

# Policy and practise in the teaching of English at Swiss Gardens Primary school.

## A SUMMARY

At we aim to offer high standards of English teaching, teaching that in its broadest sense, allows children to develop their skills effectively and with a pace that allows them to meet their full potential. We believe that teaching should encourage children to become articulate, confident and literate allowing them to be full members of the community in which they live. We strive to ensure that when children leave at the end of Year Six, they are confident, accurate and secure readers, writers and speakers. Most of all our aim is to ensure that Swiss Gardens is a Literature rich school and that children leave us with a love of the language and see lessons in English as worthwhile, interesting and motivating. We believe that English teaching should be cross-curricular whenever possible and that skills learnt should be applied in all aspects of other work.



## READING & PHONICS

At Swiss Gardens from the moment that children enter the school they are immersed in print, both in their classroom environment and throughout the school. Children are encouraged to look at and share books and read all types of written text in their classroom. From the first week in school children in Reception are introduced to all the sounds of the alphabet at this point they are introduced to the Jolly phonics programme synthetic approach to phonics teaching.

The children follow the **S A T P I N** approach, learning these sounds first in order to read and write combinations of words. Following this they work through further letters to enlarge their bank of words for reading and eventually writing. Children are grouped into their phonic phases in the first term to ensure they are working through, steadily at the pace appropriate to their developmental readiness. They continue to be phased for phonics until they are secure readers and spellers at phase 5+.

Children are introduced to characters from the Oxford reading Tree scheme and start to build a bank of words related to those books. They are guided to the appropriate text for them to read and once ready they take books from the scheme home to read with an adult at home.

Once confident to “have a go” children are free to choose graded books (based on the phonic phases) from the shelves outside the classrooms.

**It is our expectation that children will read regularly at home to support this and reading is a regular feature of all our homework in school.**





## **PHONICS AND SPELLING**

When children enter school they are encouraged to word build for spelling on the basis of their phonic knowledge. As they progress through the school this application of phonics is primarily their approach to spelling, when working in their phonic phases they build on this and start sorting words into spelling groups and learning common high frequency words that are “tricky” and have no obvious phonological link. They are encouraged to apply what they know about spelling in their independent writing and key spellings may be corrected but children are really encouraged to have a go.

In Key Stage Two children follow the “Read Write Inc” scheme for spelling which builds on phonological knowledge but includes investigation into word types and builds on the etymology of words. Children start to take more responsibility for correcting their own work and use dictionaries and word charts to help with their independence as writers.



## **WRITING**

Each topic unit has a written outcome and work is collected throughout the year, moderated and levelled against national expectations. Children are encouraged to write from first- hand experience, wherever possible and they have opportunities to write narrative and non- narrative writing. Children develop their “composition” skills and are taught skills taken from the National curriculum and are taught to write using different styles, using different genre and for different purposes. Children are encouraged to write independently and using their knowledge of sounds to write with fluency, as they gain confidence they edit and change their writing so they are adapting and improving as they write. The children are often given “free writing” tasks where they can write on a subject that interests or captures their imagination, this is their opportunity to show their creative talents and builds a picture of their capabilities without support. Children are expected to write with a clear neat script and paying attention to grammatical accuracy.

## **ENGLISH AND THE BROADER CURRICULUM**

Wherever possible in fiction and non-fiction reading will be matched with wider cross curricular topics covered by each year group. The focus of the teaching from these texts will necessarily be weighted by English teaching points and learning intentions. Using and applying English Skills in writing about History, Geography, Science reports and presentations is significant in building a picture of a child’s attainment and providing evidence to secure a level and show attainment.