



# AVANTI COURT

## PRIMARY SCHOOL

### **English Policy**

*Agreed & Ratified as a working  
document:  
July 2020*

*Review date: July 2022*

## **Introduction**

English is a fundamental life skill; it develops the children's ability to communicate effectively - to listen, speak, read and write for a wide range of purposes.

Children are enabled to express themselves creatively and imaginatively as they become enthusiastic and critical readers of stories, poetry and drama, as well as non-fiction and media texts.

Children gain an understanding of how language works by looking at its patterns, structures and origins. Children use their knowledge, skills and understanding across a range of different situations.

## **Aims**

- To enable children to use and understand language as speakers, readers and writers
- To provide the opportunity to monitor and assess the language development of each child.
- To encourage a whole school approach to language
- To instil the love of reading in every child.

## **Speaking and Listening**

At Avanti we believe that the development of speaking and listening skills should be a priority within the learning environment of every curriculum subject.

Objectives relating to this are planned for through a range of activities in all curriculum areas including the use of: talk partners, open questions, hot seating, role play, puppets, class discussions and debates. Pupils are taught to speak in full sentences and to present their views and learning experiences before the class, a small group or a larger audience.

## **Reading**

Reading involves the ability to read, with understanding, a wide range of different types of text including fiction, non-fiction, real world texts such as labels, captions and lists, and print in the environment. Competence in reading is the key to independent learning and therefore the teaching of Reading is to be given a high priority by all staff.

- All children will have access to a broad range of books appropriate to individual levels of ability and interest.
- All children will be encouraged to enjoy reading and will be given opportunities to share a range of books and other reading materials.
- All children will be taught to make use of all appropriate strategies to help them read independently and with understanding, and will also be helped to develop different reading styles to enable them to read a wide range of texts.
- All children will be encouraged to develop a sense of audience when reading aloud, and they will have the opportunity to read aloud to a variety of audiences including younger children, their own class, adults and the whole school in assembly.

- All children will be encouraged to see themselves as readers. Children with learning difficulties in reading are to be given help and support within the classroom, and through targeted intervention when appropriate.
- Younger children will be taught nursery rhymes, songs and poems to develop their vocabulary and to increase their phonological awareness. They will listen to a wide range of stories and traditional tales.
- Children's written work will be displayed, when appropriate, and will form part of children's reading.
- Reading areas and book corners will be designed to be stimulating and accessible to all children in each classroom.
- Cross Curricular displays will feature books that are appropriate to the topic and age of the children.
- Books will be displayed in an attractive and inviting manner in order to encourage all children to take an active interest in books.
- Teachers will regularly read aloud to the children using a variety of literature. This will be seen as an important and valuable activity.
- The importance of reading will be reinforced through special events, for example: book fairs, book weeks, visiting authors, book talks and drama productions.
- All children will be heard by the class teacher as part of a Guided Reading group Year 1-5 and during whole class reading sessions Year 6
- All children are heard read individually in Reception-Year 6
- Shared reading will form part of the English lesson to inform writing and shared reading will take place in other curriculum areas
- Children take home a reading book weekly, which they are encouraged to share with their parent/carers; either being read to or reading to the adult concerned. This practice begins in Foundation Stage and continues through KS1 and KS2. The teacher monitors this practice through the School's Reading Diary and uses the information to help inform them out what skills children need to develop in order to progress through the levels and when to do so.
- Children have access to Bug Club a phonic reading scheme in Key Stage 1 and 2 online.

### **Guided Reading/Reciprocal Reading**

Guided reading operates daily, for 20-30 minute sessions in KS1 and KS2 and is led by the class teacher. The children take part in a wide variety of reading activities such as; reading their guided reading book and answering a range of questions, through comprehension activities, practising their phonics, playing word games and completing activities based on the book they are reading. Children's comprehension skills are assessed through the effective teaching of reciprocal reading from the Foundation Stage to Key Stage 2.

### **Writing**

We believe that the learning of writing should be embedded across the curriculum, in as much of a real-life contextual way as possible. The key skills of composition, planning and drafting, punctuation, grammar, spelling, handwriting and presentation,

and standards of English and language structure are therefore taught explicitly through English lessons, but also indirectly through cross-curricular writing tasks.

- During the Reception year, writing is about how children build an understanding of the relationship between the spoken word and the written word, and how through making marks, drawing and personal writing, children ascribe meaning to text and attempt to write for various purposes. The appropriate development age in the EYFS curriculum informs planning for learning activities, and writing materials are always available for the children in their child-initiated learning.
- Children start with large motor control activities, moving on to writing patterns, then on to letter formation.
- When children are familiar with phonics and letter formation they are encouraged to attempt a more focussed form of writing using the initial, end and medial sounds in words, learning high frequency words and make phonic attempts at writing.
- The development of writing skills at Key Stage One progresses by building on the basic skills learnt at EYFS, with an emphasis on talk for writing.
- Phonics is taught daily in the Foundation Stage and Key Stage 1 either through the English lesson, guided reading activities or discrete teaching.
- Daily English lessons include regular writing tasks, which are planned for in KS1 and KS2; they are scaffolded according to need, by the intervention of adult support by the provision of templates, or by the use of IT.
- Daily English lessons will embed opportunities for high quality speaking and listening. **Talk in preparation for writing** will be implemented across KS1 and KS2 to support children with their understanding and use of vocabulary and application of grammatical structures.
- Unit plans cover teaching, pupil activities, adult intervention, differentiation, success criteria through the use of I can, I can also, and I can even statements, and assessment opportunities.
- All English lessons have a starter activity that provides the opportunity for discrete grammar, vocabulary and punctuation teaching.
- Summative and formative assessment of writing will be on-going through the year, using next steps marking, peer assessment, observation and through the use of Target Tracker Statements.
- Extended writing should be seen from Year 2 onwards and from Year 1 with effect from Spring term. This will be a result of editing and redrafting work in line with the New Curriculum. Each pupil from Year 1-Year 2 will complete extended writing regularly e.g. once during a two weekly unit of work.

### **Handwriting**

- Handwriting is taught in discreet lessons across all key stages.
- In the EYFS daily opportunities are provided for pupils to practice a printed script and to develop the motor skills needed to write.
- Children in the Foundation Stage should be writing in the pre-cursive script to enable an easier transition in Year 1 into the cursive script, depending on their ability. However, the expectation is that by the end of

Reception pupils will start to transfer towards a cursive script depending on their skill and ability.

- Displays in both Nursery and Reception should include models of cursive script. Implements such as chunky triangular pencils, large chalks and chunky pens etc are used by pupils to rehearse skills on paper, chalk boards, pavement etc.
- Pupils in Reception record letter formation practise on wipe boards and in English books.
- In Key Stage 1 pupils are taught handwriting 3 times a week for no longer than 5 minute sessions.
- For those children who find handwriting challenging the teacher scaffolds their learning for example: by underwriting.
- In Lower Key Stage 2 pupils are taught handwriting 2 times a week and Upper Key Stage 2 pupils are taught based on needs with high expectations being modelled in all lessons
- Once pupils have a legible well-joined script pupils no longer need to practise joining in handwriting books.
- By the time pupils are in Year 4 they should have developed a joined cursive script and should no longer need to practise in handwriting books.
- All handwriting tasks must be marked by the teacher, in order to move learning on.

### **Spelling, Punctuation and Grammar (SPAG)**

We ensure our children progressively cover the skills required to meet the aims of the National Curriculum for grammar. 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 and is a priority in all lessons. The quality and variety of language that our children hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing.

The teaching of spelling is in line with the New English National Curriculum including the learning of spellings (Years 1-6); understanding how to and being able to use a dictionary; the highlighting and use of subject specific language; and use of children's individual spelling lists.

The teaching of punctuation is in line with the New English National Curriculum and we ensure that the use of appropriate punctuation is insisted upon across the whole curriculum when a written response is required from the children.

The progression and development of children's SPAG knowledge is essential and therefore a SPAG progression plan has been created (see SPAG planning document) and implemented to guide teachers when planning lessons.

### **Cross Curricular Learning Opportunities**

Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum.

The children develop and apply their skills across the full range of subjects taught in the school. We teach a wide range of topics including the Ancient Egyptians and Romans, to London during the Great War and where possible, we link themes and activities in these subjects. This helps to ensure that children are practicing subject specific skills and using them for a purpose. All pupils are encouraged to learn through reading, writing and importantly discussion, which is something that takes place in every curricular subject, resulting in children that are well rounded and able to voice their opinions. The understanding of key vocabulary no matter the subject is vital in order to ensure of a language rich environment.

### **Equality**

In order to engage all children, cultural diversity, home languages, gender and religious beliefs are all celebrated. Our curriculum includes a wide range of texts and other resources, which represent the diversity and backgrounds of all our children. We believe in ‘valuing what the child brings to school’ and recognise the importance of supporting a child’s first language, not only to foster self-esteem, but to assist in the learning of English.

### **Inclusion**

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. Class teachers to ensure homework are differentiated to meet all learning needs especially those pupils with EHC plans.

### **The Use of ICT**

We recognise the important role ICT has to play in our school in the development of English skills. ICT is used on a daily basis to enhance the teaching of English and to give all children the opportunity to experience, read and write multimodal texts and develop visual resources.

### **Parents/Carers**

- The School aims to involve parents/carers in their children’s learning as much as possible and to inform them regularly of their child’s progress in English.
- Parents/carers have the opportunity to meet with child’s class/set teachers at least twice a year at Teacher Consultation Meetings. They receive an end of year report at the end of the Summer term.
- Information about their child’s standards, achievements and future targets in English is shared with parents/carers on a half termly basis.
- Parents/carers are encouraged to support their children with homework and to attend Teacher Consultation Meetings.
- The school also provides a number of opportunities for parents/carers to learn about what their child is learning and the way their child is being taught through the curriculum workshops and celebration assemblies.
- Parent/carers are encouraged to read with their child daily; either sharing a book with the child or hearing the child read, and to record this within their child’s

Reading Record. This is a further opportunity for communication between home and School.

### **Homework**

Pupils from Nursery to Year 6 are expected to read daily as part of home learning. Phonics home learning is set in Years Rec-Year 1.

Pupils in Years 1-6 take home fortnightly written comprehension activities.

Class teachers ensure homework is differentiated to meet all learning needs especially those pupils with EHC plans or those new to the UK.

Please see the homework policy for further information, which can be found on our website.

### **INSET and Professional Development**

The Subject Leader is a role model for all staff and will provide feedback to teachers on all monitoring and standards. The needs of the school staff will be collated through monitoring, observations, the analysis of data and through formal and informal discussions. Staff attending CPD in English, are expected to disseminate useful points with the rest of the staff and it is the Subject Leader's responsibility to monitor the impact of such training.

### **Monitoring**

Monitoring of English, through observation, book scrutinies, and planning scrutinies, will take place according to the School's Development Plan (SDP). Please refer to the current SDP, and monitoring program for the current cycle.

### **Resources**

#### **Whole School Resources include:**

- An extensive of books, both fiction and non-fiction, are available to use for shared reading to support the teaching of English and other curriculum areas
- The Upstroke Handwriting scheme, which is used in conjunction with visualisers
- Group reading Book Banded books
- Whole class sets of guided reading texts
- CLPE texts to support planning

Classroom Resources include:

- Class sets of dictionaries and thesauruses at age and ability appropriate levels
- Visualisers in each classroom
- Phonics games for Rec-Year2
- A library situated off of the hall

### **Policy review**

This policy has been approved by staff and will be reviewed two yearly or in the light of new guidance from the DFE, LA or the Trust.

**Writing expectations at the end of each phase**

Expectations at the end of Year reception:

One <sup>called</sup> hotday <sup>there</sup> they was a <sup>girl</sup> girl  
code Little Red Riding Hood. Her mum  
<sup>told</sup> told her gramam was feeling vere well.  
Her mum <sup>told</sup> told her bring sum food  
She <sup>started</sup> startid to go on <sup>Her</sup> <sup>journey</sup> her jurne to gramam  
'Her mum <sup>told</sup> <sup>her</sup> <sup>watch</sup> <sup>out</sup> told to woch wot for the big  
bad woof. <sup>then</sup> then Little Red Riding Hood  
She went so deep <sup>into</sup> into the forist and  
got to gramam. What big ere you have  
What big ise you have what big teeth  
you have, all the better to eat you.  
She got <sup>daisies</sup> <sup>out</sup> dase out and <sup>sprinkled</sup> sprinkled it all  
over his <sup>nose</sup> nos and he went achoo. He  
<sup>tripped</sup> <sup>over</sup> tripped over the acorn then she got  
the <sup>hune</sup> <sup>out</sup> hune out and <sup>chucked</sup> chucked him  
then the big bad woof run away the  
end.

g g g g g g g g

Expectations at the end of Year 2:

WALT: write a sequel independently.

One blistering day <sup>in</sup> the beautiful desert animals were playing together gracefully. Butterflies fluttering in the refreshing air, ~~butter~~ birds flying in the enchanting breeze and moles ~~playing~~ moving from trees to another. In the distance a gentle magpie came through hopping. It had orange eyes just like ancient orange paint. Her feathers are <sup>T</sup> white and black just like black and white mixed together to make a table. She was so disappointed because she wasn't with Dog. She ~~had~~ was left in the desert because Fox ~~took~~ Fox took her here. It was a long journey because Fox took her here from the cave. ✓

As she continues her journey she moves into the Australian forest. It was magnificent there! It had beautiful flowers. All of a sudden, a animal was walking towards Magpie. Do you know what animal it was? It was a Koala bear! "OH, Hello who are you, My name is Koala" she asked. "My name is Magpie." she replied. Next a snake came slithering to ~~the~~ Magpie. FLP08M

Expectations at the end of Year 4:

WALT: Write a story.

Hello, I'm Barry and I live in the UK. The streets are brimmed with bustling and jostling people shouting. This only happens in the morning but in the evening, it is as tranquil as still water.

about

Almost forgot, my benevolent, tender parents. When I was in my early ages (10-15), my mum and dad had ~~sadly~~ passed away ~~sadly~~ due to heart attack. From there - onwards, I've lived alone. Well, ~~you~~ you might be wondering inquisitively how old I am. Well, I am 17 and I've just passed my <sup>sufficient</sup> GCSE ~~GCSE~~ exams. You're probably thinking <sup>these</sup> this is boring but here comes the fascinating bit!

When I was

<sup>two paragraphs are</sup> After coming home from my exams proudly, because of my good grades (A+), I heard a quick movement in the sky. I realised that it was a bolt of lightning. The next step I took was to my doom. A bolt of lightning struck me in my head. <sup>X!</sup> After <sup>five</sup> 5 minutes, I regained my senses, <sup>and I</sup> I felt like my brain had been reprogrammed. Strongly, I tried to run, but instead, I fled as fast as faster than a cheetah and a Peregrine Falcon combined. ~~I~~ I couldn't control. I was running into poles, banners and a few people. Surprisingly, when I came to a halt, I was in my dad's old bedroom.

## Expectations at the end of Year 6:

WALT: practise our descriptive writing skills to create effective setting.

For many decades to come, the old house was in a condition where no cure was to be found. An army of ants ran along the path, if there even was one, which was veiled in brambles and vines, in a trail of whiting. Debris was all that was in sight, and no other hue could have been spotted, it was practically like playing: Where's Waldo? The howls of wind were as weak as a nail, but the creaked teeth of the household were worth of no hope. The weeping willows hung above the house, or ~~was~~ were they vines, who can tell? Glancing at the old house was like playing a game; spot the difference, but was there really any difference between torture and the old house? Entering the old house is like being ~~was~~ twisted and turned into origami.

Imagine sitting on a saddle of a horse, leisurely riding in the scorching sun, being shot up into a ~~was~~ the moon in a rocket ship, and just to bring you to depression. Imagine living in the old house. In a cloudy sky, a white pale light would shine through, but why would the tenants of the old house want such a light which will meandre around for only a matter of time. The screech of discomfort which echoed through the cobbled streets! The ~~un~~irring, irritating ~~go go~~ quote: "Don't judge a book by its cover." Why not? The abandoned spirits of the old house, the chains covered in rust, after all, Was the old house worth of any hope? The cluster of stars were now crushed by a herd of cabbages, it was like life