



# **Newnham Croft Primary School**

## **Vision**

At Newnham Croft our children are at the heart of everything that we do. We believe that Newnham Croft is a special place – caring and inclusive – where the guiding principles are teamwork and respect for all. Newnham Croft is an aspirational school, where learning is exciting, challenging and creative. We aim to foster a sense of self-belief and purpose in our children to equip them for the opportunities that life presents.

# **English Policy 2020**

Policy approved by the Teaching and Learning Governing Body Committee of Newnham Croft Primary School on:

Date: 17 January 2020

## **Introduction**

At Newnham Croft Primary School, we believe that English is a fundamental life skill. English develops children's ability to listen, speak, read and write for a wide range of purposes. Children are enabled to express themselves creatively and imaginatively as they become enthusiastic and critical readers of stories, poetry and drama, as well as of non-fiction and media texts. Children gain an understanding of how language works by looking at its patterns, structures and origins. Children use their knowledge, skills and understanding in speaking and writing across a range of different situations. We aim to provide an environment, which is rich in vocabulary that enables all of our children to be successful writers and foster a lifelong love of reading.

Our school aims and values are embedded in our teaching of English. In an environment, which values every individual and supports the development of independence, confidence and self-esteem we want to ensure children have the best possible skills in reading, writing and communicating. A variety of enrichment activities are used to enhance the teaching and learning of English. These can include themed days or weeks, outside speakers, educational visits, residential visits and visitors.

## **Teaching and learning**

Our teaching in English enables the children to:

- encourage reading for pleasure, becoming confident, independent readers, through an appropriate focus on word, sentence and text-level knowledge;
- speak confidently, clearly and audibly and to take account of their listeners;
- listen with concentration, in order to identify the main points of what they have heard;
- learn how to adapt their speech to a wide range of circumstances and demands;
- become confident, effective communicators, both verbally and non-verbally, through a variety of activities, including the communication of their ideas, views and feelings.
- be enthusiastic and reflective readers, through contact with evermore challenging and substantial texts;
- enjoy writing and to recognise its value;
- learn the skills of spelling, handwriting and punctuation in order to liberate creativity;
- take care with their learning producing accurate and meaningful writing, be it narrative or non-fiction;
- take personal responsibility for the quality of their written work by supporting them in the improvement of planning, drafting and editing.

## **Curriculum Content**

English is a core subject in the National Curriculum [www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study](http://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study). Within the National Curriculum we teach children to speak confidently and to listen to others. We teach them to read and write independently and with enthusiasm. We do this within an 'integrated' approach, ensuring that children are able to apply their knowledge and skills across the curriculum.

## **Spoken Language and listening**

In the Foundation Stage communication and language development is key to children's overall development and progress. We ensure that our teaching involves giving the children opportunities to a rich language environment, developing their confidence and skills in expressing themselves and enabling them to speak and listen in a range of situations. We enable the children to use language to imagine and recreate roles and experiences. We actively develop attentive listening and response. We ensure that children interact with others in play and to 'get things done'. In Key Stage 1 we build on the children's speaking and listening experiences from the Foundation Stage. We teach children to speak clearly, thinking about the needs of their listeners. They work in small groups and as a class, joining in discussions and making relevant points. They also learn how to listen carefully to what other people are saying, so that they can remember the main points. They learn to use language in imaginative ways and express their ideas and feelings when working in role and in drama activities. Another skill practised is performing poetry.

In Key Stage 2 we build on the children's experiences of speaking and listening from Key Stage 1, teaching children how to speak in a range of contexts, adapting what they say and how they say it to the purpose and the audience. We enable them to take varied roles in groups, giving them opportunities to contribute to situations with different demands. Through an integrated approach we teach children to respond appropriately to others, thinking about what has been said and the language used. By the time the children leave Newnham, we aim for them to be able to speak to an audience independently for a range of purposes including: presentations, show and tell and drama.

## **Reading**

In the Foundation Stage Literacy development involves the encouragement of children to link sounds and letters to begin to read. Our teaching ensures that children are given access to a wide range of reading materials in order to ignite their interest. We teach the children using a structured phonics approach which develops their knowledge of initial and final sounds together with short vowels sounds in words. We develop their recognition of familiar words. We use stories, poems and a range of other texts in our teaching.

During the Foundation stage and KS1, the school aims to use the banded books incorporating a range of schemes to level books as a guide for choosing suitable texts for all children, from very early readers to fluent readers. Children are also encouraged to use books from the library and read in their home languages.

In Key Stage 1 we build on the children's reading experiences from Foundation Stage. We develop the children's interest and pleasure in reading within a context where children are taught to read confidently and independently. We teach the children through a phonics approach, focusing on words and sentences and how they fit into whole texts. Children are enabled to work out the meaning of texts and are learning to articulate their comprehension.

In Key Stage 2 we build on the children's experiences of reading in Key Stage 1, continuing to encourage them to read enthusiastically a range of materials and to use their knowledge of words, sentences and texts to understand and respond to meaning. We continue to focus on higher order reading skills such as deduction and inference. Through a whole text approach we increase children's abilities to read challenging and lengthy texts independently. We support their abilities to reflect on the meanings of texts, analysing and discussing them within group contexts. Reading across the school is taught through daily English lessons and guided/whole class reading.

Reading at home is regarded as an important part of reading development. Reception, KS1 and Year 3 children and parents are encouraged to respond to the books they are reading at home using reading diaries.

We hope that our children will develop a love of reading and use what they read to develop their writing.

### **Writing**

In the Foundation Stage, Literacy development involves the encouragement of children to link sounds and letters to begin to write. We use a variety of texts to support children's abilities to differentiate between print and pictures. We teach children about the connections between speech and writing. We develop their knowledge and understanding of the symbolic nature of writing, the sounds and names of letters and how to write them and value the importance of emergent writing for their own purposes.

In Key Stage 1, we build on the children's writing experiences from the Foundation Stage. We develop the children's writing skills so that they are able to write independently, enjoying communicating through the written word and understanding the value of writing. We give them opportunities to develop their skills in writing narrative and non-fiction texts. We teach the children to spell and use initial punctuation correctly to create a variety of sentences. We teach them to write neatly using our chosen handwriting scheme.

In Key Stage 2, we build on the children's writing experiences from Key Stage 1. We develop the children's understanding that writing is essential to thinking and learning as well as being enjoyable in its own right. We explore how the English language can be used to express meaning in different ways. We teach the processes of planning, drafting and editing to improve their work and to sustain their fiction and non-fiction writing.

We cater for a range of teaching and learning styles by delivering lessons and modelling writing in a variety of ways. We encourage children to develop the ability to work collaboratively in pairs and groups. Children are also given choice and are encouraged to challenge themselves with their writing.

### **Phonics**

At Newnham Croft Primary School we teach phonics in discrete daily session from the Foundation Stage and through Key Stage 1. We continue to teach phonics in Key Stage 2 according to the needs of individuals. In order to ensure a systematic approach we use 'Letters and Sounds' as our core resource. We teach phonics daily in Foundation Stage and Key Stage 1 using a multi-sensory approach in order to secure knowledge, understanding and skills.

### **Curriculum Teaching**

English is timetabled and taught as a discrete subject at Newnham Croft Primary School, however this subject is inherently cross-curricular and opportunities for teaching and applying knowledge and skills in speaking and listening, reading and writing are built into planning across the curriculum.

Children are given opportunities to communicate thoughts, ideas and feelings. Purposeful role-play is used to develop language and imagination. Children are given opportunities to share and enjoy a wide range of rhymes, songs, poetry and books. An environment is provided which reflects the importance of language through signs, notices and books. Children are provided with opportunities to see adults writing and they can experiment with writing themselves.

Speaking and listening activities are embedded throughout the Curriculum. Children have the opportunity to experience a wide range of texts, and to support their work with a variety of resources, such as dictionaries, thesauruses and individual word banks. Staff provide balanced and varied learning opportunities within the classroom. Wherever possible we encourage children to use and apply their learning in other areas of the Curriculum.

### **Inclusion**

Our aim is that all children will be challenged and motivated by differentiation of materials and tasks. The class teacher will also aim to identify those children who may benefit from additional learning opportunities in English.

Children identified as having Special Educational Needs may need greater differentiation of materials and tasks consistent with that child's I.E.P.

Children for whom English is an additional language receive support from class teaching assistants and the schools EAL Teaching assistant who work in collaboration with the class teacher to develop English language and so ensure full access to the curriculum. Technology is also used to support children who are acquiring English as an additional language.

**Newnham Croft Primary School**  
**APPENDIX TO ENGLISH POLICY**

**Handwriting Guidance**

At Newnham Croft Primary we are following the Penpal handwriting scheme. An important element of the new National Curriculum is the teaching of handwriting throughout the school.

**When teaching handwriting we aim to help our children to:**

Develop fine motor control

Develop letter shapes using gross motor movements

Develop a legible, fluent and fast handwriting style

**When teaching handwriting:**

1) A common cursive style will be introduced and developed from an initial print style (Penpals) to a fluent joined style using the teaching resources from Penpals.

2) Capital letters will initially be taught in context e.g. own name, address, etc.

3) In KS1 handwriting should be taught once a week and practised daily and in KS2 Handwriting should be taught at least once a week, with children being given opportunities for reinforcement, ideally 3 times per week.

4) A variety of writing implements should be available to children (pencil grip in KS1 if needed)

Including handwriting pens being introduced from year 3 where appropriate.

5) The school agreed alphabet style of upper and lower case letters is found in the Penpals Teacher books for each year group.

6) Pupils with special educational needs or/and disabilities linked to handwriting will have the necessary support.

**Reception/Year 1 Pupils should be taught to:**

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

**Year 2 Pupils should be taught to:**

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- use spacing between words that reflects the size of the letters.

**Year 3/Year 4 Pupils should be taught to:**

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

**Year 5/Year 6 Pupils should be taught to:**

Write legibly, fluently and with increasing speed by:

- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task.

**Notes and guidance (non-statutory)**

Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation. Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.