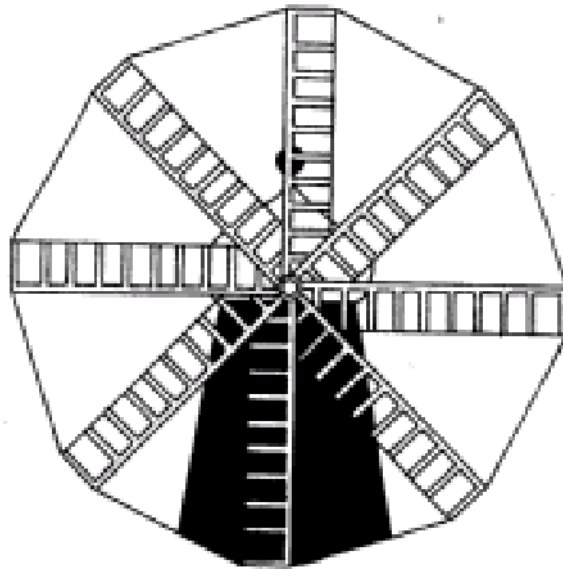


English Policy

Heckington St. Andrew's Church of England Primary School

Respect + Responsibility + Relationships + Resilience + Reverence
Five Rs = Ready for Life

"I have come that they may have life, and have it to the full." John 10:10



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1. Introduction

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 ICT, 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.

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 Board.

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

2. Aims

- 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.
- To develop children's understanding of both spoken and written English so that they can become enthusiastic, responsive and knowledgeable readers.
- To develop children's ability to communicate freely, effectively and imaginatively in spoken and written English.
- 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

English consists of: Communication, 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.
- sharing roles with the pupils, e.g. as questioner, the expert on a particular topic.
- using Jane Considine "The Write Stuff" to support teachers in the teaching of writing.

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, and we support the acquisition of both sets of skills through various methods.

Reading requires a multi-strategy approach in order 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 and in our school library.

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 Read, Write Inc. materials and teach phonics daily in Early Years Foundation Stage (EYFS) and Key Stage 1.

Word recognition and language comprehension skills are developed and deepened through shared reading, daily guided reading sessions and in reading across the curriculum.

In **shared reading** the teacher models the reading process to the whole class, as an expert reader, providing a high level of support. 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, 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.

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.

As soon as children are able to form most letters correctly and have a good pencil grip, we teach a fully cursive 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 Jane Considine The Write Stuff principles. Teachers regularly model writing in our sentence stacking sessions and we provide regular opportunities for children's writing to be shared, 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.

In **shared writing** the teacher models the writing process to the whole class, providing a high level of support. In **guided writing** the teacher gives explicit feedback and support to a group, focusing on specific objectives.

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.

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.

Grammar and Punctuation is an integral part of the writing process. However, key grammar and punctuation skills are taught as a separate lesson, where appropriate, in accordance with our grammar and punctuation policy. Grammatical errors are also corrected in both oral and written work.

Plenary sessions provide opportunities for evaluation, reflection and discussion about the reading and writing that children have undertaken.

4. Time Allocation

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.

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

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

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.

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

- Read Write Inc.
- Toe by Toe.
- 1:1 Tuition.
- Booster Classes.

7. Equal Opportunities

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.

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

8. Planning

Long-term and medium-term planning is based on *the National Curriculum 2014*.

Short term planning is taken from the Jane Considine The Write Stuff units of work. Plans are adapted according to the needs of the cohort and shared with teaching assistants and are annotated and adapted in the course of a unit in response to on-going assessments.

9. Assessment

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.

Teaching should be objective-led, based on prior attainment, and assessment should inform future planning.

Statutory end of Key Stage tests are used, together with optional NFER tests in Y1, Y3, Y4, and Y5.

All teachers will make assessments and note children's progress on a day-to-day basis and, where appropriate, show progress within the Jane Considine assessment criteria. Each term, assessments of reading and writing are recorded in Learning Journeys, drawing on a range of evidence to inform their judgements. Additionally, three pieces of writing will be moderated over the year.

All teachers will ensure that progress is regularly recorded and monitored. These assessments will be used to inform target setting.

10. *Feedback on Writing*

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'.

Teachers mark writing regularly in accordance with our marking policy.

11. *I.C.T.*

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

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*

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

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

13. *Parents and Carers*

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.

Parents receive regular informal or verbal feedback as to their children's progress in English. Each child from Foundation to Year 6 has a reading record to record progress in reading at home and school; at Key Stage 2 this is within the homework book.

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

In addition, parents also have a termly opportunity, to meet with the staff to discuss progress and to see work.

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.

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.
- The English Subject Leader is given time to observe lessons 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 Development Plan – this is reviewed and updated annually by the English Subject Leader and Senior Management Team.

15. *The Role of the Subject Leader*

The role of the English Subject Leader is defined in the job description.

16. *Resourcing*

The English Subject Leader, with the Headteacher, is 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.