



ENGLISH POLICY

1. **Introduction**

1.1 English is a core subject in the National Curriculum. It is the medium through which all learning takes place, inside and outside the classroom. The teaching of English embraces all aspects of language, both spoken and written.

Competence in English enables children to communicate effectively at home, at school and in the wider world and leads to improved life opportunities. The skills of listening, speaking, reading and writing enable children to organise and express their own thoughts and to access the knowledge and ideas of others. These skills, together with confidence in the use of computing, are increasingly necessary in today's world. In addition to this, the ability to respond to literature at a personal and aesthetic level enriches our children's lives.

1.2 This policy outlines the purpose, nature and management of English in our school. It reflects the views of the whole staff and was agreed by the Governing body.

1.3 The implementation of this policy is the responsibility of all teaching staff.

2. **Aims**

2.1 To recognise, value and build on the language skills that children have already acquired, including the foreign language skills of children for whom English is an additional language.

2.2 To develop children's understanding of both spoken and written English so that they can become enthusiastic, responsive, and knowledgeable readers through a range of high-quality books, novels and multi-modal texts that are used as a vehicle to support and enrich their experiences.

2.3 To develop children's ability to communicate freely, effectively and imaginatively in spoken and written English.

2.4 To encourage children to understand the importance of Standard English.

Our English curriculum is based on the Programmes of Study found in the National Curriculum (2014)

3. **The Nature of English**

3.1 English consists of: Communication and Language and Literacy in the Foundation Stage; at Key Stage 1 and Key Stage 2 it consists of:

- Spoken word
- Reading
- Writing
- Spelling
- Grammar
- Punctuation

3.2 THE SPOKEN WORD

Aims: We aim to enable our children to:

- justify ideas with reason;
- ask questions to check understanding;
- develop vocabulary and build knowledge;
- negotiate;
- evaluate and build on the ideas of others;
- select the appropriate register for effective communication;
- give well-structured descriptions and explanations;
- speculate, hypothesise and explore ideas;
- organise their ideas prior to writing.

Approaches:

Speaking, listening, group discussion and drama activities are integrated into our teaching across the curriculum and are seen as fundamental to teaching and learning.

In the Foundation stage, pupils will have opportunities to develop and practise their talk through play; to listen attentively and with increasing stamina and discrimination; to respond appropriately and confidently and to interact with others.

At KS1 and KS2, in order to promote high quality speaking and listening, teachers will adopt a variety of roles. It is not expected that this will happen in each lesson but teachers will incorporate the following over a period of time:

- modelling dialogue;
- turn taking;
- offering opinions and inviting response;
- modelling listening, e.g. the use of non-verbal communication, respecting, even if disagreeing with, the view of others;
- modelling values e.g. encouraging the participation of retiring or reticent pupils, praising boys who display sensitivity;
- modelling participation, e.g. recognising the value of being seen as a learner alongside the pupils;
- providing a wide range of contexts for speaking and listening;
- supporting the pupils by providing clear structures for tasks which require the pupils to earn through talk and modelling;
- sharing roles with the pupils, e.g. as questioner, the expert on a particular topic;
- using 'The Write Stuff' strategies, based on the work of Jane Considine. CHOTTING: Chat and Jot simultaneously. KCO: Kind Calling Out. Both support pace and encouraging reluctant speakers to offer thoughts and suggestions during lessons.

3.3 READING

Aims: We aim to enable our children:

- to read independently, fluently and expressively, with understanding and enjoyment;
- to read a wide range of texts, including text on screen both for pleasure and for information;
- to engage with and respond to what they read.

Approaches:

The 2014 Curriculum divides reading skills into two dimensions:

- Word reading/ decoding;
- Comprehension.

We recognise that both these elements are essential to success; we support the acquisition of both sets of skills through various methods.

Reading requires a multi-strategy approach to gain meaning from written text. It is not simply the decoding of black marks on the page but involves the ability to read, with understanding, a wide range of different types of text.

Success in reading has a direct effect upon progress in most other areas of the curriculum and is crucial in developing children's self-confidence and motivation.

We encourage a love of books and of reading by providing a rich reading environment in our classrooms. We encourage children to read at school throughout each week and we celebrate World Book Day each year.

Throughout the school, teachers read aloud to children on a regular basis. We read a wide range of good quality fiction, non-fiction and poetry.

We teach word recognition skills needed to decode text and the language comprehension skills needed to understand what they read.

Word recognition skills are developed systematically in the early years through the teaching of synthetic phonics. We use the Little Wandle Letters and Sounds Revised scheme to teach daily phonics in Early Years Foundation Stage (EYFS) and Key Stage 1 (KS1). Word recognition is also embedded using precision teaching in KS1 and KS2.

Word recognition and language comprehension skills are developed and deepened through shared reading, daily guided reading sessions and in reading across the curriculum. Guided reading sessions can be delivered as a whole class (to ensure that all children can share high-quality, articulated discussions); or in groups, where teachers/TAs are able to support children with specific skills and target those children who require more targeted support.

In **shared reading** the teacher models the reading process to the whole class, as an expert reader, providing a high level of support. We also do shared reading between Year 6 and EYFS pupils, which develops reading (and letter formation) skills for both. In **guided reading** the responsibility for reading shifts to the learner. The teacher structures the reading task and then requires the pupils, who are grouped by ability (where grouped guided reading occurs), to read and respond to the text themselves with the teacher facilitating.

During **independent** reading, the pupil takes responsibility for selecting and reading a variety of texts. Reading is not restricted to the English lesson or guided reading session, with many opportunities being provided for pupils to practise and extend their reading in other subjects. All children will be encouraged to take books home to read. Books are loaned out to children from school, these follow the Little Wandle scheme. These are chosen by teachers initially in EYFS and to match the phonics stage of each child to ensure that they are fully decodable and at an appropriate level of challenge. Children progress to choosing their own books to take home by Year 6.

3.4 WRITING

Aims: We aim to enable our children to:

- develop the stamina and skills to write at length;
- use accurate spelling and punctuation;
- be grammatically correct;
- write in a range of ways and purposes including narratives, explanations, descriptions, comparisons, summaries and evaluations;
- write to support their understanding and consolidation of what they have heard or read;
- plan, draft and edit their writing;
- feel valued as writers and to appreciate the writing of others.

Approaches

We provide a wide variety of reasons and purposes for writing and in the early years provide many opportunities for child initiated and role-play writing. This is achieved through a range of age-appropriate, high-quality texts that act as stimuli to engage children, while modelling authors' choices through discussion, modelling and guided teaching and delivery.

As soon as children can form most letters correctly and have a good pencil grip, we teach a joined handwriting style. We also teach children the keyboard skills necessary for word processing.

We encourage children to 'have a go' at writing as soon as possible and to use their phonic skills and knowledge to spell.

We teach writing following the 'Teaching Sequence for Writing' incorporating the 'The Write Stuff' approach. Firstly, in fiction units, teachers will immerse the children within a setting/story/plot where the children will be able to generate ambitious yet appropriate vocabulary ready for the following 'Sentence Stacking' lessons. These lessons are based on **demonstration writing**: teachers model explicitly effective sentences that incorporate grammar, punctuation, spelling and vocabulary in context (evidence suggests that children retain knowledge through worked examples, rather than 'stand-alone' lessons involving grammatical concept: "grammar as a meaning making resource" benefits more able writers. – (Myhill). Sentence Stacking lessons are delivered in three chunks (each chunk is split into three modes: initiate, model and enable). In non-fiction, children's experiences are for them to gain knowledge ready for the Sentence Staking lessons, with an additional 'Finding the Shape' lesson used to structure the children's independent writing. Children's work is displayed, published and celebrated.

We provide quality time for planning, editing and revising as well as success criteria / marking ladders for pupils to self-assess or peer assess, when appropriate, so they can evaluate effectively. Pupils should also have opportunities to write independently and collaboratively, and, in the early stages, to experiment with writing for themselves by making marks. Where appropriate, they will have the opportunity for extended writing and sustained writing in other areas of the curriculum and through our English sessions.

3.5 **Word and Sentence Level Work** provides regular opportunities to develop

phonological awareness in the early years, and the relationships between grammar, meaning and spelling with older pupils. In Key Stage 2 a daily spelling session is taught using the Spelling Shed.

3.6 **Grammar and Punctuation** is an integral part of the writing process. However, key grammar and punctuation skills are taught in context and 'in the moment' (as previously mentioned). Grammatical errors are also corrected in both oral and written work.

3.7 **Plenary** (and/or mini-plenary) sessions provide opportunities for evaluation, reflection and discussion about the reading and writing that children have undertaken.

4. *Time Allocation*

4.1 Every class in Key Stages 1 and 2 has an hour of English on a daily basis, although this may be spread across the day as appropriate. It has been agreed that additional time is given to *phonics and spelling, Guided Reading, handwriting, independent reading and 'story time'*. The exact time allocation for this may vary.

4.2 In the EYFS Communication Language and Literacy (CLLD) is carefully planned so that it permeates all aspects of the child's day.

5. *Continuity and Progression*

5.1 Continuity and Progression is ensured by following the Curriculum Guidance for the Foundation Stage, *National Curriculum 2014* and the Programmes of Study for English.

6. *Additional support and intervention*

6.1 The needs of children requiring additional support for their Literacy will be discussed by the English Subject Leader, Special Needs Coordinator and the class teacher.

6.2 Where necessary, intervention support will be put in place to aid progress, for example:

- Precision teaching;
- Toe by Toe;
- 1:1 Tuition;
- Booster Classes;
- Little Wandle keep-up sessions (phonics).

7. *Equal Opportunities*

7.1 All children have an entitlement to participate fully in English, regardless of gender, race, age or ability, in accordance with the school's Equal Opportunities Policy.

7.2 Children whose second language is English receive appropriate support as necessary.

8. Planning

- 8.1 **Long term and medium-term planning** is based on *the National Curriculum 2014*. Teachers are encouraged to plan their units of work in a way that supports the school's creative curriculum and good cross-curricular links. EYFS planning is based on the 2021 Revised Framework.
- 8.2 **Short term planning** is produced on weekly plans that show the objectives for the week taken from the *Programmes of study in the National Curriculum 2014*. These plans are expected to show differentiation where appropriate and progression over the week in specific areas (e.g. in phonic or sentence skills). Modelling should be at the heart of lesson planning, as children will be able to see effective writing strategies in action. Teachers plan to include a range of teaching strategies depending on the lesson type. Plans are shared with teaching assistants and are annotated and adapted in the course of a unit in response to on-going assessments. Teachers are provided with 'The Write Stuff' plans to support teacher workload.

9. Assessment

- 9.1 Assessment is at the heart of the teaching and learning process. In the EYFS, teachers assess children's learning using the Foundation Stage Profile. Most of the observations for assessment are based on those activities that children initiate and engage with independently across the range of provision.
- 9.2 Teaching should be objective led, based on prior attainment, and assessment should inform future planning.
- 9.3 Statutory end of Key Stage tests are used, together with NFER tests in Y1, Y3, Y4, and Y5. Reading and Spelling tests and Teacher Assessments take place three times per year to monitor progress.
- 9.4 All teachers will make assessments and note children's progress on a day-to-day basis and, where appropriate, show progress within each child's individual (KS2) or class (KS1) Learning Journey (that align with end of year objectives for each individual year group). Each term, assessments of reading and writing are recorded in Learning Journeys and within each year group's assessment grids, drawing on a range of evidence to inform their judgements. Additionally, three pieces of writing will be moderated each term, drawing from a range of genres.
- 9.5 All teachers will ensure that progress is regularly recorded and monitored. These assessments, alongside Learning Journeys, will be used to inform target setting.

10. Feedback on Writing

- 10.1 Feedback is an essential to help children move forward as writers. With younger

children, feedback on writing will usually be verbal and immediate. With older children, feedback may be verbal or written. Children are also encouraged to evaluate their own work and older children develop peer working by working as 'Editor Pairs'. Additionally, time should be allocated each half term to speak to each child individually about their writing and discuss any immediate targets that can be written on the child's learning journey (under Targets on the front cover)

10.2 Teachers mark writing regularly in accordance with our marking policy. In Sentence Staking lessons, where the writing is more scaffolded, teachers should focus on basic punctuation/grammatical errors and spelling. During the drafting stage, teachers should offer more feedback regarding 'writer's craft' and how to improve the writing holistically.

11. *Computing*

11.1 Pupils will be given opportunities to apply and develop their computing capability through the use of computing tools to support their learning in English.

11.2 Pupils will be given opportunities to support their work by being taught how to:

- Use research skills
- Edit their work
- Communicate through a range of electronic media
- Redraft and evaluate their work

12. *Staff Development*

12.1 The English subject leader will attend any appropriate training courses and disseminate information to other members of staff as appropriate.

12.2 Professional development for teachers and support staff will be identified and, where possible, addressed.

13. *Parents and Carers*

13.1 The support and encouragement of parents and carers will be sought and valued. Parents and carers will be helped to understand the school's English policy so that they can work in partnership with the school in developing their child's literacy skills.

13.2 Parents receive regular informal or verbal feedback as to their children's progress in English. Each child from Foundation to Year 5 has a reading record book to record progress in reading at home and school. In Year 6, to support their transition to Year 7, children will record their reading in their Homework Diary.

13.3. The practising of spellings and other written work may be set in accordance with the Homework Policy.

13.4. From Year 1 to Year 6: Within the children's Profile books, three pieces of appropriately marked writing will be included and sent home for parents to see progress made and

celebrate with their child as well as including clear next steps as targets. In EYFS: progress will be shared with parents regularly on Tapestry, as well as within their Learning Journeys.

- 13.5. In addition, parents also have a twice-yearly opportunity, to meet with the staff to discuss progress and to see work.
- 13.6. Parents receive an annual written report at the end of the school year. This includes details of their children's progress and areas for development.
- 13.7. In EYFS, parents have the opportunity to attend a phonics workshop led by Reading/Phonics Lead to learn about the programme of work and support they can give their child regarding phonics and reading throughout school.

14. *Monitoring and Evaluation*

In order to monitor standards and progress the following systems are in place:

- At Pupil Progress meetings the class teacher and English Subject Leader/ Headteacher monitor and evaluate the progress of children in English, Writing, Reading and GPS
- The English Subject Leader is given time to observe lessons through learning walks and give oral and written feedback, and also to see children's work.
- Staff meet regularly to engage in whole school moderation as well as moderation with other schools in the area.
- The progress of pupils with Special Educational Needs (SEN) is reviewed with the Special Needs Co-ordinator (SENCO) each half term.
- The school's English Action Plan is part of the School Improvement Plan – this is reviewed and updated annually by the English Subject Leader and Senior Management Team.

15. *The Role of the Subject Leaders*

The roles of the English Subject Leaders are defined in the job description.

16. *Resourcing*

The English Subject Leaders, with the Headteacher, are responsible for the ordering, costing and allocation of resources to support the teaching of English. A review of resources is carried out periodically which leads to a prioritised list of requirements. This is funded within the school's budget plan for the financial year.

Success Criteria

This policy will be followed successfully if the following criteria are observed:

- A balanced English curriculum is delivered, which accords with the National Curriculum 2014 requirements.
- The learning environment is enhanced through the use of and celebration of English.
- Most children enjoy, and feel themselves to be able to achieve in this subject area.

- Children are enthused by the literature that they are exposed to; drawing upon some of the grammatical structures and vocabulary choices made by authors, while applying and embedding them into their own writing.

Drafted by Steve Ross, Subject Leader for English Writing; and Rachel Shirra, Subject Leader for English Reading (October 2021)

Reviewed by: Curriculum Committee

Approved by the Governing Body:

This policy will be reviewed in:

Person to initiate the review: Subject Leaders