

PENRYN PRIMARY ENGLISH POLICY



Introduction:

At Penryn Primary Academy we acknowledge the significance of early reading and we recognise 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 deal more successfully with other curriculum subjects, while enriching their lives beyond school. Our English curriculum is built on these skills, which allows our children to access the wider curriculum. 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 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 in KS1 and Freshstart phonics in KS2. 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 with their individual needs.

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. All children will complete a 'DERIC' task weekly, which focuses on a different resource (such as blurbs, videos, pictures and texts) and children answer a 'Decode', 'Explain', 'Retrieve', 'Infer' and 'Choice' question for each of the resources.

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 expected at least 5 times a week 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 home learning journal 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:



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- 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. In the final week (invention week) children independently write their own text, using ideas from the original text to help them scaffold their new narrative.

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.

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.

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Grammar and punctuation is taught in the context of the children's own writing, as well as through discrete lessons. Skills match that of the National Curriculum.

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.