



ENGLISH Policy

Summer term 2022

Review frequency:	Every three years	Review date:	Summer term 2025
Governing committee responsible:	Curriculum and Standards committee		
Governor approval:	No	Website:	No
Staff responsible:	English Subject Lead	Date produced:	Summer term 2019

Introduction

Purpose:

The National Curriculum states that, 'The overall aim for English in the National Curriculum is to promote high standards of English by equipping pupils with a strong command of the written and spoken word, and develop a love of literature through widespread reading for enjoyment...so all pupils develop the habit of reading widely and often for both pleasure and information.' At Clarborough Primary School, we aim to raise standards in English for all pupils and to promote the personal development of every child by providing them with an equal opportunity to develop their skills in speaking, listening, reading and writing across a broad and balanced curriculum.

Aims and principles:

To fulfil the requirements of The School Curriculum in English we aim to:

- Ensure our pupils are successful learners by being included and respected.
- Help pupils to know they are safe and nurtured so they can be the best they can be.
- Ensure our pupils stay active and healthy.
- Show pupils to become effective contributors, confident citizens and to become globally aware.

To fulfil the requirements of The National Curriculum in English we aim to teach our pupils to:

- Learn how to read and write with fluency, understanding and confidence;
- Develop a range of independent strategies to take responsibility for their own learning;
- Be encouraged to develop a love of reading and to read for enjoyment;
- Develop a rich vocabulary, through an interest in words and their meanings;
- Experience a range of text/media types and genres, across a range of contexts, to develop their understanding;
- Learn to write in a variety of styles and be able to apply characteristic features of texts to their own writing;
- Learn how to apply grammatical terminology in their own writing;
- Have the opportunity to write for pleasure; to explore and develop their own ideas;

Consultation:

In order to implement the English curriculum, all teaching staff were consulted and agreed to maintain the aims and principles set out within this policy. The Head Teacher and Governors were consulted and encourage the use of the wider community to embed learning experiences.

Sources and references:

- National Curriculum for English: Programmes of Study
- Early Years Foundation Stage (EYFS) Framework

Procedures and practice:

Intent- It is our intention when teaching the English curriculum that our pupils acquire the necessary knowledge, skills and understanding to become lifelong learners and linguists. We strive to ensure that all our pupils receive a well-rounded learning experience when reading, writing, speaking and listening which will equip them with the fundamental tools to achieve as confident citizens. It is our intention to immerse pupils in the wonders of quality texts to instil a love for reading, a passion for discovery and a confidence to explore their imagination. English is a core subject of the National Curriculum and a prerequisite for educational and social progress as it underpins the work undertaken in all other areas of our broad and balanced curriculum. The acquisition of language skills is of the utmost importance to us here at Clarborough and therefore the teaching of all aspects English is given a high priority within school. Confidence in basic language skills enables children to communicate creatively and imaginatively, preparing them for their future journey through education and beyond.

Implementation- Our English curriculum is derived around a sequence of high quality age-appropriate texts and other stimulus such as film clips. We use texts and other media to create opportunities to develop reading fluency and comprehension with a focus on key reading strategies and skills; develop grammar and punctuation knowledge and understanding to use and apply across the wider curriculum; explore the writing structure and features of different genres, identify the purpose and audience; plan and write an initial piece of writing with a clear context and purpose before evaluating the effectiveness of writing by editing and redrafting.

Impact- We strive to ensure that our children's attainment is in line with or exceeds their potential when we consider the varied starting points of all our children. We measure this using a range of materials, whilst always considering the age-related expectations for each year group. Children will make at least good progress in Reading, Writing and Speaking and Listening from their last point of statutory assessment or from their starting point in Nursery. We intend the impact of our English curriculum will ensure our pupils are academically prepared for life beyond primary school and throughout their educational journey.

Roles and responsibilities

Governors:

The Governors ensure this policy links to the whole school approach to teaching and learning and have approved this policy.

Head teacher:

To ensure staff adhere to and uphold the policy.

Teachers:

The teaching of English is in line with The National Curriculum and all teachers should develop pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Teachers use a range of teaching and learning styles including; whole class teaching, talk partners, mixed ability groups, key questioning to promote higher order thinking and discussions and debates. Each year, time is set aside to review standards and monitor curriculum provision to ensure training and resources are up to date.

Pupils:

To demonstrate a conscientious attitude towards their learning of English with an aim to be the best they can be.

Parents and carers:

To support the teaching and learning of English, parents and carers are welcomed and invited in to lessons to share their experiences through the use of photographs, video links or resources.

Aspects**Equal opportunities:**

The English curriculum is differentiated to suit the needs of all children, including those with special educational needs and disabilities. We take into account the targets set for individual children in their Individual Support Plans (ISPs). All necessary adaptations will be made to enable all children to access the curriculum, including those with English as an additional language (EAL). English provides excellent opportunities to enhance the learning of more able pupils through the development of higher order thinking skills, creativity and self-expression. Pupils who show a particular talent for English reading, writing or public speaking will be identified by the class teacher and the English subject leader will be informed. We know that children learn best when they are healthy, safe and engaged. In order to engage all children, our English Curriculum includes a wide variety of texts and resources which represent a variety of cultures and backgrounds.

Health and Safety:

Visits and visitors are an essential part of the English Curriculum in supporting learning in other areas. Children learn best when the learning environment is ordered and they feel safe, any visit should be well organised and provide a stimulating and valuable experience. The pupils should prepare well for the visit and, on their return, use the experience to good effect

in the classroom. The class teacher, or leader, should plan the visit meticulously using Evolve and liaising with the Education Visits coordinator. The pupils' safety and welfare is paramount. Please see the Policy for Educational Visits for detailed information.

Planning:

The National Curriculum 2014 forms the basis of teaching and learning in KS1 and KS2: in Nursery and Reception, the Early Years Foundation Stage Curriculum is followed to ensure continuity and progression into KS1 and KS2. Long-term overviews for each year group are used as a basis for creating and planning units of work which may vary in length. Teachers employ a range of teaching strategies appropriate to the needs of their pupils. Clear objectives are set for each session, shared with the pupils and scaffolded according to the needs of the pupils. Interventions are used for targeted support as appropriate. English is encouraged and developed across our curriculum and links are made where appropriate. IT is used where it enhances, extends and complements teaching and learning and additional adults are used to support teaching, working under the guidance of the teacher, with small groups or individuals.

Teaching:

EYFS

In the Early Years Foundation Stage (EYFS), pupils are given opportunities to:

- Speak and listen and represent ideas in their activities;
- Use communication, language and literacy in every part of the curriculum;
- Become immersed in an environment rich in print and opportunities to communicate.

In EYFS, Y1 and Y2, children have daily phonics sessions to develop early reading and phonics skills. Additionally, to support their Communication and Language and Literacy knowledge, skills and understanding, pupils learn through play, speaking and listening activities, teacher modelling, group work and self-direction. In Reception, children will experience many aspects of taught literacy alongside continuous provision.

Speaking & Listening

Key Stage 1

At Clarbrough, we recognise that spoken language underpins the successful development of reading and writing. Pupils are most successful when they hear spoken language and can use it effectively to communicate confidently and competently. In Key Stage 1, pupils learn to speak confidently, listen to what others have to say, ask questions, respond appropriately and engage in effective conversations. This is supported and enhanced through daily phonics sessions.

Key Stage 2

In Key Stage 2, children learn to change the way they speak and/or write to fit different situations, purposes and audiences. They encounter a range of fiction, non-fiction and poetry. They explore the use of language in literary and non-literary texts and learn how the structure of spoken language works. Children in Key Stage 2 develop their knowledge and understanding of grammatical terminology when speaking to a range of audiences.

Reading

Key Stage 1

Pupils in Key Stage 1 are given reading books that are closely matched to their phonetic ability. Pupils are also encouraged to have a Reading for Pleasure book, either from the school library or from home. Pupils in Year 1 participate in daily Shared Reading sessions, using texts that are carefully aligned to the phonic lessons and allow them to practice reading the new and recently taught GPCs as well as the Common Exception Words to which they have been introduced. In Year 2, pupils engage in daily Routes to Reading sessions, designed to enable them to master the skills, knowledge and understanding for reading fluency and comprehension. Each class has a class book, which gives the opportunity for pupils to enjoy listening to stories being read aloud by their teacher or another adult. Continuous Provision is used where appropriate to further develop independent reading skills.

Key Stage 2

Pupils in Key Stage 2 participate in daily Guided Reading sessions, to support them in further mastering the skills, knowledge and understanding for reading fluency and comprehension. Exposure to a variety of contemporary and classic texts and authors, a range of genres, and texts with cross-curricular links ensure a broad scope of text types that they become familiar with and the associated vocabulary. Children should read at home at least three times per week and have their planners signed by their parents and their teacher. Many opportunities are provided for children to practise and extend their reading in other subjects. Teachers read a class story during the day to model and immerse pupil in a text and develop vocabulary as well as a love for reading. Continuous Provision is used where appropriate to further develop independent reading skills.

Interventions

In Reception, Key Stages 1 & 2, pupils' decoding and fluency skills are assessed at regular intervals using the Reading Assessment Programme (RAP). Pupils identified as needing additional support from Year 2 participate in Teaching with Lightning Squad (TWL), an intervention targeting decoding and fluency skills. Pupils in Key Stage 2 may also access TWL to develop their fluency skills or Reading Quest to strengthen their decoding skills.

Phonics

Throughout EYFS, KS1 and KS2 (where appropriate), we aim to provide high quality phonic teaching so that pupils have the necessary knowledge, skills and understanding to apply the process to both spoken and written language. We recognise that word recognition skills are crucial in enabling children to read fluently. We use Success for All Phonics, a DfE validated systematic synthetic approach to teaching phonics (SSP), which is designed to help staff teach reading and spelling effectively. Pupils in EYFS and Key Stage 1 have daily phonics lessons and are grouped according to the appropriate phase in their learning. In both Key Stage 1 and Key Stage 2, pupils may require additional intervention to support the development of their reading and spelling and this is delivered through Tutoring with Lightning Squad. See Phonics Policy for further information.

Writing

Key Stage 1/2

Confidence and competence in the use of the written word is essential to the communication of meaning. Pupils in Key Stage 1 and Key Stage 2 are exposed to high quality texts that are used to challenge, enthuse and engage. Modelled, shared and guided writing is used throughout the writing process, providing a framework for pupils to structure ideas and develop their skills. As pupils progress through Key Stage 2, they will be expected to write regularly and at greater length to build their writing stamina. Writing is supported through:

- Embedding the teaching of grammar, punctuation and spelling rules within lessons as well as a separate lesson where necessary;
- Rainbow Grammar teaching;
- Spelling Shed and SPaG games;
- Teaching the language and structural features of different genres;
- Using high quality texts across the curriculum as examples of effective writing;
- Providing time for planning, editing and redrafting;

Writing is linked to cross-curricular topics where appropriate and all writing is contextualised. Continuous Provision is used where appropriate to further develop independent writing skills.

Spelling

EYFS

In EYFS, pupils are given a range of opportunities to use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words such as writing their name. They write simple sentences which can be read by themselves and others.

Key Stage 1

In Year 1, pupils are given differentiated weekly spellings based on common spelling rules and patterns and common exception words. Spellings are sent home and tested weekly. From Y1, pupils follow the Spelling Shed Programme, focusing on the *teaching* of spelling, which embraces knowledge of spelling conventions – patterns and rules; but integral to the teaching is the opportunity to promote the *learning* of spellings, including statutory words, common exceptions and personal spellings. In Year 2, pupils participate in daily Spelling with the Jungle Club sessions, which cover the Year 2 National Curriculum objectives for Spelling following the structure of: Review, Teach, Practise and Apply. Spellings are sent home and tested weekly

and pupils are encouraged to use them in their writing, highlighting where they have used them successfully.

Key Stage 2

In Year 3, pupils participate in daily Spelling with the Jungle Club sessions, which cover the Year 3/4 National Curriculum objectives for Spelling following the structure of: Review, Teach, Practise and Apply. In Key Stage 2, pupils also follow the Spelling Shed Programme. Spellings are sent home and tested weekly and pupils are encouraged to use them in their writing. For some pupils, differentiated spellings are provided based on their individual needs and on any reading/spelling interventions in place.

Handwriting

EYFS

Pupils are taught correct letter formation as part of their early phonics teaching and emphasis is placed on correct pencil grip. This is reinforced through self-directed and teacher-led activities focussing on developing the fine motor skills necessary for handwriting.

Key Stage 1

In Year 1, pupils are taught to form all letters correctly using a pre-cursive style through Letters and Sounds and daily teaching of handwriting. Funky Fingers activities are also provided as part of their continuous provision to further develop their fine motor skills. In Year 2, pupils are taught to use the cursive style of handwriting and letter formation.

Key Stage 2

In Key Stage 2, pupils are expected to be forming all letters correctly and use the cursive style of handwriting. Handwriting is taught throughout the week and often linked to weekly spelling rules. Where necessary, pupils will have small group or individual intervention to further develop their handwriting skills.

Organisation:

EYFS

In EYFS, pupils have daily phonics teaching as well as whole class and small group teaching based on the requirements of the EYFS curriculum. Opportunities for learning are also provided through continuous provision both indoors and outdoors.

Key Stage 1

Pupils have a daily English lesson as well as opportunities for shared Reading, Rainbow Grammar, spelling and handwriting as appropriate. Weekly Continuous Provision supports their learning in English and opportunities are exploited to use and apply their knowledge, understanding and skills across the curriculum.

Key Stage 2

Pupils have a daily English lesson as well as opportunities for Guided Reading, Rainbow Grammar, spelling and handwriting as appropriate. Weekly Continuous Provision supports

their learning in English and opportunities are exploited to use and apply their knowledge, understanding and skills across the curriculum.

Homework/ involving wider community:

Teachers will set homework, as and when it is appropriate, for each year group. This will include reading regularly at home and learning their weekly spellings.

Resources:

Children will be given a wide range of experiences enriched through our topics, learning environments, visits and visitors, special events and learning opportunities outside the classroom. Furthermore, in school we have a range of resources readily accessible to the children including: high quality texts from ELS, iPads and laptops; books in our school and class library areas; dictionaries and thesaurus in the classroom (including those designed for pupils with dyslexia). Our staff have access to online planning and resources, through the use of websites such as Literacy Shed and Twinkl PlanIt. All staff are encouraged to demonstrate a creative approach to delivering the necessary content for each year group. Classrooms have displays of current English work, which may include reading and writing work in progress, published pieces, and links to GPS and spellings.

Assessment:

As good practitioners we are continually assessing our pupils at Clarborough Primary School. All teachers are responsible for monitoring standards using the assessment procedures described in this policy. This is written in line with our 'Assessment and Feedback Policy'. This is overseen by the English co-ordinator termly and follows our Assessment Timetable. Teachers will assess the children's learning in one of two ways: formative and summative assessment.

Formative assessment may include:

- Marking (including live marking in class)
- Discussion with individuals or groups of pupils
- Collaborative work
- Self and peer marking
- Spelling games and tests
- Focussed grammar/punctuation tasks
- Discrete handwriting lessons
- Interventions (TWL & Reading Quest)
- TAF tick sheets

Summative assessment may include:

- FFT
- Reading Assessment Programme (RAP)

- NFER
- Past SATs papers
- Yearly end of term/year assessments
- Half-termly marking of final written pieces according to TAF
- Moderation of writing by staff and with staff from other schools

Monitoring and evaluation:

The English Lead is responsible for the ongoing monitoring cycle. Every term they will carry out book scrutiny, monitor planning for coverage and pupil voice interviews. Here feedback will be collected, evaluated and then shared with staff to help inform their planning.

Monitoring and review:

The English Lead is responsible for the production and implementation of the action plan. The English Lead is responsible for the curriculum mapping for the subject and for providing the detailed resources.

Other documents and appendices:

Assessment and feedback policy
Phonics policy