

English Policy

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**St George's CEP School
Wrotham
Kent**



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(English Subject Manager)



St George's CEP

English Policy

2020-2021

RATIONALE

At St George's Church of England Primary School, we believe that good teaching of English offers all pupils the opportunity to communicate their thoughts and opinions clearly and confidently. Reading, Writing, Speaking and Listening are fundamental skills that allow children to engage with all areas of the national curriculum as well as life beyond education. Through secure teaching, and fostering a love of reading and writing, children will be taught to express themselves creatively and imaginatively as they become successful, enthusiastic, and critical readers and writers. Children will explore a range of fiction, non-fiction, poetry and drama as well as media based texts, to gain an understanding of how language works by looking at patterns, structures, origins and developing a range of vocabulary. Our aim is for English to be a subject that children can explore and enjoy.

At St George's Church of England Primary School, we believe these principles underpin good teaching and learning in the English curriculum:

- Developing spoken language skills through good modelling of oracy, drama and a range of spoken opportunities to broaden language acquisition.
- Writing through different contexts and for a range of purpose and audiences to develop creativity, personal writing style and enjoyment of writing.
- An awareness of clear communication through the use of grammar, punctuation, spelling and neat legible handwriting.
- Reading and listening to a varied selection of texts to develop a positive attitude towards reading, so that reading becomes a pleasurable activity.
- Reading to gather information and support understanding of cross-curricular subjects as well as the wider world.

SUBJECT ORGANISATION

At St George's our English curriculum is based on the English objectives found in the National Curriculum in England (September 2014) and covers spoken language, reading and writing and vocabulary development.

APPROACHES TO SPOKEN LANGUAGE:

Speaking, Listening, Group Discussion, Interaction, and Drama support a number of areas in the 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. Speaking and listening objectives are built into lessons each week.

APPROACHES TO READING

Reading is taught through a range of shared reading, reading skills, independent reading, wider reading of class novels and daily phonics lessons. Phonics sessions follow the Little Wandle Letters and Sounds scheme predominantly from Foundation stage up to Year 2, with support continuing for those that need it in Key Stage 2. *See additional Phonics and Early Reading Policy 2021-2022*

For reading skills, differentiated texts are chosen accordingly by the class teachers taking into account the quality of text, children's interests as well as opportunities for learning about the wider world. The National Curriculum is used to inform the delivery of reading objectives. The use of *Literacy Shed's VIPERS* (Vocabulary, Inference, Prediction, Explanation, Retrieve and Sequence) question stems for texts also support the teaching of Reading Comprehension from KS1 throughout to UKS2.

Children are expected to read at home 5 times a week, which is monitored by class teachers and teaching assistants through reading records. Children in UKS2 can record their independent reading at home in their reading records, which then is monitored by class teachers and teaching assistants. Children and parents can also access reading resources, including suggested reading lists, and support for reading at home through the school website on class pages and class dojos

APPROACHES TO WRITING

Writing is taught through a range of Phonics and spelling, shared writing, guided writing, independent writing, extended writing and handwriting (*see Handwriting Policy 2021-22*). Each term a range of fiction, non-fiction and poetry is covered in every class.

CROSS-CURRICULAR LITERACY OPPORTUNITIES

Teachers will seek to take advantage of opportunities to make cross-curricular links with their learning journey planning. They will plan for pupils to practise

and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum.

PUNCTUATION AND GRAMMAR

The 'Kent Grammar Planners' for EYFS-Year 6 will be followed for continuity of teaching throughout the school, which aims to recap and build on previous learned knowledge as well as extending to new knowledge. These form part of the No Nonsense Grammar structure and progression.

Kent Grammar Planners includes:

- Progression charts within each of the strands required by the National Curriculum.

No Nonsense Grammar includes:

- These detail the year group/key stage where each grammatical feature and punctuation mark is introduced and expanded upon. It explains which aspects of grammar pupils may find difficult, elaborates on any subject knowledge that might be useful for teachers and considers what consolidation or preparation would be useful in the year groups where features are not mentioned. It ends by considering how teachers could go beyond the content of the National Curriculum. Cohesion and punctuation objectives are cross-referenced to strand areas where it is relevant to include them in teaching.
- Appropriate generic activities, differentiated for each year group/key stage and strand area (in many cases, these include consolidation from previous teaching). The activities for strands 5 and 6 are integrated into all four of the other strands, as punctuation and cohesion cannot be taught in isolation.

All teachers track progression of SPAG on a termly basis, which can be found on the school system and is analysed by the subject manager (EG) at the end of every term.

SPELLING

The 'Kent Spelling Planners' for Year 1-Year 6 will be followed for continuity of teaching throughout the school, which aims to recap and build on previous learned knowledge as well as extending to new knowledge.

Weekly spellings are assigned to children from Year 1 - Year 6 and are tested on a weekly basis. These are available on class pages on the school website and class dojo. Weekly spelling tests follow the relevant spelling patterns outlined in the Kent Spelling Planners.

Each term children will be tested on 10* of their 50** key word spellings for their year group at the end of the academic year and scores recorded onto a

central bank where they are analysed by the subject manager (EG). In term 6 class teachers can give the opportunity to revise previously learned key word spellings that need further consolidation.

** At the teachers discretion this number may change due to some year groups having more than 50 words*

*** Please note that Year 1 have 45 key words and Year 2 have 64 key words for learning but Years 3-6 have 50*

ASSESSMENT, MARKING AND TARGET SETTING

Work will be assessed in line with the Assessment Policy and marked in accordance with the Marking Policy. Reading, Writing and Spoken Language are assessed through on-going formative assessment tracking year group objectives at the nationally expected standard, which informs group and individual targets. Formative assessment and evaluation of daily objectives on class teacher's weekly planning informs future planning and daily targets.

Reporting to parents happens twice throughout the year during parent consultation sessions where the school and home targets are set and agreed, and annually through a written end of year report.

Please also refer to the *Assessment Policy 2021 and Marking Policy 2021*

HOMEWORK

Weekly spellings and daily reading forms part of the homework expectations across the school from Year 1 - Year 6. Additional tasks may be set at the class teacher's discretion to enhance and enrich the learning journey of each child through tasks being sent home in homework folders (including handwriting, reading comprehensions etc.) and can also be assigned and monitored on PurpleMash.

Children and parents can also access reading and writing resources at home through the school website

THE USE OF COMPUTING

Opportunities to use computing to support teaching and learning in English will be planned for and used as appropriate. Children have access to an interactive whiteboards in each classroom and are able to work in our computing suite, using a range of hardware and software to support learning as well as use of shared laptops and ipads. PurpleMash may also be used to support children with communication and writing difficulties as well as part of whole class teaching where appropriate.

INCLUSION

At St George's we understand the need to recognise and identify the aspects of language and language use which occur, or encourage effective learning, across all studies, topics or subjects. This is a key component of the English lesson. Language necessarily makes a key contribution to cross curricular elements in the development of key concepts, skills, values and attitudes.

Children of all ethnic groups, both genders and all abilities have equal access to the English curriculum. Positive images in terms of such groups are promoted throughout the school, both in the use of language and in the provision of resources.

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment.

ROLE OF SUBJECT LEADER

The Subject Leader should be responsible for improving the standards of teaching and learning in English through:

Monitoring and evaluating English:-

- pupil progress
- provision of English (including Intervention and Support programmes)
- the quality of the Learning Environment;
- the deployment and provision of support staff
- 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

BUDGET

English funding will be within the school budget plan for each financial year and will include the library area. Annual key stage meetings will review the needs of English. Resourcing, personal development and training needs will be discussed.

HEALTH AND SAFETY

Guidelines in the health and safety policy will apply with regard to use Computing, all school based activities and out of school activities relating to English.

THE GOVERNING BODY

Regular reports are made to the governors on the progress of English provision. This policy will be reviewed every two years or in the light of changes to legal requirements.

This policy may also be read in conjunction with the following policies:

- *Handwriting Policy (2021)*
 - *Marking Policy (2021)*
 - *Presentation Policy (2021)*
- *Handwriting Policy (2020-21)*
- *Assessment Policy (2020-2021)*
- *Phonics and earl Reading Policy (2020-2021)*