



**Learning together • Growing together**

English Policy

January 2024

Review Date: \_\_\_January 2024\_\_\_\_\_

Next Review: \_\_\_September 2024\_\_\_\_\_

## **Introduction**

This policy sets to outline our approach to teaching reflecting the school's aims and objectives in relation to the teaching and learning of English. It sets a framework within which teaching and non-teaching staff can operate. The policy should be read in conjunction with the 2014 National Curriculum. These set out the rationale for teaching each area of the English Curriculum and specify the skills that will be developed for the majority of pupils in each year group.

## **Our Vision**

We aim to deliver a high quality English curriculum that gives children the best possible opportunities to become confident, literate, successful members of society with a deep love and understanding of English language and literature. We believe the development of English skills is central to improving a child's life chances. Teachers have high expectations for all children to achieve and enjoy English and to be able to use the skills they have acquired in a range of contexts. We strive to ensure all children can communicate clearly in spoken and written form and become masters of language. Rich texts are at the heart of our teaching and a love for reading is promoted throughout the school.

## **Aims**

We aim to encourage all pupils to:

- 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
- 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
- be competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

## **National Curriculum 2014**

The National Curriculum clearly states that teaching the English language is an essential role of a Primary School.

The English programme of study is based on four areas;

- Spoken language
- Reading
- Writing
- Spelling, grammar and punctuation

The National Curriculum is divided into 3 Key stages; Key Stage 1, Lower Key Stage 2 (Years 3 and 4) and Upper Key Stage 2 (Years 5 and 6). By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

## **Planning**

It is the responsibility of the class teacher to plan work for their pupils in the year group(s) that they teach.

Planning is based on

- EYFS Framework
- National Curriculum
- Range of other resources

Medium term plans are prepared for the beginning of each term/half term. Overviews are followed for Writing (which links to our core texts), Reading and Spelling. We use The Write Stuff lesson planning and annotate on this for our short term planning. We then provide lesson slides for each day, detailing the activities that the children need to do and the role of the LSA and how the lesson will be adapted. We use lesson slides for our reading lessons too, which always includes the key skills for reading: retrieval, inference, vocabulary.

English is taught both as a discrete subject and in a cross curricular manner across a range of other subjects. English is at the heart of our curriculum planning so that subject matter from other curriculum areas is available as content or stimulus for speaking, listening, reading and writing. All curriculum areas will involve some aspects of English.

We plan carefully in the EYFS to ensure that we provide a range of learning activities with opportunities to use a variety of resources for expressing thoughts and feelings, including mark making, drawing, modelling, reading and writing. Opportunities are given daily to share and enjoy a range of fiction and non-fiction books, rhymes, poems, songs and stories. A wide variety of writing is modelled and guided in order for children to be encouraged to develop their own literacy skills as well as their confidence.

The teaching of phonics is delivered daily, using RWI, beginning with Set 1 in the summer term Nursery before going into Reception.

## **Approach/Teaching and Learning**

The National curriculum, gives detailed guidance of what should be taught at each key stage under the following headings;

### **Spoken Language**

#### **Reading**

- Word Reading
- Comprehension

#### **Writing**

- Transcription
- Handwriting and Presentation
- Composition
- Grammar and Punctuation

At Bonnygate Primary School we use a variety of teaching and learning styles in English lessons. Our principal aim is to develop children's knowledge, skills, and understanding in English. We do this through a daily lesson that has a high proportion of whole-class and group teaching. During these lessons children may experience a whole-class shared reading or writing activity, a whole-class focused word or sentence activity, a guided group or independent activity and a whole-class session to review progress and learning. Each teacher has the autonomy to choose their approach; however, the expectation is that each child will experience a guided group with the teacher every week. Children have the opportunity to experience a wide range of texts and use a range of resources such as dictionaries, thesauruses and working walls to support their work. Wherever possible we encourage children to use and apply their learning in other areas of the curriculum. The daily Reading sessions in Key Stage 2 ensure a high focus on developing reading skills. Alongside this, all children in the Early Years Foundation Stage and Key Stage One have a daily phonics session, whilst in Key Stage Two phonics sessions are run for those children who are still developing their phonics skills. At Bonnygate Primary School we believe in high quality resources that will inspire children to read and write and the use of quality texts, Bug Club resources and The Write Stuff strategies across the school is evidence of this.

The National Curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. 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 should 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 to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate.

All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils 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 one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances. We take part in drama activities through our experience days in English.

### **Grammar**

Grammar is taught within English sessions using a variety of strategies and resources. All children must be taught the grammatical terminology for their year group (or according to their ability). From Years 1 – 6, children will be taught an element of grammar and spelling once each fortnight. This skill will then be practised through morning work, homework and interventions if needed.

### **Spelling in EYFS**

Spelling in EYFS should be interwoven into Phonics and English sessions with a focus on phonetic spelling and the spelling of tricky words.

### **Spelling in KS1**

Spelling in KS1 is to be focused on common exception words and the KS1 spelling rules.

Common exception words are to be taught three times a week. Spelling rules are to be taught within writing. Teachers should use the Spelling Shed overview which links to the RWI sounds and rules for Year 1 and Year 2 in order to support the teaching of spelling rules.

### **Spelling in KS2**

Spelling in KS2 is to be focused on frequency words and the KS2 spelling rules, following the Spelling Shed overview. We believe that it is best to teach spelling within writing.

### **Cross-Curricular links/use of ICT to support the development of English.**

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, speaking and listening enable them to communicate and express themselves in all areas of their work in school.

Children use Computing in English lessons where it enhances their learning, as in drafting their work and using multimedia to study how words and images are combined to convey meaning.

### **Inclusion, Differentiation and Equal Opportunities**

Some pupils experience learning difficulties, which affect their progress in English. Class teachers are responsible for trying to pinpoint any difficulties, so that through early intervention these pupils can be helped. Where pupils are shown to be experiencing difficulties and under-achieving over a period of time, class teachers monitor problems closely. Parents are consulted and, if possible, support given with advice on reading at home and learning key words etc.

Children with special educational needs should have full access to the English curriculum. For children with statements, staff need to consider provision and classroom support for English activities. Within the framework of the National Curriculum, children of all ages and abilities are catered for.

Teachers' planning is differentiated and provides challenge for more able children. Having determined the children's needs, by monitoring and assessing their work, we plan for differentiation, varying our expectations and outcomes with the abilities of the children, thus ensuring steady progress is made.

Activities are structured to ensure success for all children, allowing more able children to undertake work of a more challenging nature where appropriate.

At Bonnygate, we are committed to equality of opportunity.

### **Assessment**

Effective assessment involves careful observation, analysis and review by practitioners of each child's knowledge, skills and understanding, in order to track their progress and make informed decisions about planning for the next steps of learning.

- Assessment is on a continuous basis, taking into account the children's work throughout the year.
- Assessment data is given to the assessment lead half termly in-line with the schools assessment schedule.
- Work is monitored by the class teacher, Headteacher or English Subject Leader.
- A scrutiny of work is carried out across the school. This is discussed in SLT meetings.
- Target Tracker is used to track and analyse English data.
- RWI assessment activities are used and half termly assessment data is passed to the English subject leader.
- Teachers meet regularly to review individual examples of work against the national exemplification material.

## **Monitoring**

Monitoring of the standards of the children's work and of the quality of teaching in English is the responsibility of the English subject leader. The work of the subject leader also involves supporting colleagues in the teaching of English, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The subject leader gives the headteacher a termly summary report in which s/he evaluates the strengths and weaknesses in the subject, and indicates areas for further improvement. The leader has specially-allocated regular management time in order to enable him/her to review samples of the children's work and undertake lesson observations of English teaching across the school.

## **Resources**

- Bug Club books
- Bug Club Online Resources at [www.activelearnprimary.co.uk](http://www.activelearnprimary.co.uk)
- Texts – the library is full of a wealth of books
- English Overview Core texts – Zippy Wallet in own classroom
- The Write Stuff modelled texts
- Reading Records
- RWI books

Pupils are given the opportunity to practise library skills through weekly visits to the library.

## **Roles and Responsibilities**

The English Subject Leader is responsible for the development and monitoring of the English curriculum to ensure a coherent English approach for our school. The leader can help teachers with their planning and is responsible for the school's English Policy.

The subject leader will support teachers by leading staff meetings, planning and leading INSET activities, providing consultancy and advice and by supporting them in the classroom. The subject leader is responsible for implementing changes required by the New National Curriculum and will attend training courses in respect of its implementation. The knowledge and skills gained on these courses will be imparted to colleagues through regular staff meetings and on INSET days. The subject leader also ensures that all staff access relevant CDP.

## **Marking and Feedback**

- See Marking and Feedback Policy

## **Homework**

- See Homework Policy

### **Expectation of all teachers**

- Planning covers all English National Curriculum objectives throughout the year and this will be tracked using Target Tracker
- A4 English books are used for writing in English and writing is also evident in foundation curriculum books
- A high level of presentation is expected across all subjects when writing
- Guided group work is planned for and delivered
- Writing is published at least once every half-term
- Skills taught in English are reinforced and embedded throughout all other areas of learning; this is evidenced in all work

### **Time allocations for English**

- English to be taught every day for 1 hour.
- Reading/RWI to be taught five times a week for 20 minutes (KS1) 30 minutes (KS2).
- Handwriting taught sessions once a day for 5 minutes before English lesson.
- Extended writing taught across the curriculum.
- Punctuation and grammar should be embedded in all English teaching and should be evident within planning.
- Grammar and Spelling lessons once every fortnight.
- Phonics interventions or whole class focus where needed.
- Spelling morning work 15 minutes a week.
- Grammar morning work 15 minutes a week.