



Germander Park School

Philosophy

We believe that English, written, read and spoken is of crucial importance for the mental, social, emotional and spiritual development of the child. It is the main instrument of learning through the curriculum and enables children to engage and find pleasure in speaking and listening, reading and writing. We believe that learning should be stimulating, purposeful and creative and that pupils should be empowered to become confident, independent, motivated learners across all curriculum subjects.

1. Aims, Objectives & Intent

- To provide children with the opportunity to read, write and speak with confidence, fluency and understanding.
- To develop enthusiastic and responsive readers who choose to read for both pleasure and information who are beginning to appreciate our literary heritage.
- To be able to write clearly in a variety of styles and forms appropriate to the purpose and audience.
- To enable children to speak clearly and audibly, and to take account of their listeners.
- To encourage children to listen with concentration and participate in discussion.
- To ensure that there is equality of access and opportunity for all children to develop their literacy skills: a wide vocabulary, understanding of grammar and linguistic conventions for reading, writing and spoken language.

2. Teaching and Learning

Our principal aim is to develop children`s knowledge, skills and understanding so that they love and are equipped to read and write for purpose and pleasure throughout their lives. At Germander Park we use a variety of teaching and learning styles and a cross curricular creative approach in English, incorporating the best practice from Talk4Writing. Teaching and learning is founded on the new National Curriculum with high quality texts at the heart of our planning.

Foundation Stage- Implementation

Communication and Language, including Listening and Attention, Understanding and Speaking, is a `prime` area of learning in the Statutory Framework for the Early Years Foundation Stage and Literacy, including reading and writing, is a `Specific` subject area. The children are taught through both adult and child led activities. They are given the opportunity to talk and communicate in a widening range of situations, to respond to adults and to each other, to listen carefully, and to practise and extend their vocabulary and communication skills. They have the opportunity to explore words and texts and to enjoy them, to learn about them, and to use them in various situations.



Key Stage 1 Implementation

English is a core subject for Key Stage 1. The National Curriculum provides an outline of core knowledge, which teachers ensure, is included in planning. However, teachers plan creatively using the National Curriculum to promote the development and application of pupils' knowledge, understanding and skills as part of the wider school curriculum.

3. Spoken Language -Implementation

The Statutory Framework for the Early Years Foundation Stage has identified speaking and listening as a 'Prime' area of learning and therefore vital to all other learning. The National Curriculum for English also reflects the importance of spoken language in pupils' development across the whole curriculum. The quality and variety of language that pupils hear and speak are essential for developing their vocabulary, grammar and their understanding for reading and writing.

To develop our pupils as speakers and listeners we:

- Give the children opportunities to express their ideas, thoughts and feelings through discussion, drama, role-play, circle time and performances.
- Prompt and teach children to speak audibly and clearly.
- Expect and teach children to listen and respond appropriately to adults and peers.
- Encourage, model and praise the use of vocabulary and the use of Standard English in all curriculum areas.

4. Reading-Implementation

We aim to foster reading for pleasure in order to generate positive attitudes and enthusiasm for independent reading. Children are encouraged to become successful readers and read with confidence, fluency and understanding. The teaching focuses on developing pupils' competence in both word reading and comprehension. Children listen to and discuss a wide range of poetry, stories and nonfiction. Books are displayed in all areas of the school linked to themes, authors, and topics. Children are encouraged to become familiar with and retell key stories including fairy stories and traditional tales. We have a well-resourced library, independent reading books, guided reading books and Better Reading books for intervention.

- From Early Years Foundation Stage the 'Letters and Sounds' phonics programme is taught systematically. A sound mat supports consistency in the 'hook words' we use when talking about sounds. E.g., it is the /ow/ in snow.
- Reading books are carefully matched to phonics stage child is at



Germander Park School

- Children are taught a variety of strategies: blending, reading whole word, using contextual clues, and reading for sense.
- Discussion, key questions and follow up activities encourage the development of vocabulary, understanding, inference and the structure of written language.
- Parents are encouraged to read daily with their children at home and a home school reading record provides a shared dialogue between school and home.
- Children select books from the library to take home and share for enjoyment and interest on a weekly basis.
- Progress is carefully tracked and identified children are put onto the Better Reading intervention programme in order to ensure they acquire the necessary skills.

Please also refer to our document, 'Introducing and using the sound mat' for more details.

5. Writing-Implementation

In every class, children are given a wide range of opportunities to write for different purposes and for real audiences. It is essential that children develop competence in both transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing).

Transcription: spelling and handwriting.

- Fluency in writing is developed through the use of systematic teaching of phonics, linked to the 'hook words' on our sounds mat. (Letters and Sounds, including support for spelling in Year2).
- Children are encouraged to write legibly and fluently. In the Foundation Stage, children develop their fine motor skills and are encouraged to explore mark making and writing using correct letter formation. In Key Stage 1, the Penpals Handwriting programme is used to teach letter formation and joined up writing.

Composition

- We use the 'Talk4Writing' framework for teaching writing. Children regularly learn texts by heart and then innovate these to create their own texts.
- Children are encouraged to write creatively with confidence, fluency and understanding.
- 'Writing stamina' is encouraged through writing for a purpose, using a wide range of genres and extended writing sessions.
- High quality modelling through shared writing promotes understanding of skills to a writer: thinking aloud, word selection, drafting, checking for sense, proof reading and editing.
- Regular story marking session enable children to apply their storytelling imaginatively to their own interests.



Germander Park School

Please refer also to the 'Our Way of Working' and the 'Teaching Guide for Progression in Writing' documents, which sets out our aims for the application of Talk4Writing in more detail.

6. Inclusion

- We aim to provide for all children so that they achieve their full potential.
- EAL children will be given access to resources and teaching to support their learning and ensure that they make good progress from their individual starting points.
- Planning is differentiated and learning opportunities are provided that enable all pupils to make good progress.
- A range of interventions are available for those identified with a particular need: Better Reads, Talk Boost and additional support in phonics, comprehension and handwriting.
- Children that are more able are challenged through differentiated planning, extension tasks and supported group work.

7. Equal Opportunities

All children are provided with equal access to the English curriculum. We aim to provide exciting learning opportunities regardless of gender, ethnicity or home background.

8. Assessment

The school policy on Assessment, recording and reporting currently informs the procedures for these in English. These are being reviewed in light of recent directives and appropriate changes will be incorporated.

Current

- Teachers assess children's literacy skills in a variety of contexts.
- Assessment is continuous and used to inform planning in order to address the next learning steps of the children.
- Pieces of independent writing- cold and hot writes - are assessed at least termly.
- Feedback marking and time to respond ensures children understand how to improve their work and next steps for learning is identified.
- Target Tracker is updated termly and Pupil Progress Meetings are held each term.
- Progress is tracked, needs identified and interventions put in place.

9. Monitoring, Evaluation & Impact

A range of strategies are used which include formal and informal monitoring of:

- Teachers own records

English Policy

Germander Park School



- Periodic testing
- Book scrutiny
- Analysis of tracking data
- Pupil Progress Meetings
- Discussion and writing moderation in staff meetings

Revised: March 2020

Signed:

Date of next review: March 2022