



***Pattishall Primary is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.***

## **English Policy**

### **A. English Policy Introduction**

We recognise that English is a key life-skill and underpins all other areas of learning. English develops children's ability to communicate in spoken and written form. Through developing their knowledge, skills and understanding in English, children learn to appreciate that communication in all forms contributes to their wider understanding of the world in which they live. The English curriculum provides breadth and balance, is relevant and engaging and is differentiated to match needs and abilities.

### **B. Aims**

#### **General**

To ensure all staff, children, parents/carers and governors are aware of the aims for learning and teaching English at Pattishall School and that these are consistently applied.

#### *School Staff have a responsibility:*

- To promote a confident, positive attitude towards the learning and use of English, making it an enjoyable experience.
- To promote confidence and competence in the skills of speaking and listening; reading and writing.
- To promote the ability to communicate effectively in a variety of forms.
- To promote the skills of communication through speaking and listening in a range of contexts.
- To promote the range of skills required in reading in order for children to read for meaning, understanding and enjoyment.
- To provide opportunities for the development of skills in writing across the whole curriculum.

#### *Children have a responsibility:*

- To develop an enjoyment of learning through practical activity, exploration and discussion.
- To develop confidence and competence in the skills of speaking and listening, reading and writing.
- To develop the ability to communicate effectively in a variety of forms.
- To develop the skills of communication through speaking and listening in a range of contexts.
- To develop the range of skills required in reading in order for children to read for meaning, understanding and enjoyment.
- To develop a range of skills in writing across the whole curriculum.

#### *Parents and Carers have a responsibility:*

- To be understanding and supportive of our aims in learning and teaching English.
- To attend and contribute to parents' evenings
- To support their children with English homework activities (please refer to Homework Policy).

#### *Governors have a responsibility:*

- To meet with the curriculum Subject Leader at least once a year to find out about;
  - a) the school's systems for planning work, supporting staff and monitoring progress;
  - b) the allocation, use and adequacy of resources;
  - c) how the standards of achievement are changing over time.
- To visit school and talk to pupils about their experiences of the English curriculum.
- To promote and support the positive involvement of parents in English learning.

- To attend training and other events relating to the English curriculum.

### **C. Implementation of the English Policy**

#### **FS organisation**

- Children follow the Early Years Foundation Stage Curriculum. Please see the EYFS Policy for more information.
- In addition to the English teaching there are also daily systematic synthetic phonics sessions using RWI.

#### **The New English National Curriculum**

KS1 and KS2 school staff use the objectives from the New English National Curriculum to support their planning for English. Objectives are also transferred across the curriculum as part of the children's topic work.

#### **KS1 organisation**

- Children use English skills daily throughout the whole curriculum.
- The children in KS1 are assessed using RWI and receive teaching as appropriate.
- Those children following the RWI programme also have a daily 'text time' session in which they apply reading and writing skills through a topic-based text.
- Other children in KS1 receive an hourly long daily English session followed by 20 minutes spelling using the RWI spelling programme.

#### **KS2 organisation**

- Children use English skills throughout whole curriculum.
- Children in KS2 receive an hourly long daily English session which works towards reading/writing objectives, followed by 20 minutes of spelling, using the RWI spelling programme.
- Objectives that cannot be covered through topic-based work will be taught discretely and recorded in SPAG books.

#### **Speaking and Listening**

The development of good Speaking and Listening skills is seen as key to developing good general English skills. As such, children are explicitly taught how to be good speakers and good listeners as a discrete aspect of English and also across the full English Curriculum, the full academic curriculum and the wider curriculum.

There are many and varied opportunities for the direct teaching of Speaking and Listening skills, both explicitly in English related sessions and across the full curriculum. These include:

- a) focusing children's responses using speaking frames;
- b) by ensuring that each adult and other children provide good role models;
- c) teaching the children the difference between standard and non-standard forms of spoken English and when each of these can be appropriately used;
- d) ensuring opportunities and 'scaffolding' for discussion, individually, in pairs and in groups; and
- e) teaching children about how to be a good listener and insisting that children employ these skills at appropriate points during any teaching session and in their interactions with children and adults across the School.

#### **Reading**

Reading is a vital life skill. We hope that by teaching the children at Pattishall Primary School to read at age appropriate levels they will be able:

1. to enjoy books and other written media,
2. to access information and
3. to follow written instructions in all curriculum areas and the environment around them.

There are many and varied opportunities for the teaching of reading skills, both explicitly in English related sessions and across the full curriculum. These include:

1. the teaching of Phonics (using the systematic, synthetic phonics programme RWI);
2. basic sight vocabulary;
3. the teaching of Reading in KS1 and KS2 regularly
4. every class being read to by their teacher regularly; either a single story or longer text, which would be read over a period of time;

5. teaching the children age appropriate skills to be able to read for both comprehension and inference;
6. using opportunities in all subject areas to teach and apply Reading skills;
7. children take home a book daily, which they are encouraged to share with their parent/carers; either being read to or reading to the adult concerned. This practice begins in Foundation Stage and continues through KS1 and KS2.
8. The school has a variety of reading scheme books that are classified using 'Book Banding' guidelines. Children move progressively through the levels until they become 'free readers'.
9. Guided reading sessions.

## **Writing**

Writing is a vital life skill. It is often the way judgements are made about an individual e.g. their academic achievements, a job application and when they communicate through letter. Even though there are ever increasing mediums for written communication e.g. text, email etc... It is still necessary for children to be able to communicate using a good standard of written English. We hope that by teaching the children at Pattishall Primary School to write at, at least age appropriate levels they will have the skills to be able:

1. to understand the importance and purpose of formal and informal written language;
2. to communicate in standard written form;
3. to express themselves creatively and encourage reflection about the content of their work; and
4. to organise their thoughts and ideas logically that are appropriate for their intended audience.

There are many and varied opportunities for the teaching of Writing skills across the curriculum. These include:

1. uniting each of the elements of English; speaking and listening, reading and writing, and making explicit links between these;
2. the teaching of spelling in line with the New English National Curriculum;
3. the teaching of grammar in line with the New English National Curriculum;
4. the teaching of punctuation in line with the New English National Curriculum ensuring that the use of appropriate punctuation is insisted upon across the whole curriculum when a written response is required from the children;
5. each teacher finding an appropriate stimulus for writing within the text based learning which will engage, motivate and provide the children with a real purpose and audience for their writing and ensure that the children have experiences of writing different genres;
6. Shared Writing and Guided Writing within English sessions and other curriculum areas as appropriate;
7. providing opportunities every week, for the children to write at length independently. From this work a writer of the week is chosen from each class every week;
8. children are given verbal feedback on their targets and next steps;
9. teaching the children the difference between standard and non-standard forms of written English and when each of these can be appropriately used;

## **Handwriting**

We aim for our children to leave with the ability to write using their own style of fluent, legible and sustainable handwriting. In addition to teaching handwriting during our regular handwriting lessons, we have high expectations that what is taught and practiced in handwriting sessions will be used in all writing activities. We believe that children's engagement and self-esteem can be improved by their satisfaction and pride in good quality presentation.

Children are rewarded with a pen license and handwriting pen when they sustain a good level of presentation. All of our children have equal access to handwriting lessons and to the resources available. We recognise that some children take longer to develop the necessary skills and we cater for those children by providing additional opportunities for skills development. Children who need specific fine motor or handwriting interventions are identified early and the impact of interventions is carefully monitored.

## **Planning Formats**

The School uses the New English National Curriculum for long term planning. Teaching staff develop their own short term planning following our whole school template.

## **Resources**

English resources are used by children and staff in many ways including:

- a) demonstration or modelling skills through using a range of differing genre;
- b) enabling children to write through using a range of visual and real life situations;
- c) providing a context for the application and skills in reading through a range of texts.

Whole school resources include;

- a) an extensive range of Big Books, both fiction and non-fiction, are available to use for shared reading to support the teaching of English and other curriculum areas;
- b) group reading books ;
- c) banded books ;
- d) dictionaries and thesauruses at age and ability appropriate levels;

## **Subject Leader**

The role of the Subject Leader is to provide professional leadership and management for a subject in order to secure high quality teaching, effective use of resources and high standards of learning and achievement for all pupils. They will achieve this by affecting the following key areas:

- a) Strategic direction and development.
- b) Learning and teaching.
- c) Leading and managing staff.
- d) Efficient and effective deployment of staff and resources.

During the academic year the Subject Leader has specific allocated time for subject self evaluation activities and regular monitoring of various aspects of the English curriculum including planning, lesson observations, assessment, marking and pupil interviews.

## **D. English across the Curriculum**

Children are taught a wide range of English skills that are necessary to access the whole curriculum. English is seen as the 'keystone' which enables children to access other areas of the curriculum and to function effectively as developing citizens. Opportunities are used for English experiences through a range of activities in other subjects to enable children to apply and use English in real life and academic contexts.

Within other lessons across the curriculum it is also necessary to incorporate the good practice seen within English lessons as follows;

- a) insisting on, and having high expectations of, children's handwriting;
- b) identifying, highlighting and correcting the poor use of punctuation such as capital letters and full stops;
- c) using speaking frames and modeling good speaking to encourage the children to respond appropriately in full sentences;

## **E. Assessment, Record Keeping and Reporting**

Please refer to the School's Teaching, Learning and Assessment Policy

## **F. Inclusion**

Please refer to the School's Inclusion Policy

## **G. Monitoring and Review**

Head teacher and English Subject Leader will monitor the effectiveness of this policy on a regular basis. The Head teacher and English Subject Leader will report to the governing body on the effectiveness of the policy annually and, if necessary, makes recommendations for further improvements.