



Grange Community Nursery and Primary School
English Policy (including Handwriting)

1. Policy Statement

- 1.1 This policy is to ensure that children at Grange Community Nursery and Primary School are provided with high quality learning experiences that lead to a consistently high level of pupil achievement and develop skills and knowledge that will enable them to communicate effectively through spoken and written language.
- 1.2 This statement should be read in conjunction with the school's Teaching and Learning Policy, Assessment Policy and Marking Policy.

2. Introduction

- 2.1 English is defined as the skill and knowledge of reading, writing and oral language. In order for children to become literate they must understand that the written word is a representation of the spoken word, and that both have a wide variety of forms.
- 2.2 The teaching of English is underpinned by the new National Curriculum. In KS1 and KS2 English is taught discretely for one hour; in addition to phonics, spelling, guided reading, handwriting and independent reading.
- 2.3 Units of work support and scaffold the children in a spiral curriculum beginning with the foundation laid in Nursery, where knowledge and skills are repeated and developed at different levels and carefully integrated with other subjects.

3. Aims

- 3.1 To provide children with the opportunity to read, write and speak with confidence, fluency and understanding for purpose and pleasure.
- 3.2 To give children an environment which is safe and secure and which provides encouragement for the development of all aspects of English.
- 3.3 To ensure that there is equality of access and opportunity for all children to develop their English skills.
- 3.4 To seek to ensure that all children achieve their full potential in all aspects of English by the time they move from Primary to Secondary Education.

4. Teaching and Learning

- 4.1 Reading - Children are given a wide range of reading opportunities which include shared reading
- guided reading
 - regular independent reading
 - home/school reading
 - hearing books read aloud on a regular basis
 - selecting own choice of texts including ICT texts
 - reading whole texts
 - reading in other subjects including ICT texts
 - reading in the community
- 4.2 The new National Curriculum provides a detailed basis for implementing the statutory requirements for reading. Much of the Programme of Study will be taught in English lessons, particularly during shared and guided reading sessions. Additional time is provided on a regular basis for reading at other times. There is time set aside for independent reading, using the library, listening to whole class stories and research linked to other subjects. National recommendations for the teaching of phonics and early reading are implemented in full.
- 4.3 Writing - Pupils have access to a wide range of writing opportunities that include:
- shared writing
 - guided writing
 - independent writing
 - writing different text types and narrative styles
 - writing in different curriculum areas
 - handwriting - direct teaching and practice
 - collaborative writing
- 4.4 The new National Curriculum for English guides teaching and learning in English. Teachers promote writing and look for ways to inspire and motivate pupils so that they see themselves as 'writers'. Teachers establish the purpose and audience for writing and make teaching objectives explicit to pupils so they know why they are studying a particular text type, the kind of writing activities they need to undertake and what the expected outcome will be.
- 4.5 Subject-specific texts that link to work being undertaken in other areas may also be used in English lessons to support the wider curriculum. Teachers use shared writing to model the writing process. Shared reading and writing provide a context for discussion and demonstration of grammatical features at word level, sentence level and text level.

4.6 Activities are differentiated through the use of writing frames, spelling banks, collaborative work and peer or adult support. Teachers encourage 'talk for writing', explicit links with ICT, visual English, small world, drama and feedback as an integral part of the process.

4.7 Pupils have access to a wide range of speaking and listening opportunities that include:

- planned teaching and learning of speaking and listening skills,
- drama, group discussion and interaction
- talking about their own experiences, recounting events
- participating in discussion and debate
- talk for writing
- Chatterjacks
- retelling stories and poems
- expressing opinions and justifying ideas
- listening to stories read aloud
- presenting ideas to different audiences
- taking part in school performances
- responding to different kinds of texts
- talking to visitors in school
- listening to ideas and opinions of adults and peers
- role-play and other drama activities across the curriculum.
- philosophy for children

4.8 Teachers provide a wide range of contexts for speaking and listening throughout the school day. Teachers' model speaking clearly; this includes clear diction, reasoned argument, using imaginative and challenging language and use of Standard English. Listening is modelled as is the appropriate use of non-verbal communication, respecting the views of others.

Speaking and listening outcomes are planned for in all areas of the curriculum and speaking and listening objectives are identified in planning. Roles are shared with pupils: sometimes a pupil will be the questioner, presenter, etc. Learning takes place in a variety of situations and group settings. For example these could include reading aloud as an individual, working collaboratively on an investigation, reporting findings as a newscaster, interviewing people as part of a research project, acting as a guide for a visitor to school, responding to a text in shared or guided reading.

4.9 Spellings are taught daily to allow children to: understand the alphabetic code and spell accurately in order to communicate effectively and independently in writing, understand the conventions of English spelling in order to be able to decode and read text independently, accurately and fluently, be creative and use ambitious vocabulary, proof read their work accurately.

- 4.10 Through the daily teaching of synthetic phonics in early reading development in Foundation Stage, pupils are taught a balanced programme which develops understanding of the alphabetic code, the phonemes of the English Language and their corresponding graphemes and skills in segmenting phonemes for spelling and blending them for reading.
- 4.11 Towards the end of Y1 and throughout Y2 this phonics learning leads seamlessly into teaching and learning of spelling, which continues throughout KS2.
- 4.12 Cursive handwriting is taught across school with the spelling patterns from 'Hand for Writing' and the cursive script from Letter-join. Handwriting is taught daily, this may be during Phonics sessions in KS1, and at 1.15pm in KS2.
- 4.13 It is expected that the same standard of handwriting is maintained in all curriculum areas. Pupils in KS1 use a pencil to write. When appropriate during Year 3, children are issued with a pen licence. All children write in black pen, using the school issued handwriting pens, by the end of Year 3. It is expected that all display work is written in black pen.

5. Review

- 5.1 This policy reflects the consensus of opinion of the whole staff and governors and its implementation is the responsibility of all staff and the local governing body. This policy should be considered alongside all other policies in school. This policy will be reviewed in line with the policy review cycle.

Approved by:

Chair of LGB

Headteacher

Date:
