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Fountains Earth C.E. Primary School

English Policy

A high quality education in English will teach pupils to write and speak fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. (National Curriculum 2014)

At Fountains Earth Lofthouse, we recognise that: Good English teaching is lively, engaging and involves a carefully planned blend of approaches which direct children's learning but also challenge them to think.

Opportunities should be provided for children to initiate their own learning and to use and apply the literacy skills they have been taught. In good English teaching the pitch and pace of the work is sensitive to the rate at which the children learn whilst ensuring that expectations are kept high and progress is made by all children.

The strong interdependence between speaking, listening, reading and writing should underpin planning and provision for learning. The acquisition of language and literacy skills are of the utmost importance and therefore the teaching of all aspects of English will be given a high priority.

Reading

Reading will be taught with reference to the guidance in the EY curriculum and the National Curriculum and as appropriate through shared, paired or individual reading and phonics sessions. As pupils gain fluency, the forms of teaching will shift to emphasise advanced reading and comprehension skills at text level. All pupils will be given the opportunity to read to a variety of audiences, including younger children, their own class, adults and the whole school during assembly and performances.

We teach reading using synthetic phonics. A systematic daily phonic session introduces pupils to letters & sounds and pupils learn to blend & segment words. Reading books are then given. Initially these will focus on phonic skills, which means pupils experience a high level of success with their initial reading books. The scheme used in EY & KS1 is Oxford Reading Tree. This is supplemented with books from other schemes to provide breadth and variety. Our reading scheme gives pupils the opportunity to practise their developing reading skills with texts that have the appropriate vocabulary and sentence structure. However, pupils will have access to a range of fiction and non-fiction books and will be encouraged to read for pleasure and information.

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Once pupils can read fluently, then they move to colour banded reading books . Parents will be helped to see that they play a vital role in their child's reading development. School will suggest ways in which parents can encourage reading and children will have books to take home. Parents will be encouraged to comment on their child's reading development at home through a reading diary.

Writing

Writing will be taught following the guidance in the EYFS curriculum and the National Curriculum. Children will be given as many 'real' reasons for writing across the curriculum as possible and will write for a range of audiences and purposes. They will be taught the importance of re drafting and editing their work

Handwriting

It is essential that pupils are taught correct letter formation from the outset and errors are picked up and corrected early so that they do not hamper pupils' progress. Pupils are taught to use a baseline script to support joining letters as they progress through school. They will be encouraged to take pride in their writing and to understand the importance of presenting their work neatly and legibly.

Spelling

The National Curriculum gives a clear systematic and progressive approach to the teaching of phonics & spelling. We encourage children to use the "Look Say Cover Write Check" method of learning spellings. Spelling will be taught in all classes and words sent home for pupils to practise.

Phonics

Twenty minute phonics sessions following Letters and Sounds & using the Jolly Phonics actions will take place daily in EY & KS1 class.

Assessment

Teachers will use ongoing Assessment for Learning (formative) & summative Assessment of learning, to track pupil progress and inform future planning. Children will be encouraged to self-assess and take ownership of their own learning.