



ENGLISH - POLICY

INTRODUCTION

At Ysgol Carreg Hir, we strive for excellence in English achievement throughout the school. We hope to develop children's abilities within a cross curricular programme of Reading, Writing and Speaking & Listening. Our aim must be to ensure that every child, from the nursery to Year 6, has the opportunity for varied experiences and responses to language. Our encouragement and guidance have to be aimed at nurturing linguistic skills at all the different levels within the school and each individual class.

In all classes, pupils are given opportunities to develop their knowledge, understanding and use of spoken and written English, within a balanced and exciting curriculum. There are lots of opportunities for children to consolidate and reinforce taught English skills and to apply them in a range of contexts.

Children at Ysgol Carreg Hir will;

- Develop their ever-growing vocabulary, through an interest in words and their meanings.
- Develop a technical vocabulary with understanding of grammatical terminology.
- Learn how to read and write with fluency, understanding and confidence, developing a range of independent strategies to take responsibility for their own learning.
- Be encouraged to develop a love of reading and to read for enjoyment.
- Experience a range of text types and genres, across a range of contexts, to develop their understanding.
- Learn to write in a variety of styles and be able to apply characteristic features of texts to their own writing.
- Learn how to apply grammatical terminology in their own writing.
- Have the opportunity to write for pleasure; to explore and develop their own ideas.
- Most importantly, children will have the opportunity to develop their creativity and imagination.

Statutory Requirements

Statutory requirements for the teaching and learning of English are currently set out in the National Curriculum in Wales (2008) and in the Language and Literacy areas of learning / Foundation Phase Profile. (2015),.

The aim for English in the National Curriculum is to promote high standards of language and literacy by allowing children to develop a strong command of the spoken and written word, and to develop their love of literature. The National Curriculum for Wales 2008 states that "Language is not something static but is a dynamic process. Language can serve as a social interaction." School is a place where the use of speech and language operate. When children come to school, they must learn rules governing, for example, forms of address, different kinds of speech systems as part of the process of socialisation and taking their rightful place in the world.

Language, Literacy and Communication Skills in the Foundation Phase

Children are immersed in language experiences and activities at Ysgol Carreg Hir. Their skills develop through talking, signing/communicating and listening. They are encouraged to communicate their needs, feelings and thoughts, retell experiences and discuss individual and group play, they are encouraged to ask questions, voice/express opinions and make choices. They are encouraged to listen and respond to others, to the variety of life experiences that their peers bring to the learning environment, and to a range of stimuli, including ICT. They have opportunities to choose and use reading materials, understand the conventions of print and books and be given a wide range of opportunities to enjoy mark-making and writing experiences. We help children understand that mark making, emergent writing and writing convey meaning. Children are given every opportunity to write independently 'emergently' to develop their own writing skills and they are encouraged to progress at their own pace. This will enable children to go through the emergent writing process of scribbling; drawing; writing random letters and writing their names/basic words. We give children the necessary tools to write with confidence, control, enjoyment and fluency showing creativity, understanding and an awareness of the reader. At Ysgol Carreg Hir we teach children to understand and use phonics or spelling rules to spell accurately. We promote writing as an important aspect of life and demonstrate how we write in a variety of genres and styles. The children at Ysgol Carreg Hir are also given opportunities to develop an awareness of Wales as a country with two languages, and to show positive attitudes to speakers of languages other than Welsh and English.

Nursery

Our Nursery aims to introduce children to writing through modelled reading and writing and encouraging children to mark-make both independently and with an adult. Children are given the opportunity to hold and use a pencil correctly through adult led activities before completing independent challenges. Children are given every opportunity to mark make on paper to develop pencil control.

In our Nursery, we teach children:

- *What a picture, a letter and a word is through modelled reading and writing.*
- *To extend sentences orally*
- *To recognise (and then write) their name*
- *To recognise individual letters and sounds through the use of Jolly Phonics*
- *To see words and text around them.*

Reception

Our Reception classes build upon the Foundations set within Nursery. Throughout Reception, children begin to transfer their skills through early mark-making to more formal letter, word and sentence writing.

Throughout Reception we teach children:

- *What a letter, a word, a space, a picture and a sentence is through modelled reading and writing.*
- *About capital letters and when we use them (in their names)*
- *To extend sentences orally*
- *To identify a sentence in written text*
- *To write their name*
- *Individual letters and how they are formed*
- *To recognise basic key words (I, like, the, my, went, to), ORT character names and colours.*
- *To write some key words in a list/basic sentence.*

Year One

Throughout Year One, children continue to build upon their skills within the Foundation Stage and begin writing for wider purposes.

At the beginning of Year One, we teach children:

- *To understand that a simple sentence contains one idea*
- *To continue to extend ideas orally and include detail by describing things using simple colour and size vocabulary*
- *To begin to use sentence openers for time scale in writing (first, next, then, last,)*
- *To use punctuation (capital letters and full stops - including for the word I)*
- *To recognise by sight Reception and Year One key words, weather words, days of the week, and colours and to begin to write them*

Year Two

In Year Two, children experience further genres of writing and begin to write at greater length for a greater variety of purposes and in a variety of contexts. We aim to teach children:

- *To use a range of sentence openers when speaking and writing (He, they, when, after, next, a long time ago, finally.)*
- *How to use connectives to join two simple sentences together (and, but, because)*
- *To use more complex punctuation (capital letters, full stops, and question marks)*
- *To use more ambitious words both in their writing and speaking (beautiful, awful, enormous, adventure, magic)*
- *To write consistently in the correct tense*
- *To begin to use adverbs within speaking and writing to indicate precise meaning (slowly, happily, carefully)*

English at Key Stage 2

At Key Stage 2 learners build on the skills, knowledge and understanding acquired during the Foundation Phase. Progress is achieved through an integrated programme of speaking, listening, reading and writing. We aim to make them become confident, coherent and engaging speakers, working as individuals and as members of a group. They acquire a

growing understanding of the need to adapt their speech and writing to suit purpose and audience. They develop as active and responsive listeners in a wide range of situations. They encounter a range of fiction, non-fiction and poetry, they experience a progressively wide range of texts, so that they can develop into fluent and effective readers. They become competent writers, writing clearly and coherently in a range of genres and for a range of purposes. In Key Stage 2, children have English lessons in which they focus on a range of text types throughout the year. During Key Stage 2, children can expect to write in a range of genres including:

- Stories (including a variety of genres such as myths & legends, adventure, mystery & suspense)
- Play scripts
- Biographies/autobiographies
- Recounts
- Procedural/instructions
- Explanations
- Discussions
- Poems

Spelling, Handwriting, Punctuation & Grammar is taught discreetly in daily sessions. Additional English sessions include guided and individual reading.

In Key Stage 2, children continue to have a range of opportunities for cross curricular writing. English skills are developed across the curriculum, so children can apply what they know in a variety of contexts.

Approaches to Speaking & Listening

Speaking and listening are fundamental to good communication for us all and are independent of ability in reading and writing. We recognise the importance of being aware of skills children have already acquired in order to build on this foundation. From entry in the Foundation Phase, children are given opportunities to develop and learn new skills in formal and informal settings, both in and outside of the classroom. All pupils on entry into the nursery are assessed by the class teacher using Wellcomm, this then identifies any areas of concern and the pupils then follow relevant programmes. Pupils are again assessed using the Language links and speech links programmes upon entry into the Reception class to assess any further concerns in language; if any are concerns highlighted pupils will then follow the relevant programmes.

Children are encouraged to speak clearly and listen carefully, and both speaking and listening are stimulated in a range of ways, including:

- Listening to and responding to stories, rhymes, poems, songs and games from various cultures
- Responding to visual and aural stimuli, such as pictures, paintings, or film clips
- Discussing and expressing opinions
- Giving and receiving instructions or information
- Describing/recounting events
- Storytelling and reading aloud
- Reciting lines, songs or poems learned by heart in school plays or presentations
- Imaginative play for example, roleplay, use of puppets or drama
- Circle time
- Assemblies
- Debates or discussions

We also realise that a rich variety of speaking and listening opportunities arise from literature and so we have a vast array of books in each classroom including fiction and nonfiction.

Approaches to Reading

We use Jolly Phonics to deliver daily discreet phonics lessons in the Foundation Phase, enabling children to decode efficiently. Reading strategies are modelled daily by teachers and teaching assistants, and children have the opportunity to develop these and discuss texts in detail.

In the Foundation Phase, children have the opportunity to read 1:1 with an adult at least once per week. This is more frequent for children who read less often at home, or who may need additional support. As children move through school (or become more able readers), opportunities for sustained independent reading are provided. A range of reading schemes are used across the Key Stages. In the Foundation Phase children follow the Oxford Reading Tree colour banded books beginning with texts in which children rely on their Phonic decoding skills to read words. In the Foundation Phase, children take home an ORT reading book daily to be shared with parents. Each child keeps a 'Reading Record' in which parents and teachers share information about a child's reading. Parents are encouraged to read with children as often as possible, preferably daily, and the children are encouraged to change their ORT books (once they have been read at home and the parent has commented in the reading record). Year two start using the IN/Out system. (This avoids the child keeping the same book for a period of time) The children in year 1 and 2 also have weekly guided reading sessions with the teacher or teaching assistant and it is in these sessions that specific reading skills are taught.

In KS2, children have more responsibility for selecting books to take home and read. The expectation is that children are able to read more independently by this Key Stage. Children in KS2 who have difficulty in reading may continue to read with a teacher or teaching assistant or intervention through the Rapid Reading programme is put in place to support their reading. Although children in KS2 are likely to read without a parent/carer, we still encourage all readers to share books at home with their family as we want children to develop a lifelong love of reading.

As a school, we recognise the value of reading aloud to children to model appropriate use of story language and reading with expression. We want to enthuse them with a love of books and inspire them as writers. Children have the opportunity to participate in lots of exciting and rewarding activities linked to reading, including: World Book Day celebrations - dressing up, activities linked to favourite stories.

Approaches to Writing

Our aim at Ysgol Carreg Hir is to develop children's ability to produce well-structured writing with appropriate detail, in which the meaning is clear, and the interest of the reader is engaged. Throughout the school, teachers are flexible in their selection of teaching models for English. In the Foundation Phase, Pie Corbett's Talk for Writing allows children to develop their story language and learn how to structure stories so that the meaning is clear. Story maps provide children with invaluable opportunities to express their own ideas and develop their own characters and plots. Children in both Key Stages are given daily opportunities to write in a range of contexts, for a variety of purposes, and have regular opportunities to write at length in extended independent writing sessions. Our long-term planning for English covers the range of text types set out in the National Curriculum ensuring a breadth of coverage.

We recognise the importance of Computing/Technology in developing English skills. Interactive technology is used daily in a range of ways to enhance the teaching of English; in the Foundation Phase children may play English games on the interactive whiteboard or iPads, in KS2 they may use the internet to conduct research to support their writing.

As a school, we use the Nelson Handwriting scheme to help children develop fluent, clear and legible handwriting.

In the Foundation Phase, Jolly Phonics is fundamental in developing children's spelling. Children are taught to segment to spell. From Year 2, there is more focus on choosing the 'right' sound for spelling, and children learn alternative representations of graphemes and spelling rules. We use Phonic Rocket to support the teaching of spelling from Year 3 - Year 6. We believe that helping children how to use and apply spelling patterns is the key to helping them become successful spellers.

Cross-Curricular Opportunities

Teachers plan carefully for children to practice and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum. Because of this, children from FP to Year 6 are provided with opportunities for cross curricular writing. Each class has a new Topic each half term, focusing on Humanities; examples include; What a Wonderful World! Romans are coming; Vikings; Space, Street detectives.

These topics allow children to write for a range of purposes, in a variety of contexts. We believe that providing these cross curricular opportunities helps children to develop a love of writing, as well as instilling in them that all writing has a purpose. Children are encouraged to use their literacy and numeracy skills across all areas of the curriculum purposefully. Where this is successful, strong links are made with the subject content and used to build on previous knowledge. It is essential that the transference of literacy and numeracy skills are at the same level as the work completed in language and mathematic lessons. These alongside subject skills are planned for in medium term planning and short-term planning.

Assessment and Target Setting

Formative and summative assessments are carried out regularly to ensure that the teaching of Reading, Writing and spelling is focused on children's needs. In Y1, children take a MIST Test to test their writing and phonics skills. From Years 2 to 6, children will take statutory literacy assessments in Reading. In years 1 to 6, children take annual assessments in the autumn term in Reading and spelling using Schonell. Pupils are also assessed and tracked using the phonic rocket (KS2) or Jolly Phonics (FP).

For more information please see Assessment Policy.

Equal opportunities

At Ysgol Carreg Hir we have high expectations for every child, whatever their background, ability or circumstances. We know that children learn best when they are healthy, safe and engaged. In order to engage all children, cultural diversity is celebrated. Our English curriculum includes a wide range of texts and other resources which represent a variety of cultures and backgrounds. We value what each individual child brings to our school. As a staff we endeavour to maintain an awareness of and provide equal opportunities for all children.

Additional Learning Needs

The needs of all children are considered carefully when planning and teaching English at Ysgol Carreg Hir. We want children to reach their full potential. Where necessary, teachers identify which children are not making progress and take steps to improve their progress and attainment in English, usually in liaison with the ALNCO. All children have a statutory entitlement to a broad, balanced curriculum. Children with ALN/ (with or without a statement) will have full access to this curriculum. Some children will require an individual education plan drawn up by the class teacher in consultation with the ALNCO. Children with additional learning needs are given differentiated tasks, opportunities and experiences to allow them to formulate their own opinions and discover for themselves at a level which is achievable to them. If a teacher has identified a specific need for a pupil, we have many tools in place to support them. Rapid Reading, for example is a catch up programme used in key stage 2 to support children with their reading if their reading is below their chronological age. More able and talented children are identified, and suitable learning challenges are provided.

Curriculum Cymraeg

At Ysgol Carreg Hir we have included links and references to our Welsh Heritage and the Curriculum Cymraeg in many themes and topics. This gives the children many opportunities to learn to understand about their own Welsh characteristics and backgrounds.

Planning and assessment

Long term planning highlights a range of genres to avoid repetition and to ensure a wide coverage of skills. Medium term planning highlights specific genres and skills which are relevant to the half termly theme.

Assessment is an on-going inter-action in all tasks between teacher and pupil. Language covers the whole spectrum of subject areas in a Primary School and, therefore, different styles can be used and assessed. Assessment is continuous, and each teacher must be fully aware of the learning skills and outcomes each child should have been introduced to, and then consolidated, depending on the individual child's learning level. INCERTS is an assessment programme that we use to assess and track each pupil individually. This will then inform planning. The school also analyses and tracks any relevant test data. To ensure continued progression, the SLT monitor planning, children's books, complete learning walks and listen to learners. Feedback is then given back to teachers individually.

Role of the coordinator

The coordinator is responsible for maintaining/improving the standards of teaching and learning in English by:

- Monitoring and evaluating English; pupil progress, planning, marking & feedback, curriculum coverage, teaching, role of teaching assistants, English provision
- Taking the lead in policy development
- Auditing and supporting colleagues in CPD
- Purchasing/organising resources
- Keeping up to date with developments in English.

This policy will be reviewed and updated July 2021

Mrs S Evans
Language Co-ordinator