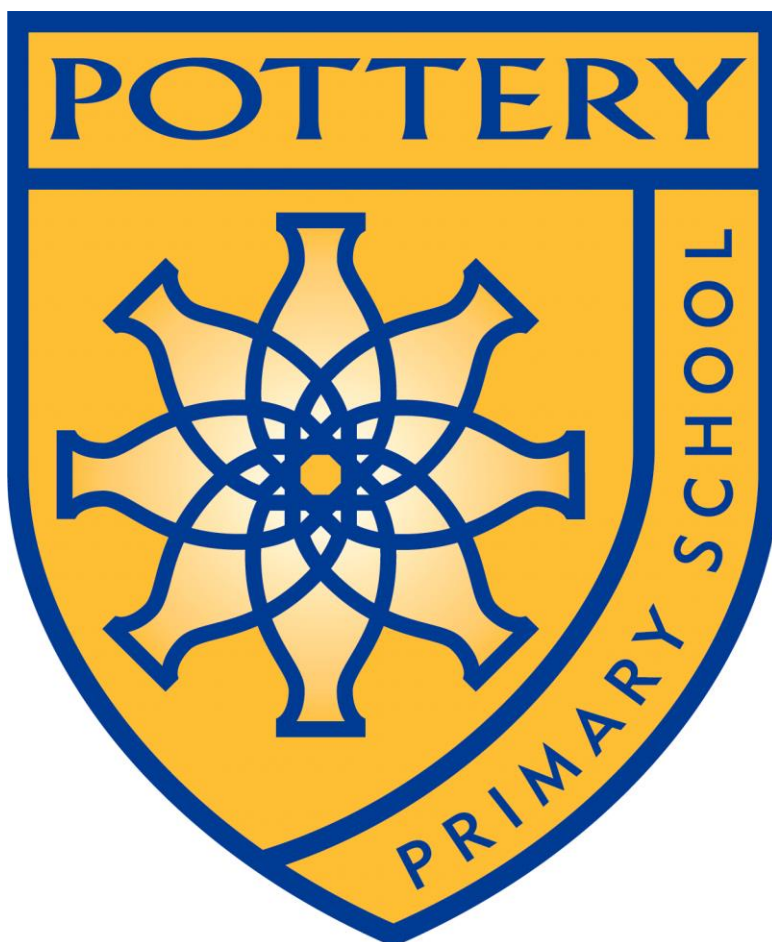


English Policy



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English Policy

This document is for the information of staff, governors, parents and all those concerned with the learning and welfare of the children at Pottery School. It complies with the National Curriculum requirements for teaching English.

Introduction

At Pottery Primary School, we believe English as a language is essential for living in society today. It supports life-long learning and effective communication. At Pottery Primary School, we believe that English is fundamental to learning across the whole curriculum; therefore, developing children's ability to listen, speak, read and write for a wide range of purposes is paramount to ensure they all reach their potential.

Policy Statement

This document is a statement of aims, principles and strategies for the teaching and learning of English at Pottery School.

It has been compiled to maintain equal opportunities and continuity in the teaching of phonics, reading and writing.

Rationale

The national curriculum clearly states that teaching the English Language is an essential, if not the most essential, role of a primary school.

Aims:

The overarching 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 to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding.
- develop the habit of reading widely and often, for both 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 in and 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 arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

We acknowledge the different skills, experiences and knowledge that the children bring to school. From these starting points, we aim to develop confidence, enjoyment and creativity.

Organisation within the Curriculum

Foundation Stage

Our children are given the opportunity to explore their world through play-based activities and challenges. These support the development of speaking and listening skills, whilst enhancing their understanding of the English language and communication skills. They have opportunities to explore and learn about words and texts through a range of situations. Focussed phonics is taught everyday and children read from books with the sounds they know. This also supports the beginnings of written communication. Parents are encouraged to support their children's reading from the beginning of reception.

Special Educational Needs

All teachers have responsibility for meeting the needs of children with Special Educational Needs and Disabilities (SEND); these will be met by class teachers planning differentiation of English tasks (where a child cannot access year group expectations). Activities and presentation of work is appropriate to the objectives and skill level of the individual. Children who are working above age expected are identified and suitable learning challenges provided.

Equal Opportunities

We are committed to a learning environment that promotes equal opportunities for all children, regardless of their race/colour/gender/ability or religion. Teachers actively look for opportunities to ensure materials used are meaningful and engaging for all learners and ensure all cultures/ religions/ genders are positively promoted. For children who have English as an additional language, extra support and resources are used to scaffold learning in order to meet their needs.

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 support children to develop their ability to speak with confidence, clarity and fluency in a variety of situations, for a variety of audiences and for a range of purposes. We support children to develop their capacities to listen with attention and understanding as well as the use of Standard English.

Children are given regular opportunities to practise using language orally before writing; this often includes opportunities to rehearse retelling a text, using mind maps to show the key events in a text, adapt parts of a text, draft, redraft and create polished final drafts.

Reading

Reading for pleasure is at the heart of our reading policy. Throughout the year, events are planned to promote reading for pleasure in the school community. These events may include dress up days linked to World Book Day, author visits and book cafes.

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 extremely important 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.' The children have access to our school library facilities as well as a diverse range of reading material in the classrooms. We actively encourage parents/carers to support this by instilling the importance of reading and sharing reading on a regular basis with their child/children throughout their time at Pottery.

Success in reading has a direct affect upon progression in many other curriculum areas and is crucial in developing children's self-confidence and motivation. Reading activities build on the oral language and experience children bring from home and it is an important aim to ensure children view reading as an enjoyable activity as well as a means of acquiring knowledge.

We aim to enable our pupils to read confidently, fluently, accurately and with understanding.

We aim to foster an interest in words and their meanings and to gain an appreciation of books from a variety of genres.

How we teach reading

Synthetic phonics plays a key role in a rich and varied reading programme. At the early stages of reading, children are taught to decode texts by following a synthetic phonics programme. In Reception and Key Stage 1, children have a discrete phonics session and are taught in ability groups. Reading is taught alongside phonics. Books are organised in line with the phonics scheme and children are matched to books that include graphemes and tricky words the children have been taught. This makes it easy for teachers, parents and children to choose a text that is matched to the child's growing phonics knowledge.

In June of year 1, children take the National phonics screening check. To prepare for this, children learn to read pseudo (or alien) words. These are words which are fully decodable but do not make real words (i.e. reb, thet, chorm).

Once a child has mastered the first 5 phases of phonics and can decode fluently (usually during year 2), they move onto our Accelerated Reader Programme. Children take a Star test and are allocated a range of books which best suits their developing ability. Children read books which have been organised to ensure children progress in both Word Recognition and Language Comprehension. In key stage 2, teachers will focus on more advanced reading skills and develop familiarity across a range of texts. Children are taught skills for retrieval, inference and interpreting information.

Teachers are responsible for the planning and implementation of good quality reading experiences appropriate to the interests, age and ability of the children. All children read regularly in school; this includes a range of reading opportunities e.g. shared reading (whole class), individual reading, guided reading, reading during curriculum lessons and sustained quiet reading.

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

Children are given a variety of opportunities to write in a range in different genres and for different purposes. Cross curricular opportunities are used wherever possible to provide real purposes and audiences for writing. We try to ensure that writing experiences are real and relevant to the children's age, interests and stages of development. Children are given opportunities to plan, draft and review their writing by assembling ideas and making choices about vocabulary. They are given opportunities to share their writing with others, reading their work aloud and discussing others response to it with a view to improving the quality of the writing. Opportunities are planned throughout the year for "free writes", where children choose their own topic and genre of writing.

Each half term, children write an extended piece of writing which is then assessed in their green writing book. Assessed writing aims to show progress over time as their assessed writing book moves with them through the school – children are informed about their next targets to work on in order improve their writing. Green books are not used for assessed writing in year 6.

The approach we are beginning to introduce to teach writing is based upon Jane Considine's book 'The Write Stuff'. In our lessons, teachers follow a repeated pattern of 'Initiate', 'Model' and 'Enable' whereby they use the three zones of writing to provide a consistent whole school systematic approach to writing carefully constructed sentences.

In KS1 we also use a talk for writing style topic in autumn term to support children with their language and ability to 'speak a sentence'. Where possible, writing themes are linked to topics and children are given the opportunity to make links with the wider curriculum and use writing for a range of purposes. Children experience a range of genres and fiction, non-fiction and poetry are covered each term.

Information Technology

Children are given the opportunity to apply and develop their capabilities in Information, Technology (I.T) in a cross curricular way and as such, in English, wherever appropriate, I.T is used for drafting and editing writing. The use of the word processor is helpful to focus the children's attention to spelling and grammar.

Transcription

Handwriting

The development of gross and fine motor skills during early years is encouraged throughout the curriculum. They develop pre-writing skills through emphasis on pattern work using a range of tools and working with different media. From the earliest stages,

emphasis is placed on helping children to hold their pencils correctly and on developing correct posture. Writing is encouraged in the context of exploration and play. Children are taught correct letter formation in stroke related families using a cursive handwriting style.

Once the children can form their letters correctly, they are encouraged to join their writing with increasing fluency. When the children are able to demonstrate legible, joined writing, pen licenses are awarded - these are presented along with their first pen in assemblies.

Adaptation may be needed for left-handed children, for example, they may need to sit differently and at a different height. They may need to hold the pen/pencil differently and angle the paper in a different way from a right-handed child.

Spelling

Spelling is a developmental process. The stages through which children pass as they develop as spellers are the following: pre-communicative, pre-phonetic, phonetic, transitional and correct.

Spelling is a visual-motor skill and children will therefore need to develop visual strategies in order to spell correctly. They need also to be helped to understand how the English spelling system works and how history has influenced our spelling.

Phonic, spelling strategies, rules and conventions are taught and explored consistently through both key stages on a regular basis. In order for children to develop as confident spellers, they are encouraged to write independently from Foundation Stage, attempting as much of a word as they can manage. Where possible, children are encouraged to identify their own spelling errors. They are taught to use dictionaries and word banks to gain access to correct spellings as well as the meaning of words. Thesauruses are also used as a way of enriching and developing their oral and written vocabulary.

The teaching of spelling and handwriting is closely linked so that the spelling of common letter strings becomes automatic. Children are taught to look for common letter strings and patterns in words. Spelling games and investigations encourage children to look closely at words.

Children are set age appropriate spellings as part of their homework - these are adapted for children, as appropriate, for children with special educational needs.

Grammar

Specific grammar knowledge is taught within writing units and also discreet lessons. Teachers have an overview of what is to be covered in their year group and they are to ensure they introduce and revisit areas throughout the year.

Planning:

- Long term overviews can be found online for Foundation as well as Key Stages One and Two
- Short-term planning is the responsibility of class teachers and is shared between teaching teams.
- Schemes of work and resources for phonics, grammar and spelling are used to ensure developmental learning building on prior knowledge
- Pupils with SEND and/or EAL will be given additional English support which is tracked and monitored termly as appropriate

Assessment and marking

- Teachers assess pupil's learning during and as part of every session. They adapt their practice, making adjustments as and when required.
- Foundation Stage children are baseline on entry and assessed at the end of the year in both reading and writing as part of the EYFS Profile
- In year 1, children are formally assessed on their phonic awareness
- In year 2 and 6, children are formally assessed in reading and SPAG. Writing is a teacher assessment based on evidence collected - all of the above results are reported to the DfE and Local Authority.
- Teachers make formal assessment of children's reading, writing and SPAG in all year groups to inform data collection. Itrack is used to record attainment levels throughout the year and track progress across the school. SPAG data is collected termly from Year 3 upwards and in the summer term for Year 2.
- Written or verbal feedback is given to help guide children's progress.
- Marking is carried out regularly and in accordance with the school's marking policy.
- Children are encouraged to make judgements about how they can improve their own work against success criteria and targets.
- Writing attainment towards, at and exceeding age expectation are assessed regularly throughout every term - outcomes are moderated within year groups, with the subject coordinators and externally across cluster schools.
- Termly data is analysed by the Head teacher and the Senior Leadership Team (SLT) and feed into the school SIP (School Improvement Plan), monitoring and development plan and performance management/CPD

Monitoring and Review

The school recognises and values all forms of achievement. We monitor and analyse pupil performance by gender, disability and special educational need and pupil premium. Any disparities that are identified will be addressed through targeted curriculum planning, teaching and support. The Head Teacher, SLT and English Subject Leaders share responsibility for monitoring and evaluating English. Key aspects to be developed will be included in the school improvement plan and monitoring schedule.

The Governing Body

Regular data reports are presented at the 'Teaching and Learning' governors' meetings on the progress of English attainment. A nominated link governor oversees the day-to-day provision.

Role of the subject leaders:

The Subject Leader, along with the Senior Leadership Team, should be responsible for improving the standards of teaching and learning in English through monitoring and evaluating attainment in all areas of English including:

- pupil progress
- provision of English (including Intervention and Support programmes)
- the quality of the Learning Environment;
- the deployment and provision of support staff
- 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.

Conclusion

This policy also needs to be in line with other school policies and therefore should be read in conjunction with the following school policies:

- Teaching and Learning
- Assessment and Record Keeping
- Marking and Feedback
- Inclusion
- Computing
- Safeguarding
- Equal Opportunities

The Headteacher and staff will review this policy regularly. Any amendments will be presented to the Governing Body for their approval.

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