



English Policy

March 2023

Approved by the Governing Body Strategy Group 18/05/23

**This Policy is due for renewal in Term 4
2025–26**

ENGLISH POLICY

OF

GODINTON PRIMARY SCHOOL

SECTION ONE: AIMS AND OBJECTIVES

1.1 The study of English develops children's abilities to listen, speak, read and write for a wide range of purposes, through using language to learn and communicate ideas, views and feelings. It enables children to express themselves creatively and imaginatively, as they become enthusiastic and critical readers of stories, poetry and drama, as well as non-fiction and media texts. Children gain an understanding of how language works by looking at its patterns, structures and origins. Children use their knowledge, skills and understanding in speaking and writing across a range of different situations.

1.2 The aims of English are:

- to enable children to speak clearly and audibly in ways which take account of their listeners;
- to encourage children to listen with concentration in order to be able to identify the main points of what they have heard;
- to enable children to adapt their speech to a wide range of circumstances and demands;
- to develop children's abilities to reflect on their own and others' contributions and the language used;
- to enable children to evaluate their own and others' contributions through a range of drama activities;
- to develop confident, independent readers through an appropriate focus on word, sentence and text-level knowledge;
- to encourage children to become enthusiastic and reflective readers through contact with challenging and lengthy texts;
- to help children enjoy writing and recognise its value;
- to enable children to write with accuracy and meaning in narrative and non-fiction;
- to increase the children's ability to use planning, drafting and editing to improve their work.

This policy should be read in conjunction with the school's policy on Reading.

SECTION TWO: TEACHING AND LEARNING STYLE

2.1 At Godinton 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 with a high value on speaking and listening skills. We do this through daily lessons

that have a high proportion of whole-class and group teaching. During lessons children may experience a whole-class shared reading or writing activity, a guided group or independent activity, and a plenary at the end of the lesson. They have the opportunity to experience a wide range of texts, including multi-modal, and use a range of resources such as dictionaries, thesauruses, phonic mats and wordlists to support their work. Children use their Computing skills in English lessons where it enhances their learning, drafting their work and using multimedia to study how words and images are combined to convey meaning. Wherever possible we encourage children to use and apply their learning across all areas of the curriculum.

2.2 The children are taught English skills through their Learning Adventure work alongside discrete grammar, punctuation and spelling lessons (GPS). Children understand that all written tasks, across all subjects, should be of a high standard, and demonstrate the English skills they have been taught

2.3 We recognise the range of needs at Godinton. We ensure that learning opportunities are inclusive, that tasks are carefully matched to each child's ability, with appropriate challenge. In addition, we ensure that we extend learning opportunities for those more able children so they can reach their full learning potential, and to ensure that a ceiling is not placed on their achievements. Teaching Assistants are deployed to work with groups of children to support and extend learning opportunities as required. This may vary each day to ensure that all children, if required, are given the opportunity to work with a supporting adult.

SECTION THREE: ENGLISH CURRICULUM PLANNING

3.1 English is a core subject in the National Curriculum and we ensure that full coverage is met.

3.2 The National Curriculum provides an overview of the key objectives that we teach in each year group. Teachers then plan the overview for Learning Adventure units at the start of each term, initially with an overview of the topic and the aspects of English that are taught within the unit.

3.3 Each week, class teachers plan for the teaching of English through Learning Adventure unit using flipchart planning. Teachers ensure that children know that English is the focus for the lesson. The planning will outline key learning objectives, success criteria and the differentiated activities for each lesson. Each class teacher keeps a class IWB plan and ensures that all staff working within a year group and members of the SMT have access to these. These plans are monitored by the SMT as a part of the whole school monitoring

programme. The subject leaders will monitor specific aspects of planning, in relation to the SIP.

3.4 The phonics programme followed within the school is ‘Monster Phonics’. Where children are still working on their phonic skills, the ‘Monster Phonics’ planning is followed. Once children have a more secure phonic understanding and have worked through the ‘Monster Phonics’ scheme, spelling sessions are taught, ensuring coverage of year group expectations set out in the National Curriculum and Early Years Foundation Stage Framework. The school has a scheme to help guide teachers in the planning of these sessions. The school’s reading policy provides further information about the approach taken by the school to the teaching of phonics.

3.5 Class teachers also plan and deliver grammar lessons. Using the grammar objectives taken from the National Curriculum and its progression document, teachers deliver a range of both discrete grammar skills lessons and others that are embedded within the Learning Adventure planning or directly linked to the class text. A range of resources are used to support planning and teaching of grammar skills within the school.

SECTION FOUR: EARLY YEARS FOUNDATION STAGE

We teach English skills in our Reception year as an integral part of the EYFS curriculum. In the Early Years Foundation Stage Framework (2021), English appears under the specific area of Literacy. Literacy is a prime area and is broken down into three components, Comprehension, Word Reading, and Writing. In our Reception Classrooms, we ensure that children are provided with opportunities to develop their English skills on a daily basis and through all areas of the curriculum. Through adult guided activities and provision-based learning, children are given opportunities to; speak, listen and represent ideas, become immersed in a print and vocabulary rich environment, explore mark-making and emergent writing using a wide range of materials and stimuli, and develop their decoding and comprehension skills through daily discreet phonics sessions and guided reading activities. Children are encouraged to use ambitious vocabulary through our weekly ‘wow words’, and a love of reading is fostered using a weekly book focus, engaging book corners and high-quality texts that form an integral part of our daily provision. Children are invited to bring in their favourite texts from home across the year to share with others. Children are inspired to write through stimulating and exciting writing tasks, and they develop a high level of independence in readiness for their transition into Key Stage One.

SECTION FIVE: CONTRIBUTION OF ENGLISH TO OTHER CURRICULUM AREAS

5.1 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.

5.2 Mathematics

English contributes significantly to the teaching of mathematics in our school. Children in Key Stage 1 have exposure to stories and rhymes that rely on counting and sequencing. Children in Key Stage 2 are encouraged to read and interpret problems in order to identify the mathematics involved. With the use of maths mastery approach to teaching, maths talk is used throughout the lesson in to explain concepts, discuss processes and link mathematical ideas enabling the children to write 'prove it' sentences describing abstract concepts and the mathematical processes that they have used to solve a problem. Children explain and present their work to others during plenary sessions and they communicate mathematically through the developing use of precise mathematical language.

5.3 Computing

Understanding of computing enables children to use and apply their developing skills in English in a variety of ways. Younger children use computing as a source of information and as a way of enabling them to present their completed work effectively. Older children use computing in a variety of ways, for example using the Internet when searching for information about a different part of the world, or when using desktop publishing to design a class newspaper. There are also opportunities for the use of Ipads and apps for spelling and word level/ publishing resources to support the writing skills. Children use the planning and proofing tools in word processing software when checking their draft work. We encourage all children to use computing as a resource for learning, whenever they feel it is appropriate.

5.4 Personal, social and health education (PSHE) and citizenship

English contributes to the teaching of personal, social and health education and citizenship. We encourage younger children to take part in class and group discussions on topical issues. In their science work they talk about things that improve their health and about rules for keeping them safe around the school. Older children research and debate topical problems and events. They discuss lifestyle choices and meet and talk with many visitors who work within the school community. Planned activities within the classroom encourage children to work together and respect each other's views.

5.5 Spiritual, moral, social and cultural development

The teaching of English develops skills through which our children can give 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 texts from other cultures. The organisation of lessons allows children to work together and gives them the chance to discuss their ideas and results.

SECTION SIX: TEACHING ENGLISH TO CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

6.1 At Godinton Primary School 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. Teachers provide learning opportunities matched to the needs of children with learning difficulties. Work in English takes into account the targets set for individual children in their provision maps. Teachers provide help with communication and English through:

- using texts that children can read and understand;
- using visual and written materials in different formats;
- using ICT, other technological aids and taped materials;
- using alternative communication such as signs and symbols;
- using translators and amanuenses.

6.2 Children who have English as an additional language will be supported. (For further detail refer to EAL policy.)

SECTION SEVEN: ASSESSMENT AND RECORDING

7.1 Teachers assessment of children's work in English is on-going throughout the school year. They make short-term assessments as part of every lesson which helps teachers to adjust their daily planning. Teachers match these short-term assessments closely to the teaching objectives. They use medium-term assessments to measure progress against the key objectives, and to help them plan for the next unit of work. The children's reading and writing skills are formally assessed three times a year using the school's assessment grids. The statements within these assessment grids have been taken from the age expected standards within the National Curriculum.

7.2 Teachers use the work completed in class to form assessment judgements. In addition to this, children undertake the national tests at the end of Year 2 and Year 6. Teachers make regular assessments of children's progress using the school's assessment grids. Assessments are moderated during school meetings and at external collaboration groups. Year 2 and Year 6 teachers also refer to the Teacher Assessment Frameworks for the end of Key Stage 1 and 2.

7.3 Children's reading is assessed using the school's assessment grids for reading, and again are 3 times per year. These grids are referred to by the teacher on a regular basis as part of the teaching and implementing of guided reading or whole class reading. The grids allow teachers to identify areas that groups of children need to develop in order to progress and assess the children against the objectives within the National Curriculum. In addition to this children undertake the national tests at the end of Year 2 and Year 6.

7.4 Assessments are used as a basis for the reports and next steps which are sent out to parents in terms 2, 4 and 6.

7.5 Children's grapheme-phoneme correspondence, and their ability to both blend and segment, is assessed using 'Monster Phonics' assessment methods, conducted regularly throughout the year. These assessments are used to gauge the children's progress and to enable us to identify where additional support is required. Children in Year 1 also undertake the statutory phonics screening test in Term 6, which assesses their application of phonics by reading of a variety of 20 real and 20 pseudo words. Children who do not reach the Government required standard in this test will repeat it at the end of Year 2.

SECTION EIGHT: RESOURCES

There is a range of resources to support the teaching of English across the school. All classrooms have dictionaries, phonic mats and a range of learning materials. All classrooms have a selection of fiction and non-fiction texts. Children have access to the Internet during their Computing lesson. The school has a range of non-fiction books to support children's individual research.

SECTION NINE: EQUALITY STATEMENT (Refer also to specific policies for equal opportunities and racial equality)

At Godinton Primary School, we are committed to ensuring equality of opportunity for all members of our school community irrespective of race, religion or belief, gender, gender reassignment, disability, sexual orientation, age, pregnancy or maternity, marriage and civil partnership or socio-economic background. We are determined to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and ability to participate fully in school life.

We tackle discrimination through the positive promotion of equality by challenging stereotypes and by creating an environment that champions respect for all. At Godinton Primary School, we believe that diversity is a strength that should be respected and celebrated by all those who learn, teach and visit us.

All school policies have an explicit aim of promoting equality and will be reviewed in terms of their contribution and effectiveness in achieving this aim.

SECTION TEN: CHILDREN IN CARE

As for all our pupils, Godinton Primary School is committed to helping every Child in Care (CIC) to achieve the highest standards they can. Staff will ensure that, through delivering the curriculum, they set suitable learning challenges for CIC, respond to the diverse learning needs of CIC, and help to overcome the potential barriers to learning and assessment for CIC. The English coordinator will support staff in doing this within this subject.

SECTION ELEVEN: MONITORING AND REVIEW

Standards in teaching and learning in English are regularly monitored by the SMT as part of the whole school monitoring programme, this includes lesson observations and book monitoring. The work of the co-ordinator 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 policy is reviewed every two years.