



Longford
C of E Primary School

English Policy

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Indicate whether the document is for public access or internal access only <i>(Strikethrough text, as appropriate)</i>	Public Access – PDF copy to be posted on School website Internal Access Only – copy to be held on School PC <i>A back-up copy of all Policies is retained by the Clerk to the Longford Board of Governors</i>
Indicate which legislation or statutory guidance document requires this Policy	National Curriculum
Summary/Description:	
This document explains the teaching and learning approach followed by Longford CE VC Primary School with regards to English, in line with national requirements and within the context of the school's Christian ethos.	

The Contribution of English to the School's Curriculum

At Longford Primary School, we recognise the crucial importance of studying the English language. Improved performance at reading, writing and spoken language will enable our pupils to express their thoughts and ideas more fluently, accurately and ultimately, to their greater satisfaction. This will also help them to deal more successfully with other curriculum subjects, while enriching their lives beyond school. The teaching and learning of language skills are therefore given a high priority in our school and throughout the curriculum.

We aim for our pupils to:

- Our main aim for English is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, while developing a love of literature through widespread reading for enjoyment.
- Read easily, fluently and with good understanding
- Develop the habit of reading widely and often, for pleasure and information
- Acquire a wide vocabulary, an understanding of grammar and 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 for a range of contexts, purposes and audiences
- Use discussion in order to learn, they should be able to elaborate and explain clearly their understanding and ideas
- Are competent in the speaking and listening, making formal presentations, demonstrating to others and participating in debate.

At Longford Primary School, we encourage all children to become independent learners and be confident in all strands of learning. The children will be given opportunities to speak in a variety of contexts and learn to listen to and value the views of others.

Statutory Requirements

Statutory requirements for teaching and learning of English are laid out in the National Curriculum in England: Framework Document (2014). Reference is made to the National Curriculum in planning documents.

Curriculum Delivery

From Reception through to Year 6, all children will receive high quality teaching, including appropriate support in order for every child to reach their full potential in English. A clear lesson objective and success criteria are a feature of all English lessons. Working walls may support learning in the classrooms. We provide a rich and varied experience for pupils to draw on in their writing and reading which should include the whole curriculum.

The use of computing enables children to use and apply their developing skills in English in a variety of ways. We encourage children to use ICT as a resource for learning, whenever appropriate.

Spoken Language

The four strands of spoken language: speaking, listening, group discussion and drama permeate the whole curriculum. Interactive teaching strategies are used to engage pupils in order to raise reading and writing standards. Children are encouraged to develop effective communication skills in readiness for later life. We aim for children to be able to speak clearly, fluently and coherently, to be able to listen attentively with understanding, pleasure and empathy and contribute to group discussions effectively.

We achieve this by:

- Giving our children confidence in themselves as speakers and listeners by showing them that we value their conversations and opinions. We also encourage respect for the views of others.
- Being aware as adults, we provide a model of speakers and listeners in our day-to-day interactions with them and with other adults in the school.
- Helping them to articulate their ideas and provide purposes and audiences for talk within a range of formal and informal situations such as play and in individual, partner, group and class contexts.
- By taking part in dance and drama sessions, and other similar opportunities which allow children to experiment with language and expression.
- By providing opportunities to perform to a larger audience, in assemblies and productions, where children's efforts and skills are acknowledged by staff, parents, carers, visitors and peers.
- By providing a range of experiences where children can reflect, engage in peer talk, debate and work collaboratively and explore real and imagined situations through drama and discussions.
- By developing the children's ability to listen with attention and understanding in all areas of the curriculum and where necessary, asking and responding to questions appropriately.

Phonics

Phonics is a vital step in the process towards fluent reading. The school has adopted Essential Letters and Sounds, a government approved systematic phonics programme. Phonics is taught daily in Reception, Year One and Year Two; sessions are systematic and keep true to the ELS scheme. These lessons consist of learning different graphemes, focussing on oral and aural phonological skills and sight vocabulary. During these sessions, children are also shown how to apply their developing skills to their writing. All children are grouped in accordance to their individual needs. There may be additional phonics teaching in Key Stage Two if a child requires extra support.

Reading

Reading is a treasured part of our curriculum. We use the Whole Class Reading approach throughout the school as part of reading within lessons. These books and texts are appropriately challenging to encourage progression and confidence. They will always be linked to a particular Literacy topic or a topic from the wider curriculum. In addition to this approach, pupils have opportunities to undertake guided, shared and independent reading throughout the school.

A diverse range of group reading books and staged reading schemes are available. We do not use any one published scheme to teach reading, instead we believe that it is important to provide pupils with a selection of reading books and experiences from different genres and subject matter, therefore we operate using 'book bands'. When it is felt appropriate for individual children, they may become 'free readers' and choose from the class or school library. Staff are deployed throughout the school to work with children in order to improve their fluency, intonation, decoding skills and comprehension.

Home reading is encouraged and is an integral part of the child's development. In order to have strong communication between teachers and parents/carers, each child has a reading record where both the staff and parents can write comments about how the child is progressing with his/her reading. An annual book week is held to further promote reading. Younger children also enjoy reading to the reading dog.

Writing

To develop our children as writers we:

- treat children as writers, from the earliest stage, who have ideas that they will want to communicate, building on writing skills they have acquired and their knowledge of print from their environment.
- provide experiences where the children can acquire confidence and a positive attitude to writing.
- develop and sustain writing skills by providing opportunities for children to write for a range of purposes and audiences.
- use guided writing sessions to model writing skills, teaching children how to compose, amend and revise their writing.
- teach children to become critical readers of their own writing by using self-evaluation and checking their work independently for sense, accuracy and meaning.
- teach grammar and punctuation in the context of children's own writing, as well as through discrete lessons.
- teach children to develop their ability to organise and present imaginative and/or factual writing and poetry in different ways.
- teach strategies for spelling to enable children to become confident and competent spellers.

Spelling and Grammar

To develop pupils' competency with spelling we aim:

- For pupils to spell the high frequency words and age related spelling expectations of the National Curriculum

- For children to have the confidence to use their phonetical knowledge and have a go
- To have strategies in place to support spelling when completing independent writing tasks
- To build up spelling banks, as well as using phonic mats, dictionaries and thesauruses.

Grammar is part of the English curriculum. Grammar skills may be taught as discrete lessons or as part of English lessons. The National Curriculum determines what is taught at each key stage. Assessments take place at the end of KS1 and KS2.

Handwriting

Handwriting begins in the E.Y.F.S with mark-making and patterns. All pupils are given access to a wide range of writing tools and mediums to practise the early fine motor skills. The needs of left-handed children or those with physical difficulties are also taken into consideration and where necessary accommodated with resources or specific intervention. Pupils are encouraged to develop fluent lines of correctly orientated letters from an early age and emergent writing is encouraged. We believe that discrete handwriting sessions where children's formation and pencil grip can be readily overseen should take place at least once a week and more frequently in the foundation stage. Correct posture and positioning of paper or books are also emphasised during these sessions. Letter formation and handwriting is taught and modelled using a range of resources.

The national expectation at the end of year 6 is that children will join their handwriting. This begins in Year 2 with discrete progressive lessons. As the children move up through the school, they are encouraged to think carefully about the presentation of their work and to develop clear, legible and fluent handwriting.

Cross-curricular Links

Teachers seek to take advantage of opportunities to make cross-curricular links where relevant. They plan for pupils to practise and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum. Where appropriate ICT links should be made with English lessons.

Feedback and Assessment

Evaluative marking is used. Assessment and marking informs short term planning. The purpose of feedback and marking is to provide the children with appropriate feedback to help them make good progress against the success criteria, identifying where children have included elements of lesson success criteria (which are highlighted in pink). Children are set next step targets (which are highlighted in green), giving them the opportunity to revisit their work to make improvements.

- Base line assessments take place in September for reading and writing, in order to inform future targets and teaching.
- Assessments of reading and writing are carried out each term and at the teacher's discretion throughout the year.
- Reception pupils are assessed against the Early Learning Goals at the end of the reception year.
- Y1 and Y2 are subject to the statutory phonics check in June.

- Year 2 and Year 6 pupils undertake statutory SATs assessments.

Equal Opportunities

All children are provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

Children may receive additional support if necessary outside of English lessons. Children that have a 'My Support Plan' may also be withdrawn in order to receive specific interventions that focus on the child's more specific individual needs.

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. We identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. Children with identified SEND in English receive intervention support from TAs. Children, who are identified as having additional needs with reading, receive extra support from TAs. More able children in English are identified and challenged appropriately.

Parental Support

Parents can play a vital role in the development of English skills. We aim to foster a strong home-school partnership regarding reading, using reading records as a tool for communication between school and home. Parents provide support for handwriting, spellings and various genres of writing that may be set for homework.

The Role of English Leader

The English Leader is responsible for improving the standards of teaching and learning in English, through the monitoring and evaluation of the subject.

This will involve:

- taking the lead in policy development
- auditing and supporting colleagues in their CPD
- purchasing and organising resources
- keeping up to date with recent English developments
- monitoring the provision of English.
- monitoring of pupil progress
- conference with pupils regarding all areas of English
- analysing data
- analysis of SATs results to identify areas for development
- liaison with the English governor
- reporting to the Headteacher

This policy should be read in conjunction with the other school policies. It will be reviewed every three years.