



## ENGLEFIELD CE PRIMARY SCHOOL POLICY FOR ENGLISH

### *Sowing the seeds for a flourishing future*

#### **Introduction**

This policy reflects the school's aims and objectives in relation to the teaching and learning of English. It sets out a framework within which teaching and non-teaching staff can operate. It gives guidance on planning, teaching and assessment. This policy should be read in conjunction with the Early Years Foundation Stage framework and the National Curriculum which set out the rationale for teaching each area of the English Curriculum and specify the skills that will be developed for the majority of pupils in each year group. This document is the outcome of consultation and review undertaken by the English Coordinator with the staff. At Englefield CE Primary School we are concerned with the development of the whole child. Part of this includes the ability to communicate effectively which leads to children flourishing and becoming life-long learners.

#### **Intent**

We aim to encourage all pupils to:

- be competent in the arts of speaking and listening, making formal presentations, demonstrating to each other and participating in debate;
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas;
- develop their cognitive skills, imagination and personal expression through a range of writing tasks using clear, concise language with accurate punctuation and grammar, in a style appropriate for the purpose;
- be a writer with a spelling conscience;
- use neat and legible joined handwriting;
- read easily, fluently and with good understanding
- develop and encourage the habit of reading widely and often, for both pleasure and information, understanding why such reading is important for academic development and emotional wellbeing;
- acquire a wide vocabulary, an understanding of grammar and a knowledge of linguistic conventions for reading, writing and spoken language;
- appreciate our rich and varied literary heritage;
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences;
- develop editing skills and use these effectively;
- make fair critical responses about their own literacy work, that of their peers and that of popular authors and poets;

## **Management of Policy**

<b><i>School:</i></b>	This policy is implemented and managed by the Headteacher and all school teaching staff.
<b><i>Governing Body:</i></b>	The Governing Body (led by the Development Committee) will monitor, review and update this policy.
<b><i>Review:</i></b>	This policy will be reviewed in accordance with the agreed cycle of review or whenever there is a need to comply with new legislation or codes of practice, new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.
<b><i>Approved:</i></b>	<b><i>Autumn 2024 - To be Approved</i></b>
<b><i>Next Review:</i></b>	<b>Autumn 2026</b>

## **Implementation**

### **Planning**

Planning for English follows the CLPE Power of Reading approach. In addition to the daily English lesson, guided reading and grammar, punctuation and spelling work may be taught discretely. A book-centred topic approach to planning means children are reading and writing across the curriculum, enriching their vocabulary and deepening their understanding of the subject matter. This nourishment helps to grow our learners' confidence. In addition, all curriculum areas will involve some aspects of English.

- long term overviews can be found online for Key Stages One and Two;
- pupils are taught in mixed year classes and planning shows adaptation by age and ability;
- medium term (half – termly) planning is stored centrally;
- National Curriculum Schemes of work for phonics, grammar and spelling are used to ensure developmental learning, building on prior knowledge;
- short term planning is flexible allowing for assessment for learning after each session or group of sessions;
- pupils may be grouped by ability for some learning sessions, types of homework or support;
- pupils entitled to Pupil Premium Grant funding may be given additional English support which is tracked and monitored termly
- pupils with EAL will be given additional English support which is tracked and monitored termly

### **Teaching**

We are an inclusive school, and feel that every child is special in God's eyes, therefore we set high expectations and recognise the importance of accurate and regular assessment in order to support individuals at every part of their learning journey in whatever circumstances. In the Foundation Stage and KS1, pupils have the opportunity to learn through directed and self-initiated play. Teaching can be individual, small group or whole class.

This structure is a guideline/frame only. Classroom practitioners may adapt to suit the demands of the particular teaching focus, especially when engaging in cross curricular tasks and/or extended writing.

### **Foundation Stage**

Teachers in the Foundation Stage follow the Communication and Language strand and Literacy strand of the Early Years Foundation Stage (EYFS) Framework 2021.

#### **ELG: Listening, Attention and Understanding**

Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

#### **ELG: Speaking**

Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;

- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

### **ELG: Comprehension**

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

### **ELG: Word Reading**

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

### **ELG: Writing**

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

(EYFS Framework 2021)

## **Primary English Curriculum**

The English programme of study is based on 4 areas:

- Spoken language
- Reading
- Writing
- Grammar, punctuation and spelling

The National Curriculum is divided into 3 Key stages: - Key Stage 1, Lower Key Stage 2 (Years 3 and 4) and Upper Key Stage 2 (Years 5 and 6).

By the end of each key stage, pupils are expected to know, apply and understand the knowledge, skills and processes specified in the relevant programme of study. The National Curriculum, gives detailed guidance of what should be taught at each Key stage under the following headings:

### **Spoken Language**

The National Curriculum states that pupils should be ‘taught to speak clearly and convey ideas confidently in Standard English’. They should:

- justify ideas with reasons;
- 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.

We encourage our pupils to speak clearly and confidently; speak to others showing dignity and respect; articulating their views and opinions, clearly. We teach that children need to express themselves orally in an appropriate way, matching their style and response to audience and purpose. Listening and responding to literature, giving and receiving instructions. They develop the skills for participating effectively in group discussions. To this end we encourage our pupils to participate in the following opportunities:

- activities which are planned to encourage full and active participation by all children, irrespective of ability;
- school plays;
- Collective Worship including Celebration Assembly;
- events within the community;
- School Council;
- talk partners;
- drama/role play;
- presentations;
- persuasive debate/interaction;
- PSHE and circle time;
- annual poetry speaking competition;
- annual musical productions.

## **Reading**

The National Curriculum states that pupils should be taught to read fluently, understand extended prose and be encouraged to read for pleasure. Reading is singled out as of extreme importance since through it 'pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually' Reading allows pupils to 'acquire knowledge' and to 'build on what they already know'. Schools are expected to have library facilities and to support and encourage reading at home.

The Curriculum divides reading skills into two dimensions:

- word reading/decoding
- comprehension

We recognise that both these elements are essential to success and wellbeing, flourishing to be the best they can be, and we support the acquisition of both sets of skills through various methods. We recognise that these areas are clearly linked to the other aspects of English learning: speaking and listening, writing, grammar and vocabulary. We also understand that reading is a developmental process and part of life-long learning and we encourage and praise children at every stage of this process.

At Englefield Primary School, pupils:

- learn to read easily and fluently through daily phonics in Foundation Stage and Key Stage One combined with regular reading to adults throughout school;
- are given fresh reading material regularly and are encouraged to practise their reading skills at home;

- are encouraged to read widely, through our use of differing class texts, library visits and high quality attractive books in classrooms;
- are encouraged to read for pleasure using quiet reading time, listening to an adult read and the various methods outlined above;
- are exposed to a range of texts from their literacy heritage during their school career;
- from Year One to Year Six look at a variety of text type in reading sessions;
- are taught how to access online resources to get information and assess the sources for relevance and trustworthiness;
- read a range of texts as further stimuli to their literacy lessons;
- are supported to improve their reading, especially those who fall into the bottom 20% of readers, through daily practise and intervention where necessary.

Pupils need to read to access the curriculum in all lessons, for this reason it is teacher assessed every term.

## **Writing**

The National Curriculum states that pupils should:

- 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.

The Curriculum divides writing skills into two dimensions:

- transcription (spelling and handwriting)
- composition (articulating ideas in speech and writing)

We recognise that both these elements are essential to success, communicating your ideas coherently is a key element of dignity, and we support the acquisition of both sets of skills through various methods. We recognise that these areas are clearly linked to the other aspects of English learning: speaking and listening, reading, grammar and vocabulary.

At Englefield Primary School we:

- teach the small steps of SPaG (spelling, punctuation and grammar) discretely where necessary and then integrate grammar into written work;
- correct grammatical error orally and in written work (where appropriate);
- have a systematic approach, we revisit key learning and build upon it in all areas from phonics, through to grammar and spelling;
- use high quality texts, modelling, guided and shared/collaborative writing to demonstrate good practice;
- encourage and promote 'talk for writing';
- provide writing frames to support children where appropriate;
- teach the skills needed and provide time for planning, editing and revising work;
- mark extended pieces of work in-depth and set targets with the pupil;
- use checklists and editing strategies for pupils to self-assess or peer assess in order for them to evaluate effectively;
- encourage joined handwriting to support spelling and speed;
- use a range of drama techniques to support literacy teaching and learning;
- provide support for pupils with learning and motor difficulties, including use of ICT and assistive technology;

- plan focus lessons for those children that need more support;
- meet with parents to keep them informed of their child's progress and to help them support their child.

### **Vocabulary Development:**

The National Curriculum makes it clear that learning vocabulary is key to 'learning and progress across the whole curriculum' since it allows pupils to access a wider range of words when writing and for them to understand and comprehend texts efficiently.

Vocabulary teaching needs to:

- be active;
- be progressive and systematic;
- make links from known words;
- develop understanding of shades of meaning;
- include 'instruction verbs' used in examinations;
- include subject specific vocabulary.

We encourage our pupils to have a wide and growing vocabulary in a number of ways; these include:

- spelling lists and key words to take home and learn where appropriate;
- display of key words linked to topics and subjects;
- using the correct vocabulary orally;
- in-depth word based lessons looking at patterns;
- using and exploring dictionaries and thesauri;
- carrying out systematic testing and providing feedback to pupils;
- targeted one to one or small group support, where appropriate.

## **Impact**

### **Assessment and Record Keeping**

Effective assessment involves careful observation, analysis and review by practitioners of each child's knowledge, skills and understanding, in order to track their progress and make informed decisions about planning for the next steps of learning.

- Assessment is on a continuous basis, taking into account the children's work throughout the year.
- Work is monitored by the class teacher, headteacher and literacy coordinator to ensure that planning for future work meets the needs of the children.
- A scrutiny of the work of all focus attainment groups is carried out across the school. This is discussed at Staff Meetings and Senior Leadership Team meetings.
- Analysis of English achievement is carried out termly, pupils who are making less than expected progress are discussed and plans made to provide appropriate support
- Summative assessment records, including SAT results and Phonic Screening results, are passed to the Literacy Subject Leader for information and analysis.
- A range of phonics assessment activities are used.
- NFER test materials are used to monitor the pupil's progress in reading and SPaG.
- Half termly writing assessments are carried out; these are followed by individual staff / child writing conferences where targets are set.

### **Special Needs**

Some pupils experience learning difficulties, which affect their progress in Literacy. Class teachers are responsible for trying to pinpoint any difficulties, so that through early intervention these pupils can be helped and where appropriate a Support and Achievement Plan or a Graduated Approach Plan put into place. Where pupils are shown to be experiencing difficulties and under-achieving over a period of time, class teachers monitor problems closely. Parents are consulted and, if possible, support given with advice on reading at home and learning key words etc. Children with special educational needs should have full access to the Literacy curriculum. For children with statements/education healthcare plans (EHC's), staff need to consider provision and classroom support for Literacy activities within the framework of the National Curriculum, children of all ages and abilities are catered for. Staff are trained to ensure that classrooms are considered 'dyslexia friendly' to ensure those with undiagnosed needs are not further disadvantaged.

### **Pupils working at Greater Depth**

Having determined the children's needs, by monitoring and assessing their work, we plan for differentiation, varying our expectations and outcomes with the abilities of the children, thus ensuring that expected or accelerated progress is made. All children working at Greater Depth will be given work that is differentiated and provides additional challenge.

### **Equal Opportunities**

At Englefield, we are committed to equality of opportunity. All pupils will have equal opportunity to reach their full potential across the English Curriculum regardless of their race, gender, cultural background, ability or any physical or sensory disability. Equality of opportunity is essential in this curriculum area as it provides pupils with access to other curriculum areas in the primary years and in the future.

### **Resources**

The library resources are available to all staff and pupils to use in cross curricular work. Pupils are given the opportunity to practise library skills through regular visits and use of the school library. Age specific resources such as a selection of high quality non-fiction and fiction books of an appropriate interest and difficulty level are kept in classrooms.

### **Monitoring and Evaluating**

Monitoring of the standards of children's work, planning and quality of teaching in English is the responsibility of the head teacher and link governor supported by the subject leader.

The work of the subject leader also involves supporting colleagues in the teaching of English, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

Such monitoring and evaluation is carried out to raise standards and enhance the teaching and learning of English and to ensure continuity, progression and differentiation through the Key Stages.

### **Associated policies/documents**

Statutory Framework for the Early Years Foundation Stage  
Teaching & Learning  
Safeguarding/Child Protection Policy  
Equalities Statement  
SEN Statement