



Oakhurst Community First and Nursery School

English policy

Date of Policy – November 2019

Review Date – November 2020



Whole School Objectives

In studying English, pupils develop skills in speaking, listening, reading and writing. It enables them to express themselves creatively and imaginatively and to communicate with others effectively. Pupils learn to become enthusiastic and critical readers of stories, poetry and drama as well as non-fiction and media texts.

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment (The National Curriculum English 2014).

We want pupils to leave Oakhurst as young people with confidence to:

- Express themselves clearly and confidently.
- Listen to and consider the views of others.
- Read for information and enjoyment.
- Write confidently and clearly for a range of purposes.

We believe that it is the responsibility of all staff to improve basic skills in English and to work together as a team with parents and carers, to continue to improve the standard of English for all pupils.

Aims

- To provide a stimulating, creative and motivating curriculum that promotes interest and enjoyment.
- To provide a wide range of literature for pupils to enjoy and learn from.
- To develop each pupil's ability in English through the use of carefully planned activities.
- To set high expectations and aim for high attainment.
- To involve pupils in target setting, so that they understand how to make progress.
- To take account of current research on teaching and learning to improve progress and attainment in English.
- To inform parents and carers of pupils' targets, in order to work as a partnership.
- To include pupils of all abilities and nationalities.
- To enable children to speak clearly and audibly, in ways which take accounts of their listeners and situations.
- To help children enjoy reading and writing and recognise their value.

Speaking and Listening

Children's ability to speak and to listen is fundamental to their language development, learning in school, and to social development. At Oakhurst we endeavour to provide new contexts for talk that demand new and greater oral skills recognising that richness and variety of talk is important for all children.

Throughout the school, we promote the use of drama and role play activities in order to encourage children to extend their speaking and listening skills, using language in imaginative ways and expressing their ideas and feelings. Each class does an annual class assembly to the whole school and the parents, which promotes the children's speaking and performing skills.

Reading and phonics

Oakhurst follows a reading and synthetic phonics scheme of work (Read Write Inc). We begin to teach the programme in Nursery and most complete it by the end of the Autumn term in Year 2 (please refer to the Read Write Inc policy). Once children complete the programme, Year 2 children read books related to their topic as a whole class and build upon their comprehension skills.

In Key Stage 2, the children read and discuss one fiction book per half term that is linked to their topic. As a school we use the 'love to read' books from Cornerstones (our foundation scheme of work). The children build upon their comprehension skills through a variety of tasks. We also ensure the children are exposed to non-fiction text and poetry each half term.

Every child has an individual reading record for adults at home to record when they have read with their child. We encourage parents to question their child and record some of their discussions in their reading records. When a child has read 10 times, they are presented with a small prize or sticker in our celebration assembly.

In support of this, the children have access to an online resource called 'Oxford Reading Buddy.' This encourages children to answer questions about what they are reading to improve their understanding. When a child consistently gets 80% or higher on quizzes the teacher is informed that they might be ready to move up a level, aiding in the teacher's assessment.

Each week, children have the opportunity to visit the library and choose an extra book to read at home. Thus widening their reading to a wide range of books. There are two librarians per class that assist in the scanning, giving advice on where to find books and ensure the area is kept tidy.

Spelling

Spelling is taught through the Read Write Inc phonics scheme and therefore has a systematic approach that is consistently executed through the year groups. In the spring term, year 2 start the Read Write Inc spelling scheme that teaches the children the spelling rules that are required for their year group. This scheme continues in year 3 and 4.

Handwriting

In the Nursery fine and gross motor skills are practised so that children can begin to show the skills needed to be writers. From Reception, the children are taught the cursive script for each individual letter. In Year 2, children are taught to join the cursive letters. In Key Stage 2, the children are encouraged to increase their fluency of joining letters correctly. In Year 4, they begin to write in pen once all letters are correctly formed and joined in the correct way.

Marking

Teachers to use 'tickled pink' (a pink pen) to highlight to the children correct spelling, punctuation, grammar or layout related to the expectations for their year group or a personal target. Similarly, teachers are to use a green pen for corrections, improvements and next steps. This is known as 'green for growth' and thus encouraging a growth mindset.

During lessons, teachers are to use beneficial verbal feedback alongside marking. For example, a teacher may underline a word or letter in green and give a verbal comment as to why they have done this. Children are to have a go at correcting this green with their green pen. Teachers are to use the same marking codes to indicate corrections.

All pieces of work have a learning slip, which identifies the learning question, the appropriate national curriculum links and the steps to success. The steps to success are to include a must, should and could. The 'must' step can be any steps that the children have been taught prior to their year group. The 'should' step is aimed at mastery objectives for the child's year group. The 'could' step is aimed at greater depth objectives. The greater depth challenges should broaden their knowledge and aim to use techniques that focus on the purpose and audience of the reader.

All Key Stage 1 learning slips should include visual cues to aid the children's learning for extended pieces of work. Visual cues to be included for children with extra needs for Key Stage 2.

After lessons, teachers are to mark against the steps to success in the learning slip and indicate whether a child has achieved the whole learning question via ticking or dashing in pink or green. When a step has been underlined or circled in green this indicates to the child their next step. If a child has shown they can do all the steps to success, this would warrant a green comment at the end of their work. If a child needs a next step that is not present on the learning slips this could warrant an individual green comment. Children should be given time to respond to any green comments at the start of each lesson.

Assessment

Every 6 weeks, children following the Read Write Inc phonics scheme are assessed using the RWI template. The children are then re grouped according to their attainment from this assessment. The children's results are updated onto a grouping grid on the shared system.

Each half term the children complete at least one completely independent piece of writing. Teachers use this as an assessment piece to generate targets. Termly data for both reading and writing is updated on the schools tracking programme by class teachers and reviewed by the Head Teacher in assessment meetings.

Literacy across the curriculum

We teach Literacy across all subject areas as part of a creative curriculum, as well as having discrete Literacy lessons. This enables the children to apply what they have learnt in discrete lessons in a meaningful way and enables them to practise and consolidate particular skills.

Links with home

Parents/ guardians are encouraged to take an active role in supporting the development of their child's English. Children are expected to take their reading books home regularly to share with adults. Every child has a reading record in which adults are urged to make comments on a regular basis, and the reading prizes encourages greater support from home. Each child from Nursery to Year 4 also has a library book they have chosen to take home. Workshops are provided when needed to explain how is best to support their child/children at home.

Adopted by Governing Body on: 2nd December 2019

Date of next Review: November 2020