

Believe, Learn, Flourish

“Faith, Hope and Love, but the greatest of these is love.”

1 Corinthians 13:13

ENGLISH POLICY

RATIONALE

Our Federation believes that a high-quality English curriculum, which develops learning and results in the acquisition of knowledge, will give our children the skills they need to flourish in all areas of the curriculum and in life beyond education.

We teach children how to read fluently with good understanding; how to write and communicate ideas coherently for a range of audiences and purposes; and the art of oracy.

Our English curriculum has high quality literature at its heart. This allows children to develop a wide range of vocabulary, as well as delve into and appreciate our rich literacy heritage. With literature at the heart of what we do, it means we develop avid, intelligent and capable readers, as well as thoughtful, confident and engaging writers.

AIMS

The overarching aim for English in the National Curriculum is to promote high standards of 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.

WRITING

It is important for pupils to develop as independent, enthusiastic and expressive writers, who are able to write in a meaningful way. They should be able to use a range of forms for a variety of purposes and audiences, and be confident in their choice of genre and language style for a specific purpose. Pupils should also regard themselves as writers and value their own work and that of others.

Our aims and provision

- We use high-quality texts, which are a mixture of fiction, non-fiction and poetry, as the stimulus for our writing.
- We see writing as a journey which includes planning, writing and editing. This process is visible in the children's writing books.
- Children are given a real purpose for writing.
- Children are able to adapt their writing to suit their audience.
- The curriculum is language rich and so the children have a wide vocabulary available to them.
- We use success criteria for the children to self-assess or peer assess, when appropriate, so they can evaluate effectively.
- The English curriculum is cross-curricular allowing children and Teachers to make meaningful links across and through other subjects.

SPELLING

Most people read words more accurately than they spell them. The younger the pupils are, the truer it is. We use phonics as our only approach to teach early reading. Our spelling teaching then continues on from where Little Wandle revised Letters and Sounds finishes. Children continue to use their knowledge of phonics to apply to the spelling of words.

- We use a range of strategies to learn spellings, especially those misspelt in their own work. These might include phonics, spelling logs, the look say cover write check approach and the use of mnemonics and word pictures.
- The children learn a new spelling rule each week. They complete a test at the end of that week after various activities during the week.
- The children are expected to practice their spellings each night at home and they record them on a spelling log.
- We carry out systematic testing and provide immediate feedback to pupils.
- We encourage a wide and growing vocabulary in a number of ways, such as using:
 - spelling lists/ key words to take home and learn.
 - display key words linked to topics and subjects.
 - using the correct vocabulary orally.
 - using dictionaries, thesaurus, word banks, classroom environment, computer spellchecks etc.

GRAMMAR & PUNCTUATION

Opportunities for teachers to enhance pupils' vocabulary arise naturally from their reading and writing. As vocabulary increases, teachers should show pupils 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.

Pupils should be taught to control their speaking and writing consciously and to use Standard English. They should be taught to use the elements of spelling, grammar, punctuation and 'language about language'. 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.

Our aims and provision

- We teach grammar as a separate lesson when necessary.
- We correct grammatical error orally and in writing work (where appropriate).
- We have a systematic approach – we revisit key learning and build upon it in all areas from phonics, through to grammar and spelling.
- Targeted one to one/ small group support is provided, where appropriate.
- We provide continuous opportunities for the children to develop their grammar and punctuation knowledge through writing.
- We use high-quality texts as examples of correct grammar and punctuation.

SPOKEN LANGUAGE

Spoken language underpins the development of reading and writing. The quality and variety of language that the pupils hear and speak is vital for developing their vocabulary and grammar and their understanding for reading and writing.

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.

Our aims and provision

- Pupils will use speech appropriately for different purposes.

- Pupils will adopt appropriate vocabulary, tone, pace and style for a variety of audiences and in a variety of situations.
- Pupils use talk to develop and express ideas.
- Pupils will listen attentively and derive meaning from what others say.
- Pupils understand the importance of good listening and how to respond during discussions, conversations and when information is given or asked for.
- Pupils develop the skills of turn-taking, negotiation and reaching consensus.
- Pupils appreciate the role of a 'talk partner' and the way in which others can help in the learning process by sharing ideas and being supportive.

HANDWRITING

Please see the Handwriting Policy.

PLANNING

We plan for progression and continuity in English by:

- Following the statutory programmes of study provided by the National Curriculum.
- Producing long term plans which map out the coverage of the academic year.
- Using a high-quality text as the stimulus for each unit of writing. These texts are chosen from a list of books that we have decided on as a Federation. They allow for progression and breadth across the curriculum.
- Producing weekly English plans (following the agreed format of the school) which detail progression across each week. These identify the weekly focus in genre and text; phonic, spelling and grammar objectives and the guided activities which are related to the focus.
- Short term planning is flexible allowing for assessment for learning after each session/ group of sessions.
- Copies of plans are kept in the schools as a record of the coverage in English in all classes.
- Pupils are taught in mixed Key Stage classes and planning shows differentiation by age and ability.
- Regular monitoring/reviewing/revising of weekly and medium-term plans takes place. This is led by members of the SLT and the English coordinator.

ASSESSMENT

- Staff assess pupils' learning during and as part of every session, and then adapt their practice accordingly.
- We gather evidence for assessment through planned opportunities for observations, discussions with pupils, individual reading records, running records, draft and final versions of a piece of writing, writing journeys in their English books, self-assessment and formal assessment.
- Pupils in Year 2 complete optional SATs at the end of each year in reading, and spelling, punctuation and grammar.

- Pupils in Year 6 complete SATs in May in reading and spelling, punctuation and grammar.
- The pupils' writing is teacher assessed.
- All pupils' progress is tracked using the Scholarpack objectives which provides data at the end of each term.
- Parents are kept informed of their child's progress through reports and parents' evenings that arise at least twice a year.
- Staff attend moderating sessions within the Federation, as well as those held by the Cluster and by NYCC.

MARKING AND FEEDBACK

Please see the marking and feedback policy.

Policy:	English Policy
Signed Chair of Governors:	R Bain
Governors Meeting Ratified:	February 23
Review Date:	Spring 24
Review schedule	Annually