Spelling

- Children are encouraged to look for spelling patterns during Phonics/spelling sessions
- Each half term, a pupil receives a 'spelling booklet', with spellings including statutory and topic words
- All classes have a weekly spelling lesson focusing on the letter patterns and strategies used to spell
- There will not be a regular formal spelling test, but the children will be assessed in a variety of ways in class
- Teaching of dictionary skills takes place in English lessons from Year 1 onwards

## Library

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### Aims

- Welcoming and fun for all users
- A centre for learning and literacy development at the heart of our school where all pupils can enjoy and respond to a stimulating environment, which encourages confident and enthusiastic readers
- Keen to help pupils discover for themselves a joy in reading which will last their lifetime
- A starting point and an extension to the school curriculum
- Supportive to the teaching of the school
- Proactive in promoting books and in stimulating debate and discussion between pupils through reviews and book clubs
- A well-equipped space for research to support and enhance classwork as well as hobbies and interests with tablets available for use
- An information point for "What's On" within our school and the wider community
- A space for the teaching of library skills to empower pupils to make best use of the library and to support independent reading choices and learning

## Library provision

- The organisation for the library is communicated to pupils and parents through our website 'Library Zone'.
- The library co-ordinator manages a library budget
- The school Parent Staff Association are supportive in enhancing the library provision where possible
- The library is well stocked with a good balance of picture books, early readers, fiction, challenging reads, non-fiction and reference books and school council help choose some of these books
- The library caters for pupils across the school from Reception to Year Six
- From year two onwards all pupils receive library skills classes
- All books, with the exception of reference works, are available for loan

## Assessment

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- Pupils will be assessed in line with the school's assessment policy
- Each child's progress is continually assessed to inform day to day planning. This includes observations in lessons, questioning and marking of written work.
- The majority of learning is recorded in their English books but also through the use of photos in lessons and, particularly in EYFS, through written evidence of children's discussions.
- Homework (please refer to The Queen's School Homework Policy)