



Marriott Primary

Achieving Together

ENGLISH POLICY

Approved	10 th June 2021
Signed (Headteacher)	<i>Ruth Neill / Sheila Crichton</i>
Reviewed (Due: 10 th June 2024)	
Signed (Chair of Governors)	

Contents

Aims.....	3
Teaching and Organisation	3
Reading at Marriott Primary School	4
Phonics at Marriott Primary School	5
Writing at Marriott Primary School	5
Oracy at Marriott Primary School	5
Assessment and Target setting.....	5
Inclusion.....	6
Parental Involvement.....	6
Monitoring and review.....	6

Aims

At Marriott Primary School we aim to develop a love for the English language in its written and spoken form. We focus on developing children's skills to communicate effectively both in speech and writing and encourage our children to be enthusiastic and knowledgeable readers. We recognise English as a core subject in the National Curriculum which covers skills essential for children's educational and social progress. We aim to provide a stimulating environment for language development throughout the school that is characterised by high expectations of success so the full potential of all individuals can be achieved.

At Marriott Primary School we aim to provide all children with access to an integral programme of speaking and listening, reading and writing. Through this programme we promote a love of language and a curiosity and passion to understand how language works. We deliver the statutory National English Curriculum 2014 in a fun and engaging way to enable all children from whatever background and of whatever ability to succeed.

At Marriott we:

- Provide children with the necessary skills to become competent, creative and efficient users of the English language to prepare them for secondary school and to enable them to become successful in their later lives.
- Ensure all children acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- Provide children with meaningful, engaging contexts for reading and writing.
- Ensure all children can read fluently and with good understanding and develop the habit of reading widely for both pleasure and finding information.
- Ensure all children write clearly, accurately and coherently, adapting their language and style for a range of contexts, purposes and audiences.
- Give children the opportunities to interrelate the requirements of English within a broad and balanced approach to the teaching of English across the curriculum, with opportunities to consolidate and reinforce taught skills.
- Provide children with successful Literacy role models to increase aspiration and enthusiasm.

Teaching and Organisation

The English Curriculum is delivered according to the 2014 English Programmes of Study for Key Stage 1 and 2. We created a long term plan for all year groups in response to the statutory requirements which details coverage through the English units, cross curricular writing opportunities and spelling, grammar and punctuation coverage across the academic year. This ensures appropriate coverage and the development of skills throughout school, building upon work from class to class and year on year.

The Early Learning Goals and development matters statements are followed in Foundation Stage as set out in the revised Early Years Foundation Stage Profile. Teachers create medium term plans in the format of learning journeys for a unit to support their short term (weekly) plans. These plans use the school planning format as agreed by staff which includes learning objectives (WALT) and outcomes (WME), differentiation and contextual information about the needs of the children within a class.

At Marriot we teach English in daily lessons across the school, with cross curricular reading and writing being taught in weekly topic work including history, geography and science to allow children to transfer and apply their skills. In Foundation Stage and Key Stage 1 discrete daily phonics sessions are taught; usually in the Spring term of Year 2 these sessions become spelling, grammar and punctuation lessons.

Across Key Stage 2 discrete daily spelling, grammar and punctuation lessons are taught. The teaching of grammar skills and terminology are embedded within our English lessons as well as regular stand-alone sessions. Work is differentiated in all year groups to ensure all children are able to access work at age related expectations. We plan and deliver an engaging and exciting English curriculum which includes opportunities for outdoor learning and the use of ICT and is based upon a range of good quality texts.

Reading at Marriott Primary School

Marriott Primary School aims to foster confident, articulate children who have a love of reading. Linked with the Knowledge Transfer Centre, Foundation Stage and Key Stage One teachers have been trained on teaching shared and guided reading that encourages children to use a range of reading strategies and answer questions about the text. Children in Foundation Stage 1 access stories through continuous provision and when a book is shared they have access to it in their environment. Children in Foundation Stage 2 start guided reading sessions and daily shared reading sessions in the autumn term.

Children in Year 1 upwards read at least once a week in a guided reading group with an adult where they have the opportunity to read and discuss a book, short story or non-fiction text alongside other children and their teacher. When not working with an adult, children are provided with a range of tasks; comprehension activities, phonics and spelling work to complete independently or with a partner.

We use a range of books to meet the needs and interests of all our learners such as Project X, PM levelled readers, decodable phonics books and in Key Stage Two novels that are linked to our topics. We also use Reading boxes that have differentiated reading texts and linked questions for quality comprehension texts. Children work through the levels and colour bands of these reading schemes, moving onto the next level when they are confidently reading the extract and are able to answer appropriate questions accurately. Once children are confident and fluent they are exposed to a wide variety of texts and are supported to develop the higher order skills of inference and deduction.

Some children who need support with their reading receive additional support. We have trained Rapid readers staff to support groups of children make accelerated progress in their reading. Lunchtime supervisors read with target children, who are below an age expected level, daily from 13:00-13:15. Early Words intervention is used across the school when appropriate.

Children are expected to bring a book bag to school as part of their school uniform. The children get to change their home reading books and phonics books (KS1) regularly and have a home school diary for parents to record every time they listen to their child read. If children read three times a week at home, they earn tokens for their class which go towards moving their class up the Winnies Reading Miles tally. At the end of each half term the winning class wins an afternoon with Winnie, our school dog.

We have also redeveloped the school's libraries. Each class is now expected to maintain their own fiction class library which is located in the corridor. The library is expected to have a display alongside it, which identifies

the class which it belongs to. Each KS2 class will also have a librarian and as part of their responsibilities is required to keep their library tidy.

The non-fiction library is now located in the small hall. Again the librarians are responsible for keeping this area tidy and ensuring books are in the correct order.

Each half term in FS and KS1, we send out a 'Brilliant Book' for the children to read and complete activities on together. These books have been carefully selected to provide the children with rich literature at home and promote a love of reading from a young age. It enables parents to be involved with their children's reading development and has inspired some fantastic work at home that is shared with school.

Phonics at Marriott Primary School

All children in Foundation Stage and Key Stage 1 have daily phonics sessions. Phonics is a crucial part of Foundation Stage and Key Stage One as it gives children confidence and helps them become independent readers and writers. Marriott Primary School is a core school involved in the Knowledge Transfer Centre scheme for Phonics and Reading. This is a project for phonics and reading based on Letters and Sounds developed by Literacy Consultant Ann Smallberger. Children also learn to read and spell tricky words; words which don't rely on phonics. Children at Marriott Primary School are excited to read and write new words and sentences and enjoy having these challenges. Children in Year 2 start in September by recapping phase 5 of phonics before moving on to daily spelling, grammar and punctuation lessons.

Writing at Marriott Primary School

We aim to teach writing in a range of genres, fiction and non-fiction, in line with the National Curriculum. We provide children with the opportunities to practise skills in writing in a particular genre leading towards the end of the teaching unit.

Teachers seek to take advantage of opportunities to make cross curricular links. Opportunities are planned for children to practise and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum. Writing in both English and all other subjects is scrutinised in termly book scrutinies to ensure the quality of cross curricular writing remains high and that the standards are consistent with year group expectations.

Oracy at Marriott Primary School

Marriott should be a language-rich environment where oracy skills are taught explicitly and celebrated. Speaking is crucial to learning and therefore children are given opportunities for talk in a range of curriculum areas and for a range of purposes. Oracy is embedded throughout the curriculum and is a key focus within English lessons. At Marriott, we adopt Voice21 and KTC strategies, that are built on as the children move up the school. This emphasis on talk places a key focus on broadening the children's vocabulary, developing their confidence in talk and preparing them to articulate themselves effectively at Secondary School.

Assessment and Target setting

Reading and writing will be assessed in line with the marking policies. Teachers are aware of children's next steps in reading and writing and progress towards these areas is assessed through teacher assessment of

class work. Children complete half termly reading assessments using the Rising stars tests which allow teachers to track the progress children are making. In Foundation Stage and Key Stage One children's phonics acquisition is assessed at the end of each phase taught.

All pupils are given feedback during lessons and through marking. Marking feedback is either read or shared with the child and children are given time to respond to their target using purple pens daily.

Children are assessed against the National Curriculum every half term with their attainment recorded on class trackers and O Track. Targets for each class are based on children progressing in accordance with age related expectations. Termly pupil progress meetings are held between all teachers and the head teacher to monitor how children are progressing in line with expectations. Appropriate interventions are planned for those children who do not meet these expectations during these meetings. In the Foundation Stage, there are planned observations and assessments each term to check children's progression against the Foundation stage profile.

Inclusion

At Marriott, we provide for all children so that they can achieve as highly as they can in English according to their individual abilities. Children or groups of children who are under achieving are identified and steps are taken to improve their attainment for example through interventions, quality first teaching. Gifted and talented children are also identified and suitable learning challenges provided. Children with SEND are provided with a more suitable differentiated curriculum. Specialist advice and help is provided from outside agencies depending on the difficulties.

Parental Involvement

As well as reading with their children at home and completing their reading records, parents also support children with spelling practise and English homework which is given out weekly. Children are given spellings that relate to the spelling patterns covered in class.

Monitoring and Review

The English lead regularly performs book scrutiny, learning walks, formal observations and planning scrutinies within English and other curriculum subjects to ensure consistency of teaching and learning throughout the school. The SLT meet weekly where strengths or weaknesses within the subject can be discussed. Reports are made to SLT and the governors on the progress of English provision throughout the school.

