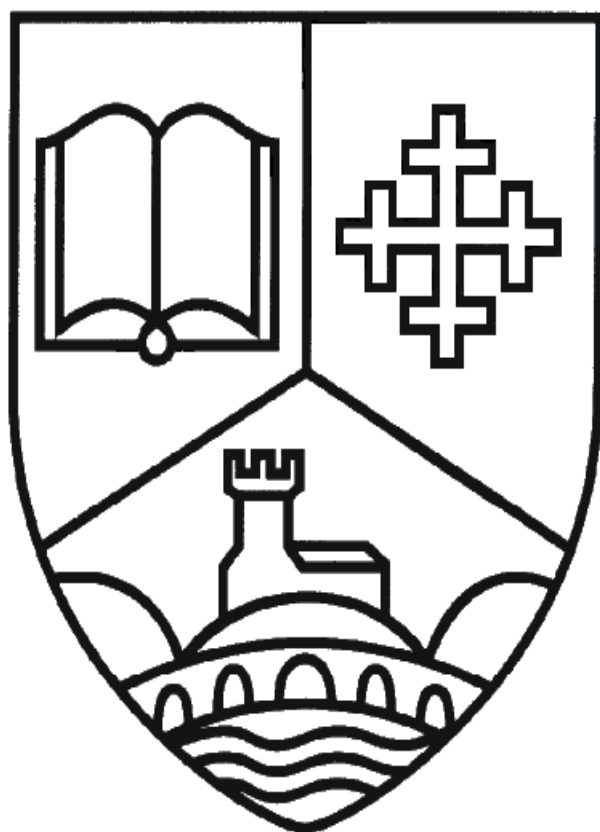


# **Bidford-on-Avon C.E. Primary School**



## **Policy for English**

## **1. Purposes of study and aims**

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.

The aim for English at our School 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. We aim to develop pupils' abilities within an integrated programme of Spoken Language, Reading and Writing. Pupils will be given opportunities to interrelate the requirements of English within a broad and balanced approach to the teaching of English across the curriculum, with opportunities to consolidate and reinforce taught literacy skills.

We aim 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

## **2. Teaching and Learning**

We try to make English come alive by relating our lessons to other subjects and by giving children the opportunity to explore a wide range of different text types including fiction, non-fiction, graphic novels and poetry as well as using

multi-modal texts, pictures, film and sound as a stimulus to writing. Texts are chosen for their diversity and appeal to all of our pupils. Spoken Language forms an integral part of the teaching of English, and children's communication skills are further developed by working individually, in pairs and in groups. We give children the opportunity to experience visits and workshops.

### Spoken Language

Spoken Language is taught, not only through English lessons, but throughout the curriculum. In line with the Primary National Curriculum for English 2014, our pupils are taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication

### Reading

See Reading Policy and Phonics policy.

### Writing

Writing is taught in hour long lessons, with at least four sessions each week, although opportunities for consolidation of skills in other lessons are also utilised. The teaching of writing encompasses modelled, shared and guided group work as well as whole class teaching and includes work on text,

vocabulary, grammar and punctuation. Handwriting, spelling, grammar and punctuation are taught in discrete sessions, with opportunities to apply these skills in writing across the curriculum.

### The use of computing

Opportunities to use computing to support teaching and learning in English are planned for and used as appropriate.

### Inclusion

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. More able children will be identified and suitable learning challenges provided. 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.

### Parental involvement

We recognise the importance of parental support with English, and we encourage parents to read with their children at home and to support them with learning spellings and completing homework. We communicate with parents through home reading records, end of year reports, parents' evenings, individual reading and writing targets and use meetings to help inform them about statutory assessment in the school. Parents also support us by coming into school to hear children read.

## **3. English Curriculum Planning**

### Statutory requirements

Statutory requirements for the teaching and learning of English are laid out in the Primary National Curriculum for English (2014) and in the **Early years** foundation stage (**EYFS**) statutory framework.

In EYFS, children should be given opportunities to:

- speak and listen and represent ideas in their activities
- use communication, language and English in every part of the curriculum
- become immersed in an environment rich in print and possibilities for communication

At Key Stage One (Years 1 and 2), children should learn to speak confidently and listen to what others have to say. They should begin to read and write independently and with enthusiasm. They should use language to explore their own experiences and imaginary worlds.

At Key Stage Two (Years 3-6), children should learn to change the way they speak and write to suit different situations, purposes and audiences. They should read a range of texts and respond to different layers of meaning in them. They should explore the use of language in range of text types and learn how the structure of language works.

### Planning

English planning is organised by long term, medium term and short-term planning. Long term planning maps out the units taught each year. Medium term plans specify text types and writing genres to be taught, and the objectives and outcomes that should be achieved in each unit. These are designed to ensure complete coverage of the requirements laid out in Primary National Curriculum for English programmes of study. Teachers are expected to adapt these to make links with cross-curricular topic work. The units are taught on a two-year rolling programme and objectives should be adjusted to match the expectations and abilities of the individual children being taught.

Spelling medium term planning for years 1-6 ensures coverage of the statutory requirements, with phonics teaching for EYFS and Key Stage One following the Twinkl scheme.

Guided reading takes place daily (see reading policy).

### Cross-curricular English opportunities

Where possible, English units should be planned to make meaningful links with topics or themes for the term. Teachers will plan for pupils to practise and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum.

### Well-being and SMSC

We provide an education that gives pupils opportunities to explore and develop their values and beliefs, spiritual awareness, high standards of personal behaviour, a positive caring attitude towards other people, an understanding of social and cultural traditions, and an appreciation of the diversity and richness of other cultures, including British Values of democracy and equality.

All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development. Opportunities for this are planned in each area of the curriculum.

### Community cohesion and British values

Through English, our school actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. The diversity of people's different backgrounds and circumstances is appreciated and positively valued.

Many texts used within English planning and books available for home reading have themes covering tolerance, mutual respect and democracy. Lessons are planned to look at how these themes are presented and how characters embody these values. Poetry, songs and languages from other cultures are also examined. Lessons explore the meaning of concepts such as liberty, democracy and tolerance.

#### **4. Management of English within the school**

The English subject leader is responsible for improving the standards of teaching and learning in English through:

- compiling, carrying out and evaluating the school English action plan
- supporting the Senior Leadership Team in the monitoring of standards in children's work and of the quality of teaching English
- supporting colleagues
- organising and periodically reviewing English resources within the school
- keeping up to date with recent English developments by attending training meetings and feeding back information to the rest of the staff
- leading the introduction of new English initiatives

#### **5. Health and Safety**

In organising drama activities or visits, staff need to consider issues of health and safety and pupil safeguarding, referring to the relevant policy and documentation. All external visits require a risk assessment. Refer to the Offsite Activities folder and Health and Safety guidelines.

#### **6. Assessment and recording**

Children are assessed in reading and writing according to the school assessment policy. They are also set curricular targets in reading each half-term, and in writing throughout the year as required. Targets are shared with parents each term. On a day to day basis, teachers make judgements about children's progress through the use of questioning, observations, target group work, and through marking. This information is used to inform future planning. Feedback to children may be verbal or written (in accordance with the marking policy) and forms the basis of assessment for learning. As children move through the school, they are encouraged to use self-evaluation of their work to edit and improve it.

#### **7. Resources**

Guided reading books and home reading books are kept in the corridors outside of Key Stage One and Two classrooms. Planning and guidance documents are available on the computer shared area.

## **8. Monitoring and review.**

Monitoring of the standards of the children's work and of the quality of teaching in English is undertaken to ensure that pupils make the best possible progress in accordance with the school's assessment policy. Planning and work trawls are undertaken by the subject leader or S.L.T according to the assessment calendar. Other monitoring such as lesson observations and pupil interviews are undertaken as required. The annual English action plan indicates areas for further improvement. Moderation is organised within the school and the consortium hub, with meetings each term.

Half-termly writing assessments are completed in special red writing books that are passed on with the children as they progress throughout the school. These are used, along with teacher assessment of their everyday writing to complete objective tracking sheets each term and are used to inform pupil progress. Spelling of the statutory common exception words from the English Appendices, are tested each term and the results are tracked. Grammar and punctuation NFER tests are carried out termly by KS1 and KS2, along with Year 6 SATs in the summer term.

Date policy revised: 15/12/23