



Princetown Community Primary School **English Policy 2022**

Status:	
Prepared by:	R Speare
Version:	V1
Statutory:	Yes
Approved by LGAB:	February 2019
Final Review by LGAB:	February 2020
Advisory Committee:	Local Governing Advisory Board ADMAT Teaching Learning and Achievement Committee
Reviewed	October 2022
Linked Documents and Policies:	National Curriculum Non-Negotiables Assessment Policy Marking Policy

English Policy

1 Aims

1.1 English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading, in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

1.2 The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written 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.

1.3 Spoken Language

Spoken language is the foundation for further language development. A pupil's spoken language reflects the local culture and heritage of the individual and is therefore crucial to his or her identity and should be valued and built upon. However, pupils are also entitled to gain knowledge, competence and confidence in the use of Standard English, thus empowering them to use whichever is most appropriate to purpose, audience and situation. To reflect this, we aim to provide pupils with opportunities to:

- speak in a variety of forms for different audiences, purposes and situations (both formal and informal).
- reflect upon their speech and make appropriate choices.
- talk in group situations, valuing the contributions of others and responding appropriately.

1.4 Reading

Reading is one of the most powerful tools of learning both in and out of school. It facilitates independence and allows pupils to share experiences they may not otherwise encounter. Reading provides opportunities for pupils to gain both understanding and pleasure from a range of texts. To support them in this, we aim to help pupils to:

- master the basic mechanical skills of reading.

- read with accuracy, fluency and expression.
- develop and use higher order reading skills which will contribute to their overall comprehension of texts.
- understand the value of information texts as an aid to learning.
- develop a love of literature and an understanding of the pleasure reading can bring.

1.5 Writing

Confidence and competence in the use of the written word is essential to the communication of meaning. A pupil's ability to write effectively affects performance in all areas of learning and living and is very much a developmental process. All staff encourage writing from its emergent start, through developmental attempts to its final, independent stage. Throughout these stages, we aim to provide opportunities for pupils to:

- explore and develop knowledge of the variety of functions and formats of writing
- communicate meaning effectively through appropriate language choices according to intended purpose and audience
- understand, value and use the process approach to writing in order to improve the content and presentation of their writing through planning, drafting and re-drafting
- write individually and collaboratively, experiencing praise and receiving constructive criticism and support
- experience the pleasure of publishing their writing and sharing it with a wider audience
- experiment with language play for enjoyment

Writing is a complex process involving the control of many aspects of language. Pupils learn to make decisions at various stages in the writing process while using relevant knowledge and experience of the text type they are writing. This knowledge governs their choices about structure and organisation, sentence construction and vocabulary. They also learn control over the physical skills of handwriting or word processing and the complex skills and knowledge of spelling.

At Princetown Primary School there is a strong emphasis on linking the purposes and audiences for writing to the wider topic curriculum to provide authenticity and motivation for developing writing skills. Teachers make teaching objectives explicit to pupils so they know why they are studying a particular text or text type, the kind of writing activities they need to undertake and the nature of proposed outcomes. This often includes an example of what a good one looks like.

1.6 Spelling

We value and encourage children as they move through the developmental stages of learning to spell, but we also recognise the importance of mastering and using accurately conventional spelling in order to convey meaning clearly in writing. To support this goal, we aim to develop pupils' knowledge of:

- sound-symbol relationships
- regular patterns in words and non-standard forms
- the structure of words; compound/complex words, prefixes, suffixes, roots and origins
- high interest words associated with topics and specific curricular areas
- a variety of strategies to enable independence in spelling, such as word banks, dictionaries, displays, mnemonics etc
- spelling rules

1.7 Grammar and Punctuation

The teaching of grammar and punctuation is embedded in an English unit of work. Teachers will follow the National Curriculum, and will choose elements of grammar and punctuation to teach depending on what is relevant for the particular text they are studying or the genre of writing being covered. We aim for children to be able to understand a range of punctuation and grammatical features, and to try using these in their own writing. The children will explore the grammar and punctuation used by a range of authors, and the ways these features can enhance their own writing. Children will be encouraged to use the correct terminology for grammatical features and punctuation. We aim for them to be able to use the terms for their year group (as set out by the National Curriculum) with confidence, by the end of the year.

1.8 Handwriting

Presentation of written work reflects the awareness of the writer to the needs of his or her audience. Our ultimate goal is for pupils to achieve a fast, flowing, legible style of writing. In order to achieve this, we are aware of the need for a consistent approach to the teaching of handwriting across the key stages. We teach children to write using the cursive handwriting script which:

- ensures correct formation and orientation of letters
- develops consistency and appropriateness in size and spacing
- encourages a pride in presentation
- eases the transition from printing to joining

1.9 Drama

As a school we appreciate the role of educational drama strategies as:

- a learning tool across the curriculum
- an effective factor in the development of oral and aural skills
- a means of developing empathy with others and an understanding of self
- a way of encouraging interaction with texts

2 Teaching and learning style

2.1 At Princetown Primary School we use a variety of teaching and learning styles in our English lessons. Our principal aim is to develop children's knowledge, skills, and understanding. We teach English through a daily experience, as well as daily guided reading and phonics/spellings sessions. Whilst there is a high proportion of whole-class and group teaching, the independent activity gives an opportunity to talk and collaborate, and so embed and enhance their learning. Pupils have the opportunity to experience a wide range of texts, and to support their work with a variety of resources, such as dictionaries and thesauruses. Children use Computing in English lessons where it enhances their learning, as in drafting their work and in using multimedia to study how words and images are combined to convey meaning. We plan our English sequences so that children can link their English learning with their cross-curricular experiences by using enrichment activities or class learning.

2.2 In all classes children have a wide range of abilities, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies. In some lessons we do it through differentiated group work, while in others we ask children to work from the same starting point before moving on to develop their own ideas. We use our Higher Level Teaching Assistant and Learning Support Assistants to support some children, and to enable work to be matched to the needs of individuals.

3 English curriculum planning

- 3.1** English is a core subject in the National Curriculum. We use the National Curriculum as the basis for implementing the statutory requirements of the programme of study for English.
- 3.2** Through our rolling programme, we have a clear long term plan for writing in English, which is linked wherever possible to the topic being studied. The rolling programme ensures that children experience a range of genres and are given the opportunity to build upon their learning when these genres are revisited in the subsequent years of the cycle. Our yearly teaching programme identifies the key objectives in English that we teach to each year group. This is reviewed yearly by Class Teachers, the Subject Leader and the SL Team.
- 3.3** Class teachers complete a weekly (short-term) plan for the teaching of English. This lists the specific learning intentions and the success criteria for each lesson and gives details of how the lessons are to be taught.
- 3.4** The class teacher keeps all planning and makes it available both in a planning folder and on the staff shared network. The subject leader and SL Team will review these plans as part of the planning review process.

4 The Foundation Stage

- 4.1** We teach English to our Foundation children as an integral part of the school's work. The format for the daily lesson is similar to that used in the rest of the school. We relate the English aspects of the children's work to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five. We give all children the opportunity to talk and communicate in a widening range of situations, to respond to adults and to each other, to listen carefully, and to practise and extend their vocabulary and communication skills.

In the early years pupils have daily opportunities to experiment with different types of writing through play activities. At first they emulate adult writing, ascribing purposes to the marks they make on paper and developing awareness that print carries meaning. With time and appropriate teacher intervention they write their own names and, as their understanding of sound-symbol relationships grow, they begin to include recognisable letter shapes. They write simple sentence-like structures and attempt familiar forms of writing such as lists, labels, captions, recounts and the text types introduced by the teacher during shared reading and writing. The children are taught to read and write through the school's phonics programme Read Write Inc.

5 Phonics

- 5.1** Our pupils learn to read and write effectively and quickly using the Read Write Inc. Phonics programme. The programme is for:
- pupils in Reception to Year Two who are learning to read and write
 - struggling readers in Key Stage Two

We teach pupils to:

- decode words by segmenting sounds and then aurally blending them back together
- read 'tricky' words and build up their sight vocabulary of common exception words
- understand what they read through questioning, summarising and making links to other similar texts they have read

Princetown Community Primary School

- read aloud with fluency and expression
- write confidently, with a strong focus on vocabulary and grammar
- spell quickly and easily by segmenting the sounds in words
- develop good handwriting

In Reception, pupils have daily practice in reading common exception words that are non-decodeable because of their irregular spellings (referred to as 'red words' in Read, Write Inc).

Pupils' reading books are closely matched to their developing phonic knowledge. This ensures they experience success and gain confidence as readers. Re-reading these texts helps pupils gain fluency and discussing these books with teachers supports their growing comprehension skills. Alongside this, teachers read a wide range of stories, poetry and non-fiction to pupils, at a level which the child would not be able to read independently.

As pupils are taught to recognise a sound, they are also taught to write it. This enables pupils' writing skills to develop alongside their reading. The children are given writing opportunities every day.

Our aim is for pupils to complete the phonics programme as quickly as possible.

We aim for all children to be accurate and fluent readers by the time they enter Key Stage 2.

6 Contribution of English to teaching in other curriculum areas

6.1 The skills that children develop in English are linked to, and applied in, every subject of our curriculum. The children's skills in reading, writing and spoken language enable them to communicate and express themselves in all areas of their work at school.

6.2 Mathematics

The teaching of English contributes significantly to children's mathematical understanding, in a variety of ways. Children in the Foundation Stage develop their understanding of number, pattern, shape and space by talking about these matters with adults and other children. Children in Key Stage 1 meet stories and rhymes that involve counting and sequencing. Children in Key Stage 2 are encouraged to read and interpret problems, in order to identify the mathematics involved. They explain and present their work to others throughout the session and they communicate mathematically through the developing use of precise mathematical language.

6.3 Spiritual, moral, social and cultural development

English contributes to the teaching of SMSC as it develops skills through which our children can offer critical responses to the moral questions they meet in their work. Their understanding and appreciation of a range of texts brings them into contact with their own literary heritage and with texts from a diverse range of cultures. It also encourages children to take part in class and group discussions on topical issues - older children also research and debate topical problems and events. They discuss lifestyle choices, and meet and talk with visitors who work within the school community. The organisation of our lessons allows children to work together, and gives them the chance to discuss their ideas and results and also respect each others' views.

7 English and Computing

7.1 The use of Computing, with clear learning intentions, will promote, enhance and support the teaching of English at word, sentence and text level. It also offers ways of impacting on learning which are not possible with conventional methods, for example interactive and non-linear stories.

- 7.2** Computing is used at whole-class, group and independent level. The screen projection of texts, or reading it on an iPad enables it to be read and shared. A wide variety of text types are available through the Internet to encourage the framing of explicit questions. Groups can work at a computer and input text. Word banks can be used to speed up recording. A range of software, including the use of an iPad, can be used to develop specific grammatical and spelling skills. Lessons can focus on what pupils have achieved using Computing, or Computing can provide the means of presenting their outcomes.
- 7.3** Pupils use the Accelerated Reader programme to complete reading comprehension tasks that are ability matched, through prior on screen assessment tests.

8 English and inclusion

- 8.1** At our school we teach English to all children, whatever their ability and individual needs. English forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our English teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this.
- 8.2** When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style – so that we can take some additional or different action to enable the child to learn more effectively. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. This ensures that our teaching is matched to the child's needs.
- 8.3** Intervention for those children on the 'Record of Need' will lead to the creation of an 'Individual Provision Plan' for children with special educational needs who have SEN support or a statement/EHC plan. The Individual Provision Plan may include, as appropriate, specific targets relating to English. These are reviewed and then new targets are set, with parental involvement and contributions, each half-term.
- 8.4** We enable all pupils to have access to the full range of activities involved in learning English. Where children are to participate in activities outside the classroom (a theatre visit, for example) we carry out a risk assessment prior to the activity to ensure that the activity is safe and appropriate for all pupils.
- 8.5** Teachers provide help by using:
- texts that children can more easily read and understand;
 - visual and written materials in different formats;
 - Computing, other technological aids and recorded materials;
 - alternative communication, such as signs and symbols;
 - translators and amanuenses.

9 Assessment for learning

- 9.1** Teachers assess children's work in English in three phases. The short-term assessments that teachers make as part of every lesson help them to adjust their daily plans. They match these short-term assessments closely to the learning intentions. Written or verbal feedback is given to help guide children's progress. Children are encouraged to make judgements about how they can improve their own work.

- 9.2** Teachers use medium-term assessments to measure progress against the key objectives, and to help them plan for the next unit of work. This can be seen as end of unit writes or distance writes.
- 9.3** Teachers complete and update 'Assessment without levels' grids electronically (iTrack) for both reading and writing. Data is used to identify the children's next steps and to inform judgements against national standards. This is an on-going process and is used to support discussions with the child's parents.
- 9.4** The majority of pupils within each cohort will be assessed against their current year group expectations, however there may be some children who are working below and will either be assessed using the previous assessment expectations or using P Scales 'Assessment without levels' grids.
- 9.5** At the start and end of each term, all pupils in Year 1 to 6 will complete standardised tests which will be used to inform assessment judgements.
- 9.6** At the end of each term, all Class Teachers will complete a 'Data Matrix' to highlight the strengths and weaknesses of each class in Reading and Writing. This allows Class Teachers to plan their next steps and interventions. These are discussed at pupil progress meetings.
- 9.7** Children in Year 1 will undertake the national 'Phonics Screening Check' in June. The result is reported and used as an end of year judgement for phonics and will be used to inform end of year judgements for Reading. If a child does not pass the Phonics Screening Check in Year 1, they are required to be re-screened the following year when they are in Year 2.
- 9.8** Children in Year 2 undertake the national tests (SATs) during the month of May for Reading and Spelling, Punctuation and Grammar. This is used as part of the assessment process for end of Key Stage judgements.
- 9.9** Children in Year 6 will undertake the national tests (SATs) during the month of May for Reading and Spelling, Punctuation and Grammar. Teachers will submit teacher assessment for writing. These tests will be used as their end of year judgements for Reading and Spelling, Punctuation and Grammar.
- 9.10** Teachers meet regularly to review individual examples of work against the national exemplification material in standardisation activities. Moderation is a key part of our assessment process and this happens regularly in different year group teams, in school and across the ADMAT.
- 9.11** Staff are keen to improve their subject knowledge and the subject leader takes an active role in disseminating best practice and making recommendations for staff development.

10 Resources

- 10.1** There is a range of resources to support the teaching of English across the school. All classrooms have dictionaries and thesauruses. All classrooms have a selection of fiction and non-fiction texts. Children have access to the Internet through our school computers and school iPads. The library contains a range of books to support children's individual research as well as promote reading for pleasure.

11 Monitoring

- 11.1 Monitoring of the standards of children’s work and the quality of teaching in English is the responsibility of the subject leader. The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in the subject, and providing a strategic lead and direction for English in the school.
- 11.2 The subject leader gives the Head of School an action plan which contains the areas for improvement in the forthcoming year. This is reviewed regularly and is at the end of the year, the reviewed action plan is submitted to the Head of School. The subject leader will work with the assessment leader to review the progress and attainment of the children on a termly basis. This will provide the focus of observations and planning/ book scrutinies for the next term.
- 11.3 The leader has specially-allocated regular leadership time in which to review a selection of children’s work and to undertake lesson observations of English teaching across the school. The subject leader will also monitor display/ classroom provision and use pupil conferencing as part of the triangulation of methods to inform the monitoring of English.

12 Review

- 12.1 This policy will be reviewed in line with the School’s policy review programme. The Head of School is responsible for reporting to the Local Governing Advisory Board (LGAB) about the quality of its implementation and its impact on standards. In the light of this, policy amendments may be made.

Date Revised: October 2022
Date for review: October 2024

Signed (Head of School)

Signed..... Chair (LGAB)