

Langmoor Primary School

English Policy

Introduction

This document states the aims and principles of the teaching and learning of English at Langmoor Primary School

What is English?

English is the basic language of communication in this country and much of the western world and its mastery is a prerequisite for educational progress.

Aims

Our aims in teaching English are that all children will, to the best of their ability :

- Develop the necessary skills to use the English language confidently, appropriately and accurately.
- Be able to speak, write and read Standard English fluently and accurately.
- Be able to listen to the spoken word attentively, with understanding, pleasure and empathy.
- Be able to read a range of materials fluently and with understanding, for enjoyment and information.
- Be able to write effectively for a range of audiences and purposes, using spelling, punctuation and syntax, accurately and confidently.

Principles of the teaching and Learning of English

English is important because:

- It is a vital way of communicating in school, in public life and internationally.
- It is the foundation for almost all the learning which takes place in our school.
- Its mastery is essential for independent learning, the world of work and most aspects of every day life.

English is a core subject of the National Curriculum.

The fundamental skills, knowledge and concepts are set out in The New National Curriculum for English.

The National Curriculum looks at the different areas of:

Spoken Language

Reading - Word Reading

Reading - Comprehension

Writing - Transcription (to include Handwriting)

Writing - Composition

Writing - Vocabulary, grammar and punctuation

Spelling

Key Stage 2 is split into the Programme of Study for Years 3 and 4 and then Years 5 and 6.

Strategies for the Teaching of English

Organisation

Daily lessons are allocated to the 'formal' learning of reading, writing, speaking and listening skills.

Informal learning takes place throughout the day and throughout all curriculum areas to ensure good cross curricular links e.g. Children in KS2 might write a non chronological report on the Tudors, or a newspaper linked to Victorians.

Children may work as a whole class, small groups or individually.

Groups may be of similar or mixed ability.

Foundation Stage

Children in Reception classes study the objectives set out in the Early Learning Goals. The prime area for English is Communication and Language with strands of Reading and Writing throughout.

In Reception classes the elements of Literacy may be covered across the day rather than in a single unit of time. This is also true of the Year 1 class. This is to enable more use of outdoor learning and to incorporate a structured phonics lesson as part of Literacy teaching.

The children in Key Stage 1 are also following 'Letters and Sounds' and Jolly Phonics as part of their daily phonics teaching. Each class starts on a different phase which is determined following consultation with the previous class teacher. As a rough guide, FS should be covering Phases 1, 2 and 3, Year 1 should be covering 3 and 4 and Year 2 should be covering 5 and 6. There is a standard format that Class teachers are following to record their children's progress in this area.

(Langmoor Pre-school will be following Phase 1)

Key Stages 1 and 2

Children in Key Stages 1 and 2 study the objectives as set out in the New National Curriculum.

There is a daily Literacy session with children working on the above strands: Handwriting is taught in sessions at other times and is taught in line with both school's presentation policy. Cursive handwriting is taught from Reception class through to Year 6.

Speaking and Listening

The new curriculum is very much set up to include strong strands for Speaking and Listening so as to further develop children's skills across all subject areas. In the steps for each bands are assessment objectives linked to all areas of the curriculum.

Big Write

Big Write sessions are taught on a fortnightly basis with 2 pieces of assessed writing being produced each half term. The other sessions are for use with Big Writing games and each classroom has copies of the 4 pyramids, both on the walls and on desks for children to refer to.

Assessment of Literacy

All areas of Literacy are assessed using the new banding system. The band relates to the year group - eg Band 1 = Year 1 and the step within that band shows how well the children are progressing.

B and B+ = beginning to work within that band

W and W+ = working within that band

S and S+ = securely working within that band

The expectation is that all children are working at S within their band. They need to have achieved the Key Personal Indicators in order to do this.

Vernon and NFER tests are carried out twice a year and this information helps to form any judgements on children, especially regarding SEN.

GL assessments have been trialled with reading in Years 3 and 4. However we have chosen to use the PIRA tests from Rising stars.

The Co - ordinator regularly monitors both Medium and Short term plans, as well as the assessment of Literacy to ensure judgements are accurate and consistent across the school.

Spelling Policy

The Nature of Spelling

The ability to spell easily enables us to become more effective writers. The less thought we have to put into spelling, the more thought we can put into what is said.

Children who are able at spelling are self-monitoring. They take responsibility for spelling words correctly. They are children who are able to identify which words do not 'look right' and check the spelling using a dictionary.

The English Language is not a regular language but it is systematic and patterned. Learning to spell is a process of working out such patterns and systems and applying them to new words.

Learning to spell is not just learning lists of words. It is a development process of learning to apply different strategies appropriately.

Spelling Development

The 5 phases of spelling development are :

- Preliminary spelling
- Semi-phonetic spelling
- Phonetic spelling
- Transitional spelling
- Independent spelling

A summary of the developmental continuum is in the appendix.

The Teaching of Spelling

The programmes of study outlined in the Early Learning Goals and National Curriculum are followed.

Key Objectives

At Foundation Level children need to:

- Use phonic knowledge to write simple, regular words and make phonetically plausible attempts at more complex words

At Key Stage 1 children need to:

- Spell:
- Words containing each of the 40+ phonemes already taught
- Common exception words
- The days of the week
- Name the letters of the alphabet
- Add prefixes and suffixes
- Apply simple spelling rules & guidance
- Write from memory simple sentences dictated by the teacher
- Spell by:
- Segmenting spoken words into phonemes
- Learn new ways of spelling phonemes
- Learn to spell common exception words
- Spell more words with contracted forms
- Learn the possessive apostrophe (singular)
- Distinguish between homophones and near homophones
- Add suffixes to longer words

At Key Stage 2 children need to:

- Use further prefixes and suffixes and how to add them
- Spell further homophones
- Spell words that are often misspelt
- Use the first two or three letters of a word to check its spelling in a dictionary
- Write from memory simple dictated sentences
- Use further prefixes and suffixes and understand the guidance for adding them
- Spell some words with silent letters
- Continue to distinguish between homophones and other words which are often confused
- Use knowledge of morphology and etymology & understand that some words need to be learnt specifically
- Use dictionaries to check the spelling and meaning of words

- Use the first 3 or 4 letters of a word to check spelling, meaning or both in a dictionary
- Use a thesaurus

Spelling and the Literacy Lesson

Spelling will be incorporated into every aspect of the Literacy lesson and through cross curricular opportunities.

- Shared reading - e.g. Selecting examples to make teaching points
- Shared writing - Teaching and modelling use of all strategies and resources
- Guided group work - Teaching focused at specific levels
- Independent work - e.g. Activity resource sheets, investigations, word webs, mnemonics
- Plenary - e.g. Results of investigations discussed and strategies found to be successful

In Key Stage 2 30 minutes per week is given over to differentiated spelling groups where children are taught specific word patterns and letter strings and spellings are set as weekly homework.

At all stages of spelling development children will be encouraged to reflect on their spelling strategies and understanding, gradually building a complete picture of the spelling system.

At Foundation Level and Key Stage 1 Letters and Sounds and Jolly Phonics activities will be used to teach children.

Spelling will also be linked with handwriting

Special Educational needs

Class teachers will support children with special educational needs in their spelling work by providing them with differentiated work.

More able children will also be given appropriately challenging differentiated work.

Spelling in Other Curriculum Areas

Having a cross curricular approach reinforces what is learnt in Literacy lessons and places spelling in a meaningful context.

The use of topic word banks helps develop the range of words children can spell.

Marking

Marking needs to be sympathetic and encourage 'risk taking' in the use of more interesting vocabulary.

Words which the pupil is required to learn should be corrected.

It can be counter-productive to insist on total correctness when the children are still developing their fluency in writing.

Children need to learn to correct their own work.

A starting point for this is highlighting high frequency words that need to be checked, or particular letter group sounds and rules that have been a focus for teaching.

Spelling Strategies

Spelling strategies to be taught are:

- Learning by sight
 - seeing words within words
 - inventing calligrams
 - identifying, highlighting and overwriting the most difficult part of the word
- Learning by sound
 - hanging the sound of the word by exaggeration or mispronunciation
 - making up mnemonics
 - saying letter names in rhythm
 - beating out syllables
- Learning by movement
 - tracing letters with a figure
 - writing the word with the non-dominant hand
 - writing the word with eyes shut
- Linking new words with known words (analogy)

- Investigating the origin of words (derivations)
- Removing/adding prefixes and suffixes to show how words are constructed (roots)
- Making trials of spellings (have a go)
- Proof reading
- Refer to class charts, class lists, books in the room
- Use a dictionary
- Learn to use a spelling journal
- Look, learn, cover, write and check

Homework

Activities may include:

- The spelling snake
- Work sheets to reinforce the spelling objective being taught
- Weekly spelling lists
- Putting words into sentences

Monitoring, Evaluating and Assessing Spelling

Evidence for assessment and planning future steps may be through:

- Daily observations
- Marking of work
- Discussions with children regarding strategies
- Spelling tests of words being taught
- December and May testing (SATs) to give a level of attainment (standardised scores)

Targets will be set in September using the previous year's May bandings. The December testing will be used to monitor progress and decide on actions needed.

Records of progress will include:

- Target/Assessment sheets
- High frequency words known
- Termly samples of independent writing.

The standards and quality of the teaching and learning of spelling will be monitored in the following ways:

- Scrutiny of test results
- Work sampling
- Lesson observations
- Scrutiny of planning
- Moderation of writing & marking and INSET

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