

# Lever Edge Primary Academy



## English Policy

Reviewed Autumn 2024



## **Intent**

Our intent, at Lever Edge, is to have a quality English curriculum which develops children's love of reading, writing and discussion. We have a rigorous and well organised English curriculum that provides many purposeful opportunities for reading, writing and discussion. The skills and knowledge developed are practised and implemented across the wider curriculum.

## **Objectives**

To enable all children to:

- read easily, fluently, accurately and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas, and listen carefully to the ideas of others
- be competent in the arts of speaking and listening, making and listening to formal presentations, demonstrating to others and participating in debate

## **Implementation**

### **Planning**

The National Curriculum English Programmes of Study are used to provide a flexible structure to the teaching of English throughout the school.

Expectations for each year group are used to form a long term plan with an appropriate balance of fiction and non-fiction work and poetry; this is then broken down in to short term weekly plans which also cover objectives identified by marking and assessment within lessons.

### **Reading**

Reading is the key to accessing a full curriculum.

### **EYFS and Key Stage 1**

The Supersonic Phonics programme is introduced in nursery and continued throughout the Foundation Stage, Key Stage 1 and into Key Stage 2, as necessary. It focuses on phoneme / grapheme recognition and the strategies of blending to read and segmenting to spell.

Children also build a sight vocabulary from the structured reading scheme.

Each child takes home, daily, a reading scheme book linked to a phonic phase, with a reading record and in foundation stage, sets of words. The children share their books with an appropriate adult in school at least twice a week. The children are encouraged to decode unknown words using appropriate strategies and to answer questions about the book. Some children in Year 2 will progress onto using the Accelerated Reader scheme which then becomes their reader and book for pleasure.

Children may borrow "own choice" books for pleasure, from the library, to take home each week.

Reading comprehension activities are planned weekly within the English lesson and through whole class guided read.

Guided reading takes place in each class in the form of whole class guided reads and group guided reads where appropriate.

A 'Class Novel' is used to encourage children's enjoyment of literature.

## Key Stage 2

The graded reading scheme is replaced by the Accelerated Reading scheme at Key Stage 2. Children are encouraged to record when they have read in their own reading diaries.

Guided reading continues as in Key Stage 1. The 'Class Novel' is also continued into Key Stage 2.

Reading comprehension continues to be taught weekly and may cover a wide range of activities including answering questions related to the text, picture comprehensions, Role on the Wall, Conscience Alley, and rewriting text from a different viewpoint.

Children have a reading journal to log useful words and ideas to support their writing.

## Writing

Elements from the Ros Wilson 'Big Writing' approach are used throughout school. It is a stimulating and exciting approach which enables children to become confident, inventive, accurate writers.

## EYFS

Children in EYFS will be given opportunity to write every day and to illustrate their work. This may be linked to their own experiences or a story or book they have read together.

## Key Stage 1

Writing will sometimes be factual, sometimes imaginative and sometimes based on own experiences.

Writing will be cross curricular and used to write recounts and reports of investigations and trips or visitors to school. Children's work is discussed and used to draw attention to purpose, style, presentation, grammar, punctuation and spelling.

Children in Year 1 will continue to write every day.

## Key Stage 2

The children will continue to extend their experiences to write in various ways for different purposes and audiences.

## Handwriting

Teachers have high expectations in the presentation of work in all areas of the curriculum.

There is a handwriting lesson every day in EYFS and KS1 and at least once a week in Key Stage 2, using the Letterjoin Scheme. Handwriting is a key focus in the EYFS and Year 1 and pupils are given many opportunities to develop their handwriting skills using the Super Sonic Phonics Friends handwriting scheme

Children should begin to join as soon as they are able and should join consistently from Year 3 onwards. Pens should be given when a consistent style is achieved and all children should use pens from Year 4 onwards. Pens should then be used consistently in all curriculum areas.

## Spelling

Initially children are encouraged to write individual letters and attempt spelling phonetically.

In Key Stage 1 more formal spelling begins with the Tricky and High Frequency words from Super Sonic Phonics Friends and the National Curriculum Common Exception words.

The children are given spellings to learn weekly. The use of dictionaries is taught and encouraged. The children learn to self-correct when checking their writing.

In Key Stage 2 spellings, taken from the National Curriculum for English, are given weekly alongside others relating to spelling rules, common errors or key vocabulary from Science and Topic. The Headstart Primary Spelling scheme is used. Again, the use of dictionaries is taught and practised and children are expected to correct key spellings in their own writing.

## **Oracy**

Oracy can be defined as articulating ideas, developing understanding and engaging with others through speaking, listening and communication. It comprises three interrelated, overlapping and mutually reinforcing components:

- Learning to talk, listen and communicate; the development of speaking, listening and communication skills
- Learning through talk, listening and communication; the use of talk or dialogue to foster and deepen learning
- Learning about talk, listening and communication; building knowledge and understanding of speaking, listening and communication in its many contexts

Speaking, listening and communication activities are embedded throughout the curriculum and are incorporated into planning through specific speaking and listening tasks and through activities including Jigsaw, group discussion, debates, poetry recitals, drama activities, School Council business and more.

The children also take part in class assemblies, Christmas and end of year productions, all of which provide opportunities for public speaking.

In EYFS, all children are assessed using the Wellcomm programme.

## **Impact**

### **Marking**

See Marking Policy.

### **Recording and Assessment**

See Assessment Policy.

### **Equal Opportunities**

All children are offered a broad, balanced curriculum differentiated to remove barriers to learning as necessary. There is equality of access to the whole curriculum. We are very mindful of the learning needs of all of our children and expect all to achieve their full potential.

### **Special Educational Needs**

Where barriers to learning are identified, the class teacher will work closely with the SENCO and the English Lead, to ensure that difficulties are swiftly addressed and a programme of learning is put into place to remove the barriers.

If appropriate to their needs, the targeted children may access intervention groups including phonics, comprehension, oracy work, handwriting and grammar work.

### **Greater Depth**

Children showing particular strengths and talents in any aspects of English will be identified by the class teacher. Weekly planning, completed in consultation with the English Lead if required, will address the child's needs.