

**ELLESMERE
PRIMARY SCHOOL**



English Policy

Review Date: July 2021

At Ellesmere Primary School, we believe literacy underpins the curriculum and provides pupils with essential life skills. Through the English curriculum, pupils experience the integral aspects of speaking, listening, reading and writing through a variety of purposeful work thus enabling effective communication and creative thinking. These fundamental skills support all other areas of learning and aid our pupils in becoming successful lifelong learners.

Aims

For teachers this policy aims to:

- provide continuity across school
- establish high expectations
- promote a collective appreciation and enjoyment of literacy.

For pupils we encourage and support them to:

- express their feelings and opinions
- become effective and competent communicators both with spoken and written language
- enjoy and engage with a wide variety of text types and genres
- enhance their imagination
- develop a wide and varied vocabulary
- use and understand different writing styles
- produce clear and presentable work.

Reading

The National Curriculum 2014 reading programme of study consists of two dimensions:

- word reading

- comprehension (both listening and reading).

We recognise the importance of teaching to focus on the two dimensions in order for pupils to become competent learners.

Our early teaching of reading emphasises the decoding and pronunciation of all separate sounds in words through daily discrete phonics sessions until pupils are able to blend the sounds fluently for whole word reading.

Comprehension skills are developed and encouraged through highlighting the importance of reading widely and fluently, for different purposes such as pleasure, meaning or information.

We support this through using the following:

- RWI synthetic phonics programme followed daily in EYFS and KS1
- Guided reading 2x weekly (Y2-Y6) Shared, whole class reading, 3x weekly (Y2-Y6)
- daily independent reading time
- shared reading during lesson time and home time
- one to one - pupil and adult reading time, reading leader lunchtime book club
- reading records to monitor reading at home - half termly 'Reading Champions' based on progress and reading at home
- pupils are encouraged to read widely, through our use of differing class texts, library visits and high quality, attractive books in classrooms
- use of reading in other subjects to consolidate skills
- fortnightly objective/assessment checks carried out by teachers' year 1 -6.

Resources include:

Rising star assessments

Phonics bug, comics for phonics and Big Cat decodable books for early reading and guided reading sessions.

RWI phonics programme

Phonics Play interactive

Insight - data and tracking

Literacy Shed+

Reading Plus (Y6)

PM Benchmarking

Literacy Counts

Writing

The National Curriculum 2014 programme of study for writing is constructed similarly to that of reading. The two dimensions include:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing).

In order to support and develop the composition of writing for all our pupils we encourage the read, analyse, plan, write and review process. We build units of work around this, drawing on 'Talk for Writing' initiatives developed by Pie Corbett.

Handwriting

We believe it is essential for all pupils to be taught correct grip, posture and individual letter formation before joining and becoming more fluent. We follow the Nelson Handwriting programme, which students have the opportunity to practise frequently, from Reception through to year 6.

Spelling

In Key Stage 1, spellings are linked to spelling patterns learnt from the 'RWI' programme and are adapted to the needs of each class, each week. Different activities are used for variety and include: word finding games, word reading games, dictation of a passage, (to encourage transcription for writing) of a particular sound. In Key Stage 2, children learn spelling patterns and rules for their year group, taken from the new National Curriculum. Rising Stars is followed to provide consistency and progression throughout school.

Speaking and listening

Teachers plan for speaking and listening as well as encouraging many incidental opportunities through the school day. Pupils are encouraged to:

- share their opinions, even if different from others
- listen to verbal instructions which are clear
- verbalise ideas in different situations
- have opportunities to ask and answer questions
- speak aloud to different sized audiences

- work with peers and adults to communicate effectively.

For further information please refer to the Teaching and Learning Policy.

Agreed by:

Date agreed: