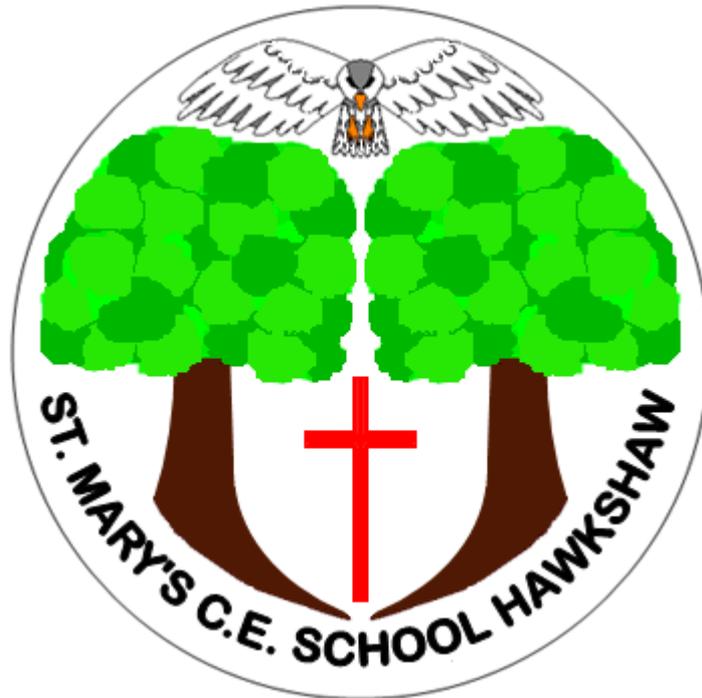


Believe and Achieve Together



St Mary's CE Primary School

English Policy

Adopted: June 2019
Reviewed: January 2023
Next Review: January 2026

*In the beginning was the Word,
and the Word was with God,
and the Word was God.
John 1:1*

When the Spirit of truth comes, he will guide you into all the truth, for he will not speak on his own authority, but whatever he hears he will speak, and he will declare to you the things that are to come. John 16:13

Purpose of Study

English is a fundamental and integral part of the school curriculum and is taught both as a discreet subject and across the wider curriculum. In studying English, we want pupils to develop skills in speaking, listening, reading and writing that will enable them to express themselves creatively and imaginatively and to communicate with others effectively and independently. We want pupils to learn to become enthusiastic and critical readers of stories, poetry and drama, as well as non-fiction and media texts. Through the study of English, pupils should begin to understand how language works, looking at its patterns, structures and origins. Using this knowledge, pupils will learn to choose and adapt what they say and write in different situations.

School Policy and the National Curriculum

It is a legal requirement that English should form part of the primary school curriculum as described in the National Curriculum guidelines. The EYFS Profile and the National Curriculum outline which areas should be covered in each year group from September 2014. English basic skills are integral to all cross-curricular work and, as such, are embedded throughout all learning.

English in the **Foundation Stage** is split into two areas of learning:

1. Communication and Language (a prime area) which covers 3 strands: listening, understanding and speaking
2. Literacy (a specific area) which covers two strands: Reading and Writing

Aims

Our aim is to provide experiences and learning which will enable children to:

Spoken Language:

- Encounter a range of situations, audiences and activities designed to develop competence, accuracy and confidence in spoken language and to appreciate that different contexts may require different linguistic responses.
- Develop their oral abilities at their own levels, learning to structure descriptions and explanations and develop their understanding through speculating, hypothesising and exploring ideas.
- Develop listening and comprehension skills through a variety of means to include both reciprocal and non-reciprocal situations.
- Express opinions, articulate feelings and formulate appropriate responses to increasingly complex instructions and questions, justifying arguments where necessary.

The children should:

- Listen and respond appropriately to adults and peers
- Participate in discussions and debates with and to different audiences, with well-structured contributions and speaking audibly and fluently with an increasing command of Standard English.

- Respond orally to a range of written genres and varied stimuli (for example: radio, television, visitors, ICT).
- Discuss and evaluate their own work, justifying their choices where appropriate.
- Collaboratively plan activities and role-play activities, considering and evaluating different viewpoints and building on the contributions of others.
- Retell stories and poems which are known by heart.
- Respond to increasingly complex instructions and viewpoints, asking and answering questions and justifying actions and opinions.

The Teacher should:

- Provide an example of clear diction, Standard English, accurate instructions, reasoned argument, imaginative language and considerate attention to speakers.
- Give opportunities to regularly develop spoken language within the classroom, including collaborative discussion work, debates and question and answer sessions.
- Be aware that listening is a skill which increasingly needs to be taught to children and should provide specifically designed activities to this end.

The school should:

- Maintain the importance of spoken language skills as facilitators for the whole curriculum.
- Actively encourage listening on a whole-school basis. Examples of this would be through collective worship and presentations to different audiences.
- Encourage listening and reasoned argument as a vehicle for the avoidance of physical confrontation and aggression.

Reading:

- Read a varied selection of texts and different genres whilst gaining an increased level of fluency, intonation, accuracy, independence and understanding.
- Develop different strategies for approaching reading. These should include a very strong emphasis on phonics in the Foundation Stage and Key Stage One using the Little Wandle programme. Recognition of picture clues, sight words and context will be developed when appropriate.
- Use reading as a means of information gathering and retrieval.
- Display a developing ability to describe, predict, evaluate, deduce and infer. These skills become more finely honed as children move through Key Stage Two and also consider authorial devices and choices of vocabulary.
- Develop positive attitudes towards books so that reading is a pleasurable activity both in school and at home.
- Use their reading skills as an integral part of their learning throughout the entire curriculum.

The children should:

- Relate reading to their own experiences and environment.
- Have a daily opportunity to read silently or share books with the realisation that reading time is valuable and should occupy everyone's attention, including that of the teacher.
- Acquire research skills necessary for the use of dictionaries, atlases and other information books and from ICT based resources.

- Develop the ability to read aloud to others with appropriate intonation, expression and inflection.
- Be able to discuss books they have read, relating to plot, characters, themes and their own responses.
- Acquire an increasingly large sight vocabulary.
- Be able to bring in books from home and to share them with others.
- Be encouraged to continue the reading process at home.
- Recognise that reading is an essential part of all areas of learning.
- Gain confidence and enjoyment to promote lifelong reading.

The teacher should:

- Read aloud (fiction and non-fiction) regularly within English and across the curriculum.
- Keep records of children's achievements through evidence collated in Guided Reading sessions, phonics sessions and English lessons.
- Value books and show an interest in them by setting a personal example.
- Teach children to read and share books with children on a regular basis.
- Highlight the specific links between reading and writing.
- Actively and consistently encourage reading for pleasure, both in and out of school.

The school should:

- Maintain reading as a valued, high profile activity which accesses the whole of the curriculum.
- Ensure books are maintained and supplemented appropriately in the reading scheme.
- Consider new and innovative resources available to support the teaching and learning of reading.
- Give more able pupils the opportunity to extend their ability to respond in depth to comprehension questions in guided reading sessions.

Writing:

- Write in different contexts and for different purposes and audiences, including themselves.
- Form letters correctly, leading to a fluent and legible handwriting style.
- Be increasingly aware of the conventions of writing, including grammar, punctuation and spelling, in order to write extensively and accurately in all areas of the curriculum.
- Work both individually and collaboratively on written tasks.
- Become familiar and adept in the appropriate uses of ICT to enhance the presentation of their writing.

The children should:

- Experience a wide range of writing activities, to include both narrative and non-narrative writing.
- Relate writing to their own experiences and environment initially before developing the skills to write empathically and research different contexts, themes and genres as appropriate.
- Discuss their writing frequently, talking about the various types and purposes of writing.
- Be aware of the need to write legibly and to use layout and space effectively to aid the reader according to the features of different formats and genres.

- Develop consideration of the needs of a reading audience in terms of punctuation, spelling and the grammatical structures of 'Standard English'
- Become increasingly aware of spelling conventions through application of knowledge of systematic phonics and learned spelling rules.
- Experience grammatical vocabulary and metalanguage such as: sentence, verb, tense, noun, adjective, pronoun etc. both in the context of their own writing and through specifically designed activities.
- Read examples of writing in various forms and begin to recognise the criteria for such writing as they develop the skills to self-evaluate and assess, aiming for high quality writing consistently across the curriculum.
- Have experience of and become accustomed to drafting, redrafting and editing their work when appropriate.
- Write in response to a wide range of stimuli across the curriculum.
- Become increasingly aware of the role of reference books such as dictionaries and thesauri.

The teacher should:

- Model writing for children; sharing, discussing and involving them in the process.
- Respond positively and with interest to all attempts at writing.
- Assess writing, monitoring progress and providing individual feedback with targets or next steps for improvement.
- Allow children frequent opportunities to respond to purple pen marking.
- Provide a healthy writing environment, including experimental or emergent writing opportunities for EYFS and Key Stage 1.
- Teach handwriting on a regular basis from EYFS, demonstrating correct pencil grip and letter formation, linking this with the reinforcement of spelling when appropriate.
- Give older pupils opportunities to choose their writing implement from classroom resources.
- Teach and reinforce correct spelling through systematic phonics initially before moving on to the basic spelling rules and the more common exceptions when appropriate.
- Teach the statutory rules of grammar and punctuation, increasing knowledge, understanding and application progressively, as appropriate.

- **The school should:**

- Highlight writing as an important and valuable tool for all aspects of a child's education.
- Respond positively to writing across the school and praise work accordingly, celebrating with weekly and termly awards.

Assessment and Recording:

Planning will be created by each individual teacher and will be personalised and differentiated to age and ability. Assessment in English is continuous, to inform planning and diagnose strengths and next steps. Attainment is recorded on Target Tracker regularly. In speaking and listening this involves observing children using a variety of spoken language for different purposes. In reading, this involves formal and informal observation and close monitoring of children's developing use of strategies and responses to texts. Summative assessment is gained through more formal comprehension style questions and reading age testing where necessary. In writing, it involves effective marking which is positive, instructional and developmental. Feedback to children about their progress in English is

through verbal comment, discussion and the marking of work. In Key Stage Two this may also take place through peer assessment.

Cross-curricular Opportunities

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

Linked policies

- Spelling
- Handwriting
- Presentation
- Phonics
- SENDCo