

Lockington CE VC Primary School



English Policy

Revised & Updated October 2022

Date policy agreed by governors:	16 th November 2022
Date policy becomes effective:	Autumn Term 2022
Review date:	Autumn Term 2025
Person responsible:	English Subject Leader

1 Introduction

This policy outlines the organisation and management of English at Lockington CE VC Primary School. It has been written with regard to the requirements of the National Curriculum (2014) and the Early Years Foundation Stage Statutory Framework (2021). These set out the rationale for teaching each area of the English Curriculum and specify the skills that should be developed for the majority of pupils in each year group.

It is written within the context of our school's mission statement:

'to develop lively, enquiring minds and promote outstanding standards of achievement in a happy, safe and caring environment, based on Christian values, which encourage all to show respect and understanding of others.'

It has also been written in the context of the school's Christian Vision:

'Let your light shine before others, that they may see your good works, and glorify your Father who is in heaven' (Matthew 5:16).

This policy is to be read in conjunction with our 'English: Intent, Implementation and Impact Statement'.

2 Aims

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.

We intend that our pupils develop their skills in English so they continue to improve in their ability to:

- communicate effectively in speech, so they can talk appropriately with confidence in different situations;
- listen attentively, with understanding;
- make formal presentations and participate in debates;
- use discussion in order to learn: they should be able to elaborate and explain clearly their understanding and ideas;
- develop the habit of reading widely and often, for both pleasure and information;
- read easily, fluently and with good understanding so they become proficient, enthusiastic, knowledgeable and responsive to a variety of texts;
- use a full range of reading cues (phonic, graphic, syntactic, contextual) to monitor their reading and correct their mistakes;
- appreciate our rich and varied literary heritage;
- have an interest in words and their meaning and a growing vocabulary linked to themes;
- express themselves clearly in writing, using correct spelling, grammar and punctuation;

- have a suitable technical vocabulary through which to understand and discuss their reading and writing;
- write in ways appropriate to an intended audience for a specific purpose;
- plan, draft, revise and edit their writing;
- produce well-presented work using neat, legible, joined handwriting and using ICT;
- make fair critical responses to their own English work, that of their peers and that of authors and poets;
- reach their full potential by extending their work in each of the above areas of the curriculum.

In the National Curriculum for 5-11 year olds, English is developed through four key areas:

- Spoken language
- Reading – word reading and comprehension
- Writing – transcription and composition
- Spelling, vocabulary, grammar and punctuation

3 Teaching and Learning

We use a variety of teaching and learning styles to meet the needs of our pupils to ensure that all pupils are included and valued. Our principal aim is to develop children's knowledge, skills and understanding. We do this through daily lessons in which children experience a range of activities, including whole-class reading or writing, a whole-class focused word or sentence activity, a guided group or independent activity and a whole-class session to review progress and learning.

Children have the opportunity to experience a wide range of texts, and to support their work with a variety of resources, such as dictionaries, thesauruses, information communication technology (ICT) and individual word banks. Staff provide balanced and varied learning opportunities within the classroom. Children use ICT in 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. Wherever possible we encourage children to use and apply their learning in other areas of the curriculum.

Each classroom has an English working wall to display key features and good examples of the current work. We encourage children to use and apply their learning in other areas of the curriculum to ensure children can make clear links to their lives and the world around them.

We provide the pupils with key experiences, including: listening to reading, 'World Book Day' activities, 'Shakespeare Week', theatre groups and workshops, theatre visits, library club, book fairs, author visits (virtual or in person), opportunities to take part in performances (including in church) for wider audiences and the opportunity to experience live theatre.

Children are expected to read at home and receive homework on a weekly basis. In Key Stage 2, pupils receive homework which complements the work they are covering in class or encourages them to extend their learning independently. They are also expected to read on a daily basis. The contribution parents make to the learning of their children is highly valued and a vital part of our work in school.

We share learning objectives and success criteria with children and build self-esteem and confidence through positive and constructive oral or written feedback.

4 Early Years Foundation Stage

We teach Communication, Language and Literacy (CLL) in EYFS. We relate CLL to the objectives set out in Development Matters and the Early Learning Goals. We give all children the opportunity to:

- talk and communicate in a widening range of situations e.g. role play
- respond to adults and to each other
- listen carefully
- practise and extend their vocabulary and communication skills.
- explore words and texts

Language and literacy development are incorporated in all areas of learning. Purposeful role-play is used to develop language and imagination. Children are given opportunities to share and enjoy a wide range of rhymes, songs, poetry and books and children are read to every day. An environment is provided which reflects the importance of language through signs, notices and books. Children are provided with opportunities to see adults writing and they can experiment with writing themselves. Children receive daily phonic sessions.

The homework given to pupils in the foundation stage includes a home reading book and letters to learn.

5 English Curriculum Planning/Timetabling

English is generally taught daily to pupils in Key Stages 1 and 2 daily, usually for at least five hours each week. We recognise the need for flexible timetabling to allow for cross-curricular work, curriculum enrichment activities etc. English lessons generally take place in the mornings, but this depends on the activities within a week and the needs of the class. KS2 pupils are usually taught in two groups: Y5/6 and Y3/4. In these groups, pupils receive separate 'whole class' guided reading sessions.

Weekly grammar, spelling and punctuation sessions are followed up by children applying the skills they have learnt to their independent writing. Cross curricular writing is planned for regularly, providing pupils with the opportunity to transfer and apply their writing skills. Both Classes have regular time allocated for handwriting, spelling, quiet reading/story time, extended writing tasks and listening skills and discussion. Handwriting sessions are taught in short blocks to ensure regular practice takes place. There are opportunities for writing for real purposes (competitions, newsletters, correspondence with others). In the daily lesson, pupils typically experience a reading or writing activity, a focused spelling or grammar/punctuation activity, a guided group or independent activity, and/or a whole class session to review progress and learning. Wherever possible, teaching assistants work in class, supporting all ability groups, specific individuals or groups of children, helping to ensure that work matches pupils' needs. We plan activities which will allow children to discover for themselves, work in teacher/adult led groups and learn from each other.

We carry out curriculum planning in three phases (long-term, medium-term and short-term). The long term plan follows the National Curriculum (2014). As the basis for our medium-term plans, we use Hamilton Trust scheme of work. These give details of the main teaching objectives for each unit. The class teacher adapts the plans as required and saves them on the school's server in the shared area, where the English Subject Leader can monitor planning.

The class teacher is responsible for keeping their short-term plans, which are for their benefit. We incorporate differentiation into our short-term planning, adapted from the Hamilton Trust plans, so that pupils' interest is maintained, individual needs are met and all pupils achieve success.

We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit and planned progression is built into schemes of work so that the children are increasingly challenged as they move through the school.

Differentiated homework tasks are linked to grammar, spelling, punctuation, reading and writing. Target focused work is planned for weekly in guided reading. Separate weekly spelling lessons and daily spelling practice are planned. A weekly handwriting lesson takes place, with reinforcement activities throughout the week.

Phonics is taught explicitly in EYFS and KS1, and where necessary in KS2. Essential Letters and Sounds is a powerful teaching tool, which ensures young children are well-placed to achieve success in the National Phonics Screening Check and beyond. Implementation of the phonics programme and regular practise of decoding and blending real words and pseudo words.

Children are encouraged to practise weekly spellings daily in class, at home through homework and during weekly spelling sessions. Word banks, displayed on the working walls, along with dictionaries, can be used to support children's spelling at the point of writing. Children are encouraged to access these resources independently.

6 Recording and Assessment

Daily formative assessments, based on specific learning objectives, inform teacher planning. Outcomes are measured against success criteria. These may be recorded in teachers' plans, children's books or as targets for pupils (displayed on the working wall). The school marking policy is integral to this process. The teacher is responsible for putting data onto Sonar Tracker as soon as practicable and at least half-termly, supported by teaching assistants if available.

Termly assessments include NFER tests in Y1-5 and past SATS papers in Years 2 and 6. Annual assessments are conducted at the end of each year. These provide a summative assessment of the child's annual progress in relation to the National Curriculum. From these we can:

- track the progress of each pupil
- monitor groups of pupils
- monitor whole year groups
- set targets for improvement
- inform report writing and information for parents

Additional assessments may be carried out for diagnostic purposes and determine progress in greater detail. We assess children's reading ages annually and put strategies in place to support children where necessary.

Assessment criteria at the back of pupils' books support pupil self-assessment and tracking of progress and helps them to take ownership of their learning.

7 Elements of English

Spoken Language

The National Curriculum reflects the importance of spoken language in pupils' development across the whole curriculum. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Pupils should develop a capacity to explain their understanding of books and other reading and prepare their ideas before they write. They should be helped in making their thinking clear to themselves and others and teachers should ensure pupils build secure foundations by using discussion to probe and remedy misconceptions. Pupils should be taught to use the conventions of discussion and debate.

All pupils should be enabled to take part in drama. They should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for a range of audiences, and rehearse, refine, share and respond thoughtfully to drama and theatre performances.

Reading

Pupils will be involved in independent reading each day for approximately 15-20 minutes to build up speed, stamina and to practice strategies. This may form part of a daily guided reading session. Reading to children on a regular basis is also important to model reading skills and introduce high quality writing. Both classes have a stock of books selected for age groups. It is the teacher's responsibility to maintain this collection. Pupils will be shown methods of evaluating books for personal reading: favourite authors; favourite genres; peer and teacher recommendation; analysis of cover, blurb and scanning paragraphs. Pupils will be encouraged to use the school library books. The pupil should maintain a record of all books with occasional reviews. Reading skills will be taught and modelled in shared or guided reading sessions, with the target of promoting higher order reading skills. Within whole class reading we explore reading domains, allowing children to break down questions into key skills and understand how they are required to approach a text. Classes are read to by an adult on a regular basis, fostering a love of reading through exposure to high quality literature. Teachers are encouraged to choose challenging texts that will uncover new vocabulary and themes, opening up discussions around the language of books.

Children engage in independent, sustained reading. It provides an opportunity to read and enjoy a range of texts and to apply reading strategies. Each class has a dedicated exciting reading area contain and range of books and text types for children to access independently.

Both classes should have a range of books including:

- poetry and plays;
- fiction reflecting the interests and abilities of the class;
- non-fiction – a wide range including books linked to the subject area being covered;
- books from a range of cultures and themes.

Books going home (scheme books): children are heard reading independently by an adult or peers on a regular basis, changing their reading books when required. Children work their way through the stages according to their ability, progressing to reading literature of their choice (checked by an adult). Pupils accessing phonics will also have a decodable phonics book, in line with their current phonics group.

Writing

We aim to teach writing in a range of genres: fiction, non-fiction and poetry. Opportunities for extending writing in other curricular areas are planned into teacher's work. The pupils will engage in the whole writing process using a stimulus such as a video clip, picture, story, poem etc. This takes the form of:

1. Thinking and planning
2. Drafting
3. Revising
4. Editing and proof reading
5. Publishing/rewriting to a high level of presentation
6. Reflecting and evaluating

Spelling, Vocabulary, Grammar and Punctuation

Opportunities for teachers to enhance pupils' vocabulary arise naturally from reading and writing. Teachers show children how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. They should also teach pupils how to work out and clarify the meanings of unknown words and words with more than one meaning. Children should be taught to use Standard English. They should be taught to use the elements of spelling, grammar, punctuation and language about language listed in the National Curriculum. Teachers should teach pupils the vocabulary they need to discuss their reading, writing and spoken language. It is important that pupils learn the correct grammatical terms in English and that these terms are integrated within teaching.

8 Cross-curricular links

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

Mathematics

Pupils develop mathematical understanding by talking about it with adults and other children. They experience stories and rhymes that involve counting and sequencing. They focus on new mathematical vocabulary according to the topic. Pupils are encouraged to read and interpret problems to identify the mathematics involved. They explain and present their work to others during plenary sessions, and they communicate mathematically through the developing use of precise mathematical language.

Computing/ICT

The screen projection of text enables it to be read and shared. Film clips can be shared as “hooks” for writing. The projection of a word processor permits the writing process to be modelled effectively. Groups can work at a computer and input text. A range of software is used to develop specific grammatical and spelling skills. ICT can provide the means of presenting their outcomes (via multimedia presentation or the school website). A range of equipment such as digital cameras, digital camcorders are used to promote speaking and listening and also prepare children for writing experiences. The Interactive Whiteboard is used regularly to model writing and use at an independent level and allows children to interact and engage with the writing process. Microphones can also be used. A range of programmes such as Lexia and IXL are also used to support learning.

Foundation Subjects and Science

Pupils can read primary sources, interpret maps and record their work in a variety of ways that complement their work in English. They should be expected to transfer their learning in English to their work in these other subjects.

Personal, social and health education (PSHE)

Pupils take part in class and group discussions on topical issues. They research and debate topical problems and events. They discuss lifestyle choices, and meet and talk with visitors who work within the school community. Planned activities within the classroom also encourage children to work together and to respect each other’s views.

Spiritual, moral, social and cultural development

The 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. The organisation of our lessons allows children to work together, and gives them the opportunity to discuss their ideas and results.

9 Outdoor Learning

We take every opportunity to make use of the outdoor environment, including our local area, to promote learning in this subject.

10 Resources

All classrooms have dictionaries and Y2 – 6 have thesauruses. All classrooms have a selection of fiction and non-fiction texts. The school uses the library loan service to borrow books to support the teaching of topics. Access to the Internet is also available. A range of ICT equipment which can be used e.g. digital cameras. The library contains a range of books to support children's individual research. The Oxford Treetops and Essential Letters and Sounds (Phonics). A range of resources are used to support Grammar, Spelling and Punctuation including Rising Stars and Nelson Spelling materials. Penpals handwriting is adopted from Reception onwards.

11 School Library

Our aims are to:

- foster a respect and enjoyment of books;
- offer a range of texts to extend reading skills;
- support the school curriculum and learning.

The school library provides reading material for children. The library club promotes reading across the school. Pupils run the library, with support from staff. Children have the opportunity to read with a friend or listen to a story. Children may also bring to school a book from home they no longer read to swap for a book in our book swap collection. In Key Stage 2, children can apply to be librarians.

The job entails:

- managing and looking after the library;
- promoting new material;
- supporting children with their book choices;
- choosing and ordering books with support from staff;
- looking after the library and ensuring it is a stimulating environment;
- helping to organise the school book fair;
- supporting the book swap.

The school also encourages all children to join the local library.

12 Parents / Carers

We believe that parents have a fundamental role to play in helping children to learn. We involve parents and keep them informed about what and how their child is learning in a range of ways, such as:

- holding parents' evenings to discuss children's progress;
- sending an annual report to parents in which we explain the progress made by each child and indicate how the child can develop their learning;
- explaining to parents how they can support their children with homework;

- holding meetings to explain relevant developments in their child's education.

13 Inclusion

Equal Opportunities

- We plan our classroom activities to challenge and involve all pupils appropriately, according to age and capability, ethnic diversity, gender and language background.
- We are aware of different learning styles and the need to allow pupils to be able to work in their preferred learning styles for some of the time. We use materials for teaching which avoid stereo-typing, and bias, towards race, gender, role or disability. We promote mutual respect and tolerance for all cultures. We also encourage responsibility to the community and the environment.
- We deal with issues clearly and sensitively when they arise.

Differentiation

We teach English to all children, whatever their ability. English forms part of the school curriculum policy to provide a broad and balanced education to all children. We provide learning opportunities that enable all pupils to make progress by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against age-related expectations. We use a range of strategies to support pupils. A few of these, particularly relevant to English are:

- the use of appropriate vocabulary at varying levels of difficulty during lessons;
- modified text passages as expected in other curriculum areas;
- different levels of written or oral questions;
- careful use of support for pupils with English as an additional language.

For our more able and talented pupils we will expect:

- teachers to provide teaching and learning experiences that encourage pupils to think creatively, explore and develop ideas, and try different approaches;
- pupils should be encouraged to set their own questions, offer ideas, suggest solutions or explanations, and reflect on what they have heard, seen or done in order to clarify their thoughts;
- greater independence in working, e.g. a pupil might be able to contribute to newsletters;
- to avoid giving gifted pupils additional writing tasks and encourage them instead to communicate their understanding in a variety of ways, giving them responsibility for choosing and evaluating the most appropriate method;
- to provide opportunities within English for pupils to develop their skills in other areas, such as intrapersonal skills (for example, opportunities to use initiative), and interpersonal skills (for example, leadership and group membership). These opportunities also relate to the key skills of working with others and improving own learning and performance.

Teaching English to children with special educational needs and disabilities

We teach English to all children, whatever their ability. English forms part of a broad and balanced education. Through our English teaching we provide learning opportunities that match the needs of children with learning difficulties and we take into account the targets set for individual children in their Individual Education Plans (IEPs).

A range of factors – classroom organisation, teaching materials, teaching style and differentiation – are considered so that we can take additional or different action to enable children to learn more effectively. Teachers decide how the material should be adapted to meet the needs of the children in the class, particularly if they are not attaining at levels broadly appropriate for their age. Teachers are best placed to judge whether the learning objectives meet the learning needs of individual children and to adapt these to provide appropriate opportunities for all children to succeed, participate fully and demonstrate their achievements.

EAL (English as an additional language)

These children's needs are addressed within the class as far as possible and with additional support if necessary.

14 Roles and responsibilities

The Governing Body:

- determines, supports, monitors and reviews the English policy.

The Headteacher's role is to:

- provide support by encouraging staff and praising good practice;
- monitor learning and teaching;
- give feedback to teachers following lesson observations;
- support staff development through in service training and provision of resources.

Role of the Subject Leader is to:

- ensure the English curriculum is being delivered in a way which meets the learning objectives and hopefully inspires and motivates the children.
- be responsible, along with the class teacher, for monitoring the standard of the children's work and the quality of teaching in English.
- support colleagues in the teaching of English, being informed about current developments in the subject, and to provide a strategic lead and direction for the subject in the school, including advising the Head teacher about purchasing, ordering and maintaining teaching resources.
- give the Headteacher an annual report in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. We allocate special time for the vital task of reviewing samples of children's work.

The Class teacher's role is to:

- be responsible for the teaching of English as set out in the policy;

- provide planning and reviews for the Headteacher and subject leader to access;
- provide samples of English work when required;
- assess children's work in order to detail future planning;
- update skills, knowledge and understanding of English;
- identify training needs and take advantage of training opportunities;
- keep appropriate on-going records in relation to school policy.

15 Monitoring and Review

We are aware of the need to monitor and update the school's English Policy on a regular basis so that we can take account of improvements made in our practice.

Member of staff responsible: English Subject Leader

Date policy written: November 2022


Date to be reviewed: November 2025

Signature (Head)



Julie Cattle (16.11.22)

Signature (Chair of Governors)



Kevin Beaumont (16.11.22.)

This policy should be reviewed annually and rewritten every three years if necessary.