



PENRYN PRIMARY ENGLISH POLICY

Introduction:

At Penryn Primary Academy we recognise the importance of the English language in preparing children to be confident in all aspects of their lives. We believe that improved performance at reading, writing and spoken language will enable our pupils to engage more successfully with other curriculum subjects, while enriching their lives beyond school. At Penryn Primary we encourage all children to become independent learners and be confident in all strands of learning.

Our approach to teaching English incorporates oracy, drama, real contexts and high-quality texts, developing children's vocabulary, language, reading and writing skills.

We use a Talk 4 Writing approach at Penryn to support our children's vocabulary and language skills. Due to our context, a significant proportion of our children enter with lower than average communication and language skills. Therefore, by using the Talk 4 Writing approach, this provides children with the language of story and the language needed for other text types to increase their vocabulary to reduce the word gap.

We want all children to leave Penryn Primary with a life-long reading habit and a love of books because reading will improve their vocabulary, inspire them creatively and improve their ability to write well.

Approaches to Phonics

At Penryn, Phonics is taught through daily Read, Write Inc sessions. These comprise of learning different graphemes, focussing on oral phonological skills and sight vocabulary. During these sessions children are also explicitly shown how to apply their developing skills to their writing. All children are grouped in accordance to their individual needs.

In Key Stage 2, our phonics provision is continued for children who need support with their fluency. This is taught through daily Fresh Start sessions. Similar to our Read Write Inc approach, children are grouped according to their ability and they continue to learn and recap different graphemes, applying this to age appropriate modules and anthologies.

Approaches to Reading

Our priority is both the teaching of reading skills and enjoyment of literature, enabling children to become lifelong, confident readers. As children build fluency, comprehension skills become our main area of focus and questioning looks at skills such as retelling, inference and prediction.

Throughout the school, children read regularly and in a number of ways. In EYFS and KS1, children will read to an adult each day, whether this be 1:1 or as part of their RWI session. In EYFS and KS1, every child receives a daily 45-minute RWI session. In these sessions, children are provided with the opportunity to read independently and with their learning partner.

In KS2, every child will read daily through DERICs and Active Reading sessions in class or in their Fresh Start reading group. Staff utilise fluid groupings to identify children who require more bespoke, specific 1:1 reading time; this will include our bottom 20% readers. Whenever a child is read on a 1:1 basis within school, this will be recorded in their class purple reading folder and a comment will be written in their home learning journal in a pink pen.

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Fresh Start is a specialist reading intervention pitched at the correct level for the child's reading ability. Sessions are led by highly-skilled trained adults. Within each session, there's various opportunities to read aloud, alone or with their learning partner.

As part of our whole class reading provision, each class will complete a minimum of three DERIC reading activities, where children read a text or interpret a video, audio or photo and answer age-expected questions related to this. The other two sessions within the week will focus on Active Reading skills, where children are explicitly taught the skills required in order to be a successful, fluent, independent reader. Despite reading as part of our daily whole class reading sessions or Fresh Start sessions, these are not recorded in our home learning journals.

In EYFS and KS1, children are given Read Write Inc. book bag books which are matched to the sounds that they are learning in their phonics sessions. When children are ready or when they have finished the phonics programme, children then move onto Accelerated Reader. Within AR the children quiz regularly on the books that they are reading and move through sub-levels that are closely matched to their reading level.

Home reading is encouraged and is an integral part of the child's development. In order to have strong communication between teachers and parents/carers, each child has a reading record where both the staff and parents can write comments about how the child is progressing with his/her reading.

Developing a love of reading

At Penryn we recognise the importance of children learning to love to read and enjoying the books that they choose to read:

- Storytelling forms a key part of our teaching based on high quality texts – much thought goes into the selection of texts to ensure exposure to high level vocabulary
- We have a dedicated book corner in every year group
- All class teachers read to the children daily
- All children are given a book on their birthday from the school
- We have an annual school Book Fair and always celebrate World Book Day
- We have reading karate throughout the school; children achieve different reading karate statuses after different amounts of reads

Approaches to Writing

We aim to develop the children's ability to produce well structured, detailed writing in which the meaning is made clear and which engages the interest of the reader. Our approach to teaching writing is a Talk for Writing approach, which we have organised in to a three week basis. During the first week (innovation week), the children will learn and retell a high quality text that has been carefully chosen by their teacher. They complete a variety of activities during the innovation stage including a prediction, hot-seating, imitation games and reading as a writer. During the second week (innovation week), the children and the teacher use the original story as a basis to write their own by changing key parts such as characters and settings, but keeping the plot the same. Teachers model writing skills and the use of spelling, grammar and punctuation in shared writing during innovation week. During innovation week, using fluid groupings, some children will attend a 'Get Writing' group



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where they will practice letter formation and composition skills before writing their own sentences and in turn, texts. In the final week (invention week) children independently write their own story, using ideas from the original story to help them scaffold their new narrative. In Year 6, T4W is condensed into two weeks as the children are more familiar with writing different text types. Within the school, we have a writing progression document, which shows the development of writing skills and where the children need to be to be 'expected' at each year from 1 to 6. Within EYFS, writing...

Handwriting Approach

In Early Years, there is a big emphasis upon fine motor skills and we use a range of resources to practise these basic skills. This moves into correct letter formation with a focus on both upper and lower case letters. When children start KS1, children move to pre-cursive handwriting, where they are taught the pre-cursive ascenders and descenders and the diagonal and horizontal lines used to join letters. In KS2, children move to cursive handwriting, where they are encouraged to join their writing, continuing to use the correct ascenders and descenders. Teachers will model their year group's expected handwriting style when recording on the board, on displays around the classroom and when writing in children's books. Teachers will use their professional discretion to identify if cursive or pre-cursive handwriting is not appropriate for individual children. For these children, high expectations of letter formation will replace the pre-cursive and cursive expectations.

Cross-Curricular Links

Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practice and apply the skills, knowledge and understanding acquired through literacy lessons to other areas of the curriculum. When appropriate, extended writing is produced in Topic and Science; to showcase the children's transferrable literacy skills.

Approaches to SPAG

The school follows the 'Read, Write, Inc: Spelling' programme which enables the children to recap on the previous year's spelling patterns and then introduces new patterns and sight words. This programme is in line with the National Curriculum for spelling.

Grammar and punctuation is taught in the context of the children's own writing, as well as through discrete lessons. Additionally, we have explicit teaching of different SPAG elements taught through weekly SPAG Friday lessons. The skills that are taught in these lessons are then modelled and applied to children's writing in the following week. The structure of these sessions is: a teacher input where they break the skill down into simple and clear steps with examples of how this can be used in writing. Children then apply this learning in a 'spot it, try it, write it' format where they read a text and spot the SPAG skill within it, try using the skill through a variety of different questions (including some test-style questions) and then apply this to their own writing. SPAG skills are taken from the national curriculum and our teachers have the autonomy to recap objectives from previous year groups.

Parental Involvement

Parents can play a vital role in the development of English skills. We aim to foster a strong home-school partnership regarding reading, using reading records as a tool for communication between school and home. Parents provide support for spellings that are set as weekly homework. Throughout the year, we have various workshops for our parents to attend to support with different aspects of English.