



Maryland Primary School English Policy

Updated April 2017

To be reviewed April 2019

At Maryland Primary School we want our pupils to become articulate speakers and successful readers and writers to maximise their life chances. We seek to engender in our pupils a love of the English Language and its literary heritage. We think it essential that high standards in English can be seen across our curriculum delivery.

Reading

The School aims to:

- encourage a love of reading by making it a successful and enjoyable experience
- provide a wide and stimulating variety of texts to include all genres that comprise our rich literary heritage
- build up a sound base of reading strategies using phonic awareness (*RWI* program);
- develop initial and advanced reading skills.

Writing

The School aims to:

- get our pupils to aspire to become effective writers and encourage them to produce writing good enough to be selected for online publishing through our dedicated writing website, www.marylandwepublish.org
- give writing a purpose and make it an enjoyable experience by presenting a wide variety of writing opportunities
- develop the pupil's confidence as young writers
- help pupils see writing as a fundamental means of communication
- develop writing by positive teaching of skills and encouragement
- give each child the opportunity to write in a variety of genres and for a variety of audiences.

Speaking and Listening

The School aims to help children:

- use speech for a variety of purposes e.g. describing events, expressing opinions, articulating feelings, investigative learning and formal presentation
- to use language to aid social and emotional development;
- use Standard English and develop an extended vocabulary
- use language for enjoyment;
- listen carefully and respond to what is said.

In the Early Years Foundation Stage (Reception and Nursery) children are given opportunities to:

- learn to read and write using the *RWI* phonics programme
- develop their spoken vocabulary so they can successfully communicate their thoughts and needs
- speak, listen and represent ideas in their activities
- use communication, language and literacy in every part of the curriculum
- listen to and read a range of texts
- become immersed in an environment rich in print and possibilities for communication, where mark making opportunities are widely available
- develop speaking, listening and extending vocabulary through song and recitation.

At Key Stage One (Years 1 and 2)

- pupils learn to speak confidently and listen to what others have to say.
- they continue to read and write independently and with enthusiasm through the *RWI* phonics programme
- they have opportunities to use language to explore their own experiences and imaginary worlds
- reading and writing across the curriculum is expected to reflect age-related expectations.

At Key Stage Two (Years 3 – 6)

- pupils learn to change the way they speak and write to suit different purposes and audiences
- they read a range of texts and respond to different layers of meaning in them
- they have the opportunity to explore the use of language in a range of texts so they become more able to choose the appropriate style for the purpose of the task
- the *SFA (Success for All)* scheme of work is used to teach English in Key Stage 2
- reading and writing across the curriculum is expected to reflect age-related expectations.

Other school policies that impact on English teaching include:

- *Teaching and Learning policy*
- *Library policy*
- *Assessment and Record Keeping*
- *Marking policy*