



English Policy

Mission Statement

We believe in excellence; inspiring every child to flourish within a caring, Christian community.

The School's Christian Vision

Through our faith in God, Father, Son and Holy Spirit, we strive to nurture each pupils' abilities and talents so that they can 'have life and have it to the full' (John 10:10) and use it in the service of God and other people.

INTENT

'If reading is breathing in, then writing is breathing out'

At Newton Bluecoat CE Primary School, we strive for excellence in English achievement throughout the school. We hope to develop children's abilities within a cross curricular programme of Reading, Writing and Speaking & Listening. Across all classes, pupils are given opportunities to develop their knowledge, understanding and use of spoken and written English, within a balanced and exciting curriculum. There are lots of opportunities for children to consolidate and reinforce taught English skills and to apply them in a range of contexts. It is embedded within all our lessons and we will strive for a high level of English for all. Through using high-quality texts, immersing children in vocabulary rich learning environments and ensuring new curriculum expectations and the progression of skills are met, the children at Newton will be exposed to a language heavy, creative and continuous English curriculum which will not only enable them to become primary literate but will also develop a love of reading, creative writing and purposeful speaking and listening.

At Newton Bluecoat CE Primary School we want pupils to be able to:

- read, write, spell and speak at age appropriate levels and following age-related expectations.
- be exposed to a variety of literature, genres and authors.
- write for a variety of purposes and audiences; clearly, accurately and coherently, adapting their language and style as required.
- be confident when writing and read easily, fluently and with good understanding.
- develop an understanding of grammar and punctuation and to acquire a wide vocabulary and to use these appropriately.
- develop a love of reading for pleasure, as well as for information, by reading widely and often.
- acquire strategies to enable them to become independent learners in English (spelling rules and patterns and how to tackle unfamiliar words when reading).
- enter into discussion and to present their ideas to each other by talking, being able to elaborate and explain themselves clearly, make presentations and participate in debates.
- take pride in their writing in all subjects, to use our handwriting script and to present their work to a high standard

Statutory Requirements

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Document (2014) and in the Statutory Framework for the Early Years Foundation Stage (2021).

In the Early Years Foundation Stage (Nursery and Reception) children should be given opportunities to:

- speak and listen and represent ideas in their activities;
- use communication, language and literacy in every part of the curriculum;
- become immersed in an environment rich in print and possibilities for communication.



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At Key Stage One (Years 1 and 2), children should learn to:

- Speak confidently and listen to what others have to say,
- begin to read and write independently and with enthusiasm,
- use language to explore their own experiences and imaginary worlds.

At Key Stage Two (Years 3-6), children should learn to:

- change the way they speak and write to suit different situations, purposes and audiences,
- read a range of texts and respond to different layers of meaning in them,
- explore the use of language in literary and non-literary text
- learn how the structure of language works.

Governing Body

It is the role of the Governors to:

- have a strategic overview and agree the English policy, ensuring the policy is known to staff and parents
- monitor English targets and ensure that they take account of national and local targets
- monitor the teaching and learning in English including the standards attained at the end of each Key Stage
- include an English development plan as a feature of the school improvement plan
- class link governors to liaise with the class teacher so that each class link governor has a clear overview of how English is delivered in the class.

Spoken Language

In the Early Years, attention is focused on children being able to listen attentively to the teacher, other adults and to each other. They are encouraged to communicate orally to express their needs, feelings and observations. This is developed through circle-time, role-play, story-telling, puppets, games, multi-media activities, exploratory play and creative and social experiences.

As children move through the school, speaking and listening skills are developed through more specific tasks e.g. discussion, drama, oral presentation, debates, giving explanations and communication with a variety of audiences in social and formal situations. The children are given opportunities to listen to authors, visitors and theatre groups.

It is important that as a school, we provide children with good role models and demonstrate high expectations of the spoken word. Respect should be given to all children as we develop their communication skills and sensitivity should be shown to those who have pronunciation difficulties, have a pronounced regional dialect and for whom English is not their first language.

Reading (see also Reading Policy)

At Newton Bluecoat Church of England Primary School we wish to develop passionate readers for life and whilst developing children's skills in word reading we also place a strong emphasis in developing their ability to derive meaning from a text in order to maximise enjoyment.

We use Floppy's Phonics Planning and Progression which is derived from Letters and Sounds to plan and deliver phonics sessions. Daily Phonics sessions take place in Nursery, EYFS and Key Stage 1.

We aim to instil a passion for reading in all our children. There are whole class reading sessions daily with a focused written comprehension session once a week within whole class reading sessions. There is a daily reading of the class novel/story in all classes. There are four guided reading sessions for each class every week. Reading is an integral part of our curriculum and where possible links are made to the rest of our curriculum.



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Expectations:

1 to 1 reading takes place in Foundation and Years 1 and 2 where every child must read at least once a week with an adult. For those children in KS2 who still need additional support they will read to an adult once a week too.

Children in our EYFS class will begin to take part in weekly Guided Reading sessions (for 30 mins) as part of their year group cohort. They will study texts that are linked to the phase that has been taught in phonics.

Whole Class Reading takes place in Years 1-6. These sessions last for at least 30 minutes and take place 4 times a week. Children in Year 1 will study texts linked to the phase that has been taught in phonics. The sessions allow children of all attainment bands to be immersed in the same high-quality literature and the discussions that these texts promote. Within the study of the text, children are required to answer questions on vocabulary, inference, retrieval, prediction and writers purpose.

Home Reading

In EYFS, KS1 and KS2, children take home a reading book based on their reading level and current phonic learning. For infant children, the books they choose for pleasure are intended to be read with an adult and parents will be clear that these are not based on their current phonic learning. From Year 3 onwards, they select their own reading book based on their reading band level (if required they will continue to have additional adult support to ensure they choose appropriately challenging books; this is recorded in their reading record.

In LSK2 children take responsibility for recording their own books in their reading records – support is provided if required. In UKS2, children record their own books in their reading records.

We expect children to read each evening at home and for parents and carers to make comments in the reading record where necessary. Staff may also use reading records to record the books that children have read and comment if there is anything that parents can support with at home. This ensures each child has maximum learning time with the member of staff. Individual reading records are kept within the class reading file by teaching staff at school to track which texts children have read and the progress they are making.

Writing (see also Writing policy)

At Newton Bluecoat Church of England Primary School we believe that the mastery of written language is one of the most powerful gifts that we can provide to our children. We believe that writing should be purposeful, rich and enjoyable for all.

Modelled Writing

Modelled writing takes place within the English lesson; the teacher models the writing process to the whole class or group as an expert writer, articulating the process. Learning objectives are pre- planned and sessions are characterised by explicit teaching of specific writing strategies, oral response and high levels of collaboration. The children join in individually or through partner work, with the writing where appropriate.

Supported Writing

This takes place as part of additional support normally within the lesson. Supported wiring takes place with an individual or small group of children with similar writing targets/needs. During the session, the children will write with a member of the staff team guiding and scaffolding which pupils use to support their own writing.



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Independent Writing

Having explored a text type in detail with a teacher, children are given the opportunity to write their own versions. Children are also given regular opportunities to write independently for a sustained period of time in response to a given stimulus.

Handwriting

It is our aim to encourage the progression and development of each child's handwriting throughout the schools into a fluent, legible and individual style that can be adapted for a range of purposes and will support their spelling and composition. (See Handwriting Progression Document)

Grammar and Spelling

As a school we firmly believe that a sound understanding of grammar will lead to an improved understanding of English and how the written and oral language works. Spelling, Punctuation and Grammar is taught daily in Years 1 to Year 6; we call this `SPaG-tastic Time`. This is to raise standards in the end of year SPaG tests and also to enhance the quality of writing produced. Each year group teaches to their year group expectations and also includes revision of the previous years` work. A range of resources are used to support the teaching of SPaG in each class.

All teachers follow the expectations set by the spelling guidance within the National Curriculum Framework 2014. In Early Years Foundation Stage and Key Stage 1, spelling will be taught and monitored daily through phonics lessons.

In Key Stage 2, spelling is taught alongside grammar, in line with the spelling guidance for each year group in the National Curriculum Framework 2014. Spellings are systematically taught according to spelling patterns. Children are encouraged to practise spelling patterns through a range of creative activities which allow them to apply their knowledge and understanding for homework.

Parents are given a table of the common exception words for the end of each significant point (Y2, Y4, Y6) and their children are expected to learn these by the end of that stage of their education. Every week, alongside their spelling test, there is a test to assess a few words from this document. These words are also covered in school as well as the spelling rules for the class.

Assessment

Reading:

- In the EYFS, pupils' achievements are ongoing and are assessed against the Early Learning Goals.
- Assessment for Learning is well established in all teaching and formative assessment occurs daily through oral feedback and through the use of feedback sheets completed for each lesson by teachers.
- Children are assessed against the National Curriculum requirements in line with each year group.
- Children in Years 1 – 6 are assessed every term using NFER papers.
- Children's word reading is assessed in September and March each year using Burt's Reading.

Summative Assessment Requirements

- Year 1 pupils are assessed using teacher assessment. They also complete the phonics screening test in June each year.
- Year 2 and 6 practice termly reading tests and in May they sit the nationally test SATs.

Writing:

- In the EYFS, pupil's achievements are ongoing and assessed against the Early Learning Goals.
- All teaching staff use AfL techniques in each lesson and formative assessment occurs daily.
- Extended pieces of writing are assessed so that successes and areas for development can be clearly



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seen.

- Children are assessed against the National Curriculum statements for each year group and attainment and progress is recorded on the school assessment system KLIPS.

Classroom Environment

Each class has an English working wall. This is an interactive display board to show the process of writing and should show the journey through Reading and Analysing, Gathering Content, Planning and Writing. This board is regularly changed to reflect the teaching and learning activities happening in the classroom. This display should include materials to support children in accessing their learning independently.

This board should also show examples of quality pieces of work produced by the children. This should also be changed regularly and show a range of abilities and text types.

Equal Opportunities

All pupils are entitled to English regardless of race, creed, gender, physical abilities, special needs or where English is a second language. Where a child requires help in accessing the subject, assistance will be given via adult intervention, scribes or ICT. More able children will be challenged and motivated by greater differentiation of materials and tasks. The class teacher will also aim to identify those children who may be high achievers in English and provide them with appropriate learning opportunities.

Teaching English to Children with Special Educational Needs

English lessons, tasks and materials are differentiated by the class teacher to meet the needs of individual children. Children identified as having Special Educational Needs may need greater differentiation of materials and tasks to enable them to access the English curriculum. See SEND and Inclusion policy

Resources

The English subject leader has the overview and budget responsibility for resources but each class teacher is responsible for the sourcing, organisation and management of reading materials in their class in discussion with the subject leader.

This includes:

- key texts for Literacy teaching,
- focus authors for each year group,
- quality texts for reading areas,
- guided reading materials,
- colour banded and free reader books
- non-fiction books for topic work across the curriculum

Within each classroom there are dictionaries and thesauruses of appropriate level to cover a range of abilities. Classrooms also house a variety of texts in their reading area which include non-fiction books related to the current topic.

Leadership and Management

It is the role of the Head teacher to:

- oversee monitoring and evaluation procedures
- provide support for the Subject Leader
- be accountable to governors so that they can fulfil their monitoring role



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It is the role of the Subject Leader for English to ensure that:

- teachers have secure subject knowledge of English
- English resources are adequate and accessible
- there is equality of opportunity with regards to race, culture, gender, physical abilities and learning needs
- initiatives and information are disseminated to staff
- methods of assessment, recording and reporting are effective and in line with school practice
- the English policy, long-term plan and guidance material are updated.
- they are the lead professionals in monitoring and exemplifying standards and practices.

They evaluate the teaching of English in the school and use this analysis to identify effective practice and areas for improvement is the role of teachers to ensure that:

- medium term plans are readily available
- where applicable, learning support assistants are involved in English planning and training sessions and are fully briefed prior to the lessons
- homework is set on a regular basis which must always include reading
- issues pertaining to low/exceptional achievement in English are communicated to the subject leader and Special Needs /AGT Leader as appropriate
- English is taught according to the learning styles of the children in the class
- regular and appropriate assessment and recording is undertaken
- they keep up to date with current thinking, informing Subject Leader of training requirements

Parental Involvement

Parents are encouraged to take an active interest in their child's learning and to support as much as possible at home. This includes daily reading, completion of homework and any other learning activities which are mutually agreed. We welcome parents help in school, either during the English lessons or hearing individual children read. We aim to have annual workshops on helping parents when listening to their children reading.

Homework

English homework consists of daily reading for all Year Groups, and a task set each week in order to aid classroom learning. Specific phonics-based work may also be set in EYFS.

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