

# Shoreham Beach Primary School



## English Policy

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## **Introduction and Aims**

At Shoreham Beach Primary School we aim to ensure that all children become confident users of language in its written and spoken forms. In studying English children are enabled to express themselves creatively and imaginatively through writing and drama and to communicate, by speaking and listening, effectively.

We recognise that language is vital to the emotional, intellectual, imaginative and aesthetic growth of the individual. It is essential to the acquisition of concepts and knowledge and the extension of understanding. It is inseparable from all learning processes, governing access to all parts of the curriculum.

At Shoreham Beach Primary School the teaching and planning of the English Curriculum is based upon 3 core documents.

- The National Curriculum for English
- Letters and Sounds
- Development Matters in the Early Years Foundation Stage (EYFS)

The National Curriculum for English stipulates what we need to be teaching children in each year group. Letters and sounds provides the basis for our planning and teaching of daily phonics and spelling. Development Matters in the EYFS provides non-statutory guidance to support teachers in implementing the statutory requirements of the EYFS

## **Aims for English**

We aim for pupils to:

- Use and understand language in a wide range of situations for a variety of purposes.
- To be confident speakers and good listeners, enabling them to communicate clearly
- Read and write with confidence, fluency and understanding.
- Be interested and enthusiastic about books, read with enjoyment and justify their preferences
- Use a full range of reading cues including phonic, graphic, syntactic, and contextual.
- To have knowledge and understanding of the phonic system and be able to apply this knowledge to build words
- Use fluent, cursive and legible handwriting.
- Have an interest in words and their meanings and a growing vocabulary.
- Read, using inference and deduction skills
- Write with inventiveness and creativity.
- Recognise and be able to write in a range of genres.
- Plan, evaluate and edit their own writing.
- Experience and enjoy an environment rich in language

## **Planning for English**

The following documents enable the English Leader and staff to plan strategically and ensure coverage and progression.

### **◆ The English Action Plan**

This is drawn up annually following our SDP day. We review and evaluate the previous year's Action Plan. We then write a new Action Plan to prioritise areas we would like to develop or improve in the coming year.

◆ **English Monitoring and Maintenance Plan**

In addition to the above Action plan, the Subject Leader draws up an annual maintenance plan. This outlines regular events that occur throughout the year, including moderation and monitoring of English.

◆ **English Long-Term Plan (Appendix 1)**

This long-term plan has been written in collaboration with all staff and is based upon the Hamilton Trust English Plans. It includes full coverage of all aspects of English and is broken down into Term 1, 2 and 3 for year groups 1 to 6

◆ **Lesson Plans**

Class teachers complete lesson plans in English, including Reading, Writing, Speaking and Listening, Drama and Spelling/phonics.

### **Learning in English**

All teachers throughout KS1 and KS2 provide daily opportunities for practising handwriting, high frequency words, talking and phonics/spelling. At the end of a unit (approximately twice a half term) all pupils throughout KS1 and KS2 take part in 'Big Write' at the end of a unit (approximately twice a half term) where they write independently for up to 20 minutes (KS1) and 45 minutes (KS2). The writing genre and activity is decided in planning groups. Once a half term children write an unscaffolded piece which enables teachers to assess children's unaided writing. In Reception, children build up to a weekly 'Big Write'.

◆ **.Reading Time**

Every day between 1:00 and 1:15pm all children and teaching staff sit quietly and read (SQUIRT). Classes also have weekly guided reading sessions. In Reception children read with adults 1:1 and in small groups.

### **Resources for English**

Resources for English within the school are organised so that each child has access to a wide range of written material, including literature in different genres (texts on posters) and within ICT resources.

#### **Class and School Library**

Each class has access to a range of books.. In Reception and KS1 these books are organised into 'Collections' (Quick read, Longer read and Non-fiction books). Each classroom also has a book box of scheme books and a set of dictionaries. Children have a book bag and home-reading folder. They change their home-reading book at least once a week with their teacher or teaching assistant. KS2 classrooms have a book corner with a range of fiction and non-fiction texts including newspapers. These are arranged into alphabetical order by the author.

The School Library supplements the Class Library and contains Fiction and Non-fiction texts. The Library stock is supplemented termly by a visit from the County Library Van. The teachers also access the County Library Project Loan Scheme to obtain books that are relevant to topics that are being studied in class. All classes have timetabled library time to browse or borrow books.

## Big Books and Posters

These are kept in the School Library

## Group Readers

These are kept in the area outside the small group room, and are sorted primarily into Fiction, Poetry, Plays and Non-Fiction. We also have some group readers in the school library.

## Phonics, Spelling and Reading Games

Resources are kept in labelled boxes in the link corridor between KS1 and KS2. Additional resources appropriate to the age and ability of the children are kept in classrooms.

## ICT English Resources

Each classroom is fitted with an Interactive Whiteboard which is used to teach all aspects of literacy. We also have learn pads, tablets and PCs in classrooms to support children's learning in English. Early Years and KS1 also have access to 'Reading Eggs' to support learning in phonics and reading.

## Assessment in English

English is monitored and evaluated by the English Subject Leader following the programme detailed in the English Monitoring and Maintenance Plan. English lesson observations take place at least once a year and are carried out by the English leader and/or a member of SLT.

All children are regularly assessed in reading and writing using the National Curriculum objectives for each year group. Once a term teachers across the school meet to moderate reading and writing and EGPS

Class teachers are responsible for updating children's progress windscreens four times a year. Parents are kept informed of their child's progress through a Spring report, end of year report and parent consultations.

## The Role of the Community

### Parents

In our teaching of English, as in all our curriculum areas, we recognise the valuable role of parents and the advantages of a good partnership between parents and teachers. In KS1 children are encouraged to read with or to their parents or other adults at home through the home reading packs. In KS2 the children are encouraged to read at home discussing what they have read with an adult. English home learning is set every other week in KS1 and lower KS2. Later on in KS2 it is set every week. Children are also expected to practice their spellings daily and read four times a week.

### Reading Helpers

We have a group of 'Reading Helpers' who consist of parents and community members. They come into school regularly to support particular children with reading.

## Community Events

We strive to ensure that books have a high profile within the school and invite the wider community to participate wherever possible in the following regular events.

- Book Week. We hold an annual book week in the first week of the Spring Term. Classes or planning groups learn about a particular text; staff and children dress up as story characters; children are encouraged to take part in reading challenges; and we provide drama or author workshops and book swap events..
- Book Fairs are held bi-annually and provide a rich supplement to the English Budget with the commission based on sales.
- Visits from theatre companies, poets and authors are actively encouraged and occasionally children go off-site to enjoy these facilities.
- Writing Projects. Each term, we have a whole school writing project. Recent projects have included writing a limerick about a traditional story, in conjunction with our local pantomime at the Ropetackle Following book week, we all worked on some writing along the theme of 'Lurax' by Dr Zeus. In the summer term we plan on writing around the theme of a whole school Wild Beach visit.

## Equal Opportunities and Entitlement

The school will ensure that all children cover the statutory content as outlined in the Programmes of Study within the National Curriculum. The children will access the curriculum at the appropriate level thus ensuring progression and differentiation. Suitable resources and learning environments will be available to enable children to access the learning required.

## English in the Early Years

During the Early Years, children's development in Communication and Language and Literacy are observed and recorded in their learning journals.

The children in Early Years classes participate in the different elements of English throughout the week. These elements include daily phonics, daily hand control/handwriting, show and tell, focused writing, one-to-one and group reading. We work up to do a weekly Big Write, usually by Spring Term, at least once a week.

As part of our Early Years provision, we also include the following areas and activities to develop and encourage children's early language and literacy skills:

- Writing area with a variety of writing material and resources
- A well organised, comfortable book corner
- A role play area
- Phonic games and activities
- Class 'mobile phones'
- A CD player to listen to stories and play sound matching games
- Computers and learn pads with a variety of literacy games

## **English Provision for children with Special Educational Needs**

Children with special educational needs will be given differentiated activities to support them during English learning. SEN staff and class teaching assistants are available to support individuals and groups of children during English lessons and for delivering aspects of IEPs and Provision Maps.

Children in KS2 may also have access to 'Reading Eggs' to support their learning.

More able children are given opportunities to extend their learning through our 'top down learning' approach.

**Appendix 1 : Letters and Sounds Scheme of Work Early Years and Key Stage 1**  
**Updated April 2015**

	<b>Phase 1</b>	<b>Phase 2</b>	<b>Phase 3</b>	<b>Phase 4</b>	<b>Phase 5</b>	<b>Phase 6</b>
<b>Knowledge</b>	Children to experience regular, planned opportunities to listen carefully and talk extensively about what they hear, see and do	<b>19 letters of the alphabet</b> s a t p i n c k e h r m d g o u l b f	j v w y x z qu ll ff ss ch sh th ng ai , ee, igh, oa, oo ar or ur oi ear air ure er ow	<b>ccvc</b> blot smack grip drum spin <b>cvcc</b> lift held sink pulp fact <b>ccvcc</b> crept drift trust plump drench <b>cccvc</b> sprint scrunch <u>2 syllables</u> twisting printer freshness lunchbox <u>3 syllables</u> thundering chimpanzee manchester	<b>wh ph</b> whip photo dolphin <b>Split digraph 'e'</b> ace these pine bone rude <b>ay ea ie oe ew ue</b> tray treat die toe chew clue <b>au,aw ou, oy, ir, ey</b> launch yawn sound boy skirt honey <b>2 &amp; 3 syllables</b> whisper thirsty monkey alphabet envelope	See Key Stage 2 Spelling Programme
<b>Skills</b>	Activities are arranged under the following 7 aspects: 1. General sound discrimination – environmental sounds. 2. General sound discrimination – instrumental sounds 3. General sound discrimination – body percussion 4. Rhythm and rhyme 5. Alliteration 6. Voice sounds 7. Oral blending and segmenting	<b>Teaching an action and a sound for each grapheme.</b> <b>Match objects and pictures to the grapheme.</b> <b>Find the grapheme/phoneme in books, the environment.</b> <b>Blend and segment words represented by single letters.</b>	<b>Blend and segment sounds represented by single letters and the above sounds.</b>	<b>Blend and segment words with adjacent consonants e.g went frog</b>	<b>Blend and segment sounds represented by all the letters or clusters of letters taught so far. (Be aware of different dialects)</b>	
<b>HFW (To read)</b>		<b>the to no go I into</b> a an as at if in is it of off on can dad had back and get big him his not got up mum but	<b>he we be she me was you all my they are her</b> will this them that then with see now look for down too	<b>said have like so do some come were there little one when out what</b> went from just it's children help	<b>oh their people Mr Mrs looked called asked could</b> don't old I'm by time house about you're day, made, came make here saw very put laughed water because friends eyes please once different many mouse work through though again who where	
<b>To read and spell</b>			<b>Introduce the spelling of the first 50 most used words (MUW)</b>	<b>To be able to spell the first 100 most used words (MUW)</b>  <b>Begin introducing spellings of days of the week, months of the year, numbers to twenty, name and address</b>	<b>To be able to spell the first 150 most used words (MUW) plus days of the week, months of the year, numbers to twenty, name and address</b>	
<b>Year</b>	<b>All years</b>	<b>R</b>	<b>R</b>	<b>R/1</b>	<b>2</b>	<b>2</b>