



Bankwood Community Primary School

English Policy

At Bankwood Community Primary School, we recognise that competency in the four areas of literacy (speaking and listening, reading and writing) underpin learning across the curriculum. Therefore the provision of quality teaching and learning opportunities for children to acquire these vital skills is central to our teaching practice. The four areas of literacy will be considered individually, however since literacy is dependent on the interrelationship between these four areas, teachers will build on links between them.

We recognise that language and literacy learning is most effective in a meaningful and purposeful environment, through experiences and opportunities that contextualise learning and through excellent adult and peer modelling.

We place a strong emphasis on the creative curriculum and select key texts for topics to support learning in all areas of literacy.

We acknowledge that in order to become confident users of language, pupils need to be able to write, speak and read Standard English with fluency and accuracy. We aim to support children in becoming keen, enthusiastic and competent readers.

Speaking and Listening

Rationale

Pupils' understanding of spoken word and capacity to express themselves is central across the whole curriculum. We recognise the importance of spoken language in pupils' development across the whole curriculum. Spoken language underpins the development of reading and writing, and as such forms the starting point for teachers when planning for progression in these areas.

Aims and objectives

- To build on oral skills that have begun at home prior to children reaching school age, however limited.
- For children to develop a wide vocabulary and spoken grammar skills.
- For children to develop questioning skills and the ability to interact purposefully with peers and adults.
- For children to express and justify opinions, using the conventions for discussion and debate
- For children to listen attentively to each other and to adults in school
- For children to be able to work cooperatively in small groups and class groups with a variety of people in variety of contexts.
- For children to gain knowledge and participate in the artistic practice of drama
- For children to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances

Policy into practice

Teaching and learning methods

- Teachers will provide excellent modelling through class and group discussions and provide opportunities for children to talk and listen in groups of different sizes and to a range of audiences.
- All teachers will use 'talk partners' as a medium to encourage excellent speaking and listening skills, cooperative working and as an inlet to support child led enquiry and questioning.
- Teachers will use Talk4Writing principles to incorporate speaking and listening, in particular oral rehearsal prior to writing
- Teachers will use all areas of the curriculum to reinforce excellent speaking and listening skills, creating an ethos of respectful listening and discussion.
- Oral recital of poetry will be part of the English Programme of Study for all year groups
- Class assemblies, in which children will present to peers, staff and parents will take place routinely
- Children will have opportunities to listen frequently to stories, poems, non-fiction and other text types, including whole books and not just extracts.
- Foundation Stage use the 'stories for talking' scheme to support language development, particularly speaking and listening. The scheme is used as an intervention, where appropriate, as well as LEAP.
- FSO and FS1 choose a 'stories for talking' text as their key text each half term.

Resources and learning environment

Teachers may use resources to support acquisition of speaking and listening skills which could include;

- Role play
- Listening centres
- Games
- Story sacks
- Collections of poetry/ plays
- Reading areas
- Enlarged texts
- Talking tins / Kobos / Recording media

Reading

Rationale

At Bankwood Community Primary School, we have a clear, consistent, whole school approach to reading. Competence in reading is the key to independent learning and is given the highest priority, enabling the children to become enthusiastic, independent and reflective readers. Success in reading has a direct effect upon progress in all other areas of the Curriculum and is crucial in developing children's self-confidence and motivation.

Aims and objectives

- To provide all children with the necessary decoding skills / reading strategies to access text
- For children to become confident and fluent readers with excellent understanding of what they read
- For children to read aloud, with expression and intonation, including reading as performance
- For children to read with enthusiasm and develop a lifelong love of books
- For children to access and understand how to effectively use a range of genres of text including narrative, non-fiction and poetry
- For children to develop competency in using electronic media for meaningful text
- For children to develop a critical appreciation of what they read
- For children to develop their own imagination, inventiveness and critical awareness
- For children to develop reading and retrieval skills that allow them to use a text effectively
- For a home-school partnership that compliments and supports progression in reading

Policy into practice

- Children will be taught decoding skills through daily, discrete systematic synthetic phonics sessions from F1, using the Read, Write, Inc scheme of work. Prior to RWI being introduced, in FS1, children have a 'sound time' session planned using the phase 1 letters and sounds. These sessions will continue for each child until they have successfully completed the scheme. This will be followed by Read, Write, Inc Comprehension programme. In KS2, pupils participate in a daily Reading Comprehension lesson, individual reading sessions and, where necessary, phonics sessions.
- All teachers will model excellent reading practice and will provide opportunities for reading throughout the curriculum.
- Teachers will use a range of texts including narrative, non-narrative and poetry and will incorporate understanding of text types as part of their literacy teaching.
- Teachers will provide all children with the opportunity to access independent reading activities that will enhance their skills and nurture an enthusiasm towards reading a range of texts via a range of media.
- Children will have opportunities to listen frequently to stories, poems, non-fiction and other text types read aloud, including whole books and not just extracts.
- In the Early Years (FS0 and FS1) children will take home books from their class library and parents will be invited in weekly to choose books to take home with their children.
- FS2 and KS1 children will have home reading books and high frequency key word cards linked to reading books
- Children will read with school staff on a weekly basis through to Year 2, and where appropriate, beyond

Resources and learning environment

Teachers will use a range of resources to support teaching and learning of reading skills, to include;

- A wide selection of fiction, non-fiction and poetry reading books
- ICT for children to access books and reading activities via electronic media
- A selection of magazines / children's newspapers
- School's library service will supply topic books for all classrooms
- Classrooms will have dedicated reading areas that encourage the enjoyment of books and support children in their independent reading
- A print-rich environment including labelling and displays
- All classes will have a phonics and SPaG display
- Reading records for use in school and at home that enable communication between parents and teachers about children's reading

Writing

Rationale

At Bankwood Community Primary School, we believe that real life experiences, that encourage children to write independently for purposes that excite and motivate is essential for them to develop the ability to communicate effectively through writing. It is a strength of the school that we provide writing opportunities within a rich, broad and purposeful curriculum. We recognise that writing is an essential skill for children to learn in order to access learning across the curriculum, and we have a structured and focussed approach to ensure that children achieve age appropriate writing objectives that are built on throughout school.

Aims and objectives

- Competent writing begins with competent oracy, and this will be the starting point in preparations for all writing
- Children enjoy writing and are competent in communication through writing
- Children are able to write for a variety of purposes and audiences
- Children are able to organise and structure their writing appropriately
- Children take pride in the presentation of their written work
- Children are able to use information technology effectively as part of their writing skill base
- Children are able to proof read and edit their own writing to improve the quality of their written work

Policy into practice

- All teachers will carefully plan purposeful lessons that support the acquisition of writing skills and facilitate the learning of age / ability appropriate objectives for transcription, composition, vocabulary, punctuation and grammar and handwriting.
- Spelling, punctuation and grammar will underpin all literacy lessons.
- Visual stimulus linked to key text will enhance the learning
- Teaching of writing will routinely include shared / modelled and guided writing practices.
- Teachers will provide excellent modelling of writing skills across the curriculum. Teachers will provide opportunities for writing to a high standard across the curriculum.
- Children will be taught to plan, draft, edit and improve their work prior to publication of their work.
- Children will routinely be offered opportunities for extended writing in literacy sessions and across the curriculum.
- FS0 to FS2 will use 'Write Dance' as a pre-handwriting development scheme.
- Read, Write, Inc 'Get writing' is a crucial part of teaching writing in FS2 and KS1 as it includes handwriting at the early levels, a variety of text types and SPaG is featured quite heavily.

Resources and learning environment

Teachers will use a range of resources to support the learning of writing skills, which may include;

- Mark making resources available in all areas of the continuous provision both inside and outside.
- Children to have access to a range of written resources that model excellent writing skills
- Teachers will provide a language-rich classroom environment that supports the acquisition of writing skills
- Attractive writing equipment that encourages and motivates children to write
- A range of ICT software that supports children in using varied media for writing, for researching and for editing and improving.
- Dictionaries / thesauri to support spelling / word selection