



**Deanery C.E. Primary School**  
**Academy Status**

# **English Policy**

**September 2019**

## INTENT



At Deanery CE Primary School, we recognise the crucial importance of studying the English language. Improved performance at reading, writing and spoken language will enable our pupils to express their thoughts and ideas enthusiastically, fluently and accurately. This will also help them to flourish in other curriculum subjects, while enriching their lives beyond school.

Our overarching aim for English 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 want children to leave our school with a love of English – of reading and writing. But also fully equipped with the literacy skills to achieve their dreams in future life

## READING

*Reading attainment is highly correlated with enjoyment.*

We strongly believe that reading is at the centre of learning and can open many doors for our children; it stimulates their imagination and allows them access to new experiences and a range of interests.

Our aim is to inspire children with a range of authors; to develop confident readers and enthusiastic storytellers with a lifelong love of reading.

## WRITING

*Writing gives children a voice to share their ideas with the world.*

Learning to write is one of the most important things that children at primary school will learn. Children use their writing in almost all other subjects of the curriculum

It is our vision that every child will learn to love writing by being given inspirational and exciting materials and real opportunities, which will spark their imagination, develop their creativity and empower them to affect change.

## GRAMMAR

*Grammar is the foundation for communication*

We want our children to have a deep understanding of how our language works, enabling them to have greater control over their writing by choosing words and sentence structures to suit their audience and purpose.

We want our children to become authors and orators who can persuade convincingly, instruct precisely, explain clearly and describe in detail throughout their school career and into their lives beyond school.

At Deanery CE Primary School we encourage all children to become independent learners and be confident in all strands of learning. The children will be given opportunities to speak in a variety of contexts and learn to listen to and value the views of others.

## **IMPLEMENTATION**

### **Curriculum Delivery**

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum in England: Framework Document (2014).

In reception through to Year 6, children are taught English within their classes. Through differentiation and the support of Teaching Assistants, all children will receive high quality teaching and appropriate support in order for every child to reach their full potential. Children may receive additional support if necessary outside of the English lessons. Children that have ITPs or IEPs may also be withdrawn in order to receive intervention that focuses on the child's more specific individual needs.

A clear lesson objective and success criteria are a feature of all English lessons. Working walls may support learning in the classrooms. Evaluative marking is used. Assessment informs planning and reference is made to the National Curriculum in medium term plans. The use of computing enables children to use and apply their developing skills in English in a variety of ways. We encourage children to use ICT as a resource for learning, whenever appropriate.

We provide a rich and varied experience for pupils to draw on in their writing and reading which should include the whole curriculum.

### **Approaches to speaking and listening**

The four strands of speaking and listening: speaking, listening, group discussion and drama permeate the whole curriculum. Interactive teaching strategies are used to engage all pupils in order to raise reading and writing standards. Children are encouraged to develop effective communication skills in readiness for later life. We aim for children to be able to speak clearly, fluently and coherently, to be able to listen attentively with understanding, pleasure and empathy and contribute to group discussions effectively.

We achieve this by:

- giving our children confidence in themselves as speakers and listeners by showing them that we value their conversations and opinions. We also encourage a respect for the views of others.
- being aware that as adults, we provide a model of speakers and listeners in our day-to-day interactions with them and with other adults in our school.
- helping them to articulate their ideas and provide purposes and audiences for talk within a range of formal and informal situations and in individual, partner, group and class contexts.
- by providing opportunities to perform to a larger audience, in assemblies and productions, where children's efforts and skills are acknowledged by staff, parents, carers, visitors and peers.
- by providing a range of experiences where children can work collaboratively and participate in opportunities to reflect on talk and explore real and imagined situations through role play, hot-seating, drama and discussions.
- by developing the children's ability to listen with attention and understanding in all areas of the curriculum and where necessary, asking and responding to questions appropriately.

### **Approaches to phonics**

The teaching of phonic skills is embedded within English teaching in each class.

Throughout the Foundation Stage, early phonetic awareness is promoted and developed through every day activities and routines such as listening games, shared reading, singing and interactive planning sessions. Children are encouraged to identify familiar letters in their name and hear the sounds they are making, identify familiar words, to listen for sounds and to remember sounds following the "Letters and Sounds" programme.

In Reception and Key Stage 1 phonics is taught in daily timetabled sessions. Children are taught to segment and blend words and apply their learning for reading decodable and tricky words. A wide range of activities are used by practitioners to help children achieve the goal of fluent word recognition.

Children are ability grouped in order to maximise individual learning.

Throughout school, children are assessed at the end of each phonic phase and either move on to the next stage or repeat the same phase according to the level they have achieved.

Towards the end of Year 1 all children will take part in the national phonics screening test.

They will achieve either a pass or fail. If a child fails the screening test they will retake it in Year 2.

### **Approaches to Reading**

Pupils have opportunities to undertake guided, shared and independent reading throughout the school. A diverse range of group reading books and a staged reading scheme are available. We do not use any one published scheme to teach reading, instead we believe that it is important to provide pupils with a selection of reading books and experiences from different genres and subject matter, therefore we operate using 'book bands' in line with Oxford reading tree complemented by thematic books.

Electronic texts are also available for shared reading. When it is felt appropriate for individual children, they may become 'free readers' and choose from the class library.

Reading tests are undertaken throughout the year to identify children who require extra support with their reading (see assessment timetable). Staff are deployed throughout the school to work with children in order to improve their fluency, intonation, decoding skills and comprehension. Home reading is encouraged and is an integral part of the child's development. In order to have strong communication between teachers and parents/carers, each child has a school Homework Diary where both the staff and parents can write comments about how the child is progressing with his/her reading.

Other opportunities such as reading challenges and book weeks are offered within school along with a book fair to further promote reading.

### **Approaches to Writing**

To develop our children as writers we:

- treat children as writers, from the earliest stage, who have ideas that they will want to communicate, building on writing skills they have acquired and their knowledge of print from their environment.
- provide experiences where the children can acquire confidence and a positive attitude to writing.
- develop and sustain writing skills by providing opportunities for children to write for a range of purposes and audiences.
- use guided writing sessions to model writing skills, teaching children how to compose, amend and revise their writing.
- teach children to become critical readers of their own writing by using self-evaluation and checking their work independently for sense, accuracy and meaning.
- teach grammar and punctuation in the context of children's own writing, as well as through discrete lessons.
- teach children to develop their ability to organise and present imaginative and/or factual writing and poetry in different ways.

- teach strategies for spelling to enable children to become confident and competent spellers.

### **Handwriting approaches**

Handwriting begins in the E.Y.F.S with mark-making and patterns. All pupils are given access to a wide range of writing tools and mediums to practise the early fine motor skills. The needs of left handed children, or those with physical difficulties are also taken into consideration and where necessary accommodated with resources or specific intervention. Pupils are encouraged to develop fluent lines of correctly orientated letters from an early age and emergent writing is encouraged. We believe that discrete handwriting sessions where children's formation and pencil grip can be readily overseen should take place at least once a week and more frequently in the foundation stage. Correct posture and positioning of paper or books are also emphasised during these sessions. Letter formation and handwriting is taught and modelled using a range of resources.

The national expectation at the end of year 6 is that children will join their handwriting. As the children move up through the school they are encouraged to think carefully about the presentation of their work and to develop clear, legible and fluent hand-writing. See Presentation of Work Policy

### **Cross-Curricular Links and ICT**

Teachers seek to take advantage of opportunities to make cross-curricular links where relevant. They plan for pupils to practise and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum.

### **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 identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. More able children are identified and suitable learning challenges provided.

- Children with identified SEND in English receive tailored support from SEND TAs.
- Children who are identified as having additional needs with reading, receive extra support from TAs.
- More able children in English are identified and challenged appropriately.

Challenges for these gifted pupils are provided within English lessons or in addition through a range of wider opportunities e.g. More Able Writers Workshops.

### **Equal Opportunities**

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.

### **Role of English leader**

The English leader is responsible for improving the standards of teaching and learning in English through the monitoring and evaluation of the subject. This will involve:

- monitoring of pupil progress
- conference with pupils regarding all areas of English
- analysing data
- monitoring the provision of English in line with the subject monitoring policy
- taking the lead in policy development
- auditing and supporting colleagues in their CPD
- purchasing and organising resources
- keeping up to date with recent English developments
- analysis of SATs results to identify areas for development

checking that assessment for English is carried out in line with the school's assessment policy

### **Parental Involvement**

Parents can play a vital role in the development of English skills. We aim to foster a strong home-school partnership regarding reading, using school planners and a tool for communication between school and home. Parents also support the school by coming in to hear readers during the school day. ITPs Parents provide support for handwriting, spellings and various genres of writing that may be set for homework.

### **IMPACT**

The impact of the school's curriculum can be seen in the work produced by the children (in books and on the school blog) and the outcomes for all groups of pupils within the school. It can also be heard in pupil voice where the children speak with enthusiasm about texts and English work produced. Everything we do is with the child at mind, and strong relationships are built between pupils and staff which create an atmosphere for learning which is conducive to success.

Pupil progress is monitored through ongoing formative assessment and through three key assessment points during the year. Work is planned to address misconceptions and gaps in learning identified through assessments to ensure that the curriculum effectively meets the needs of all pupils.

### **Assessment and Target Setting**

Work is assessed in line with the Assessment Policy.

- Teachers use developmental feedback in order to identify where children have included elements of the success criteria, set next steps targets and to give children the opportunity to revisit their work in order to make improvements.
- Summative assessment is used three times a year in order to assess the children's reading and writing against national standards and the school's own tracking system.
- Writing targets will be generated as a result of formative and summative assessment.
- (See assessment policy)
- Summative assessment is used three times a year in order to assess the children's grammar, punctuation and spelling against national standards.
- Year 2 and 6 pupils undertake SATs in May.

### **Conclusion**

This policy should be read in conjunction with the following school policies:

- Teaching and Learning Policy
- Assessment Policy
- Feedback and Marking Policy
- SEND Policy
- Presentation Policy
- Computing Policy
- Equal Opportunities Policy
- Health and Safety Policy

This policy will be reviewed by staff and presented to governors for approval every three years.

Policy reviewed by Anita Morris  
To be reviewed  
Agreed and accepted by Governing Body

September 2019  
September 2021

Signed \_\_\_\_\_

Dated \_\_\_\_\_