



Trewidland Primary & Pre-School

English Policy

INTRODUCTION

This policy document is a statement of the aims, principles and strategies for the teaching and learning of English developed at Trewidland Primary School. This policy will be reviewed regularly to ensure relevance, effectiveness and practicality.

English contributes to the school curriculum by developing pupils abilities to speak, listen, read and write for a wide range of purposes using language to learn and communicate ideas, views and feelings. It is our view that the pupils in the school should be taught in a safe, secure and stimulating environment enabling them to all to achieve their potential in the areas of English regardless of their gender or ethnic background.

INTENT

The purpose of the English curriculum at Trewidland Primary & Pre School is to provide a challenging, engaging, and enriching experience that develops children's speaking, listening, reading, and writing skills. It is designed to enable children to become fluent and confident communicators who can read and write with accuracy, fluency, and understanding. Furthermore, the curriculum intends to cultivate a love of literacy in students that prepares them for success later in life.

IMPLEMENTATION

The aims of the English curriculum at Trewidland Primary & Pre School are to:

- Foster a love of literacy and a passion for reading and writing
- Develop children's competency in the English language
- Develop fluent and confident speakers and listeners who communicate effectively
- Promote reading for pleasure
- Encourage children to write with accuracy, fluency, and understanding
- Encourage children to use a range of written styles, including fiction and non-fiction, to express themselves.

TEACHING AND LEARNING

We will provide a high standard of education in English, by equipping children with the skills and knowledge required to become successful writers, readers, and communicators. To achieve this, we will:

- Provide well-planned lessons that match children's abilities and interests
- Provide a variety of resources, including high-quality texts and digital content
- Provide engaging activities that encourage children to communicate and think critically
- Plan for children's individual needs and abilities
- Provide regular opportunities for children to develop their oracy skills
- Provide daily opportunities for independent reading
- Help children to form effective reading habits
- Ensure that children are taught grammar and spelling in a structured, progressive way.
- Teach children about the different genres of literature and develop their own writing skills in each of these genres.

ASSESSMENT

To ensure that children are making the expected levels of progress, the following assessment procedures will be used:

- Regular formative assessments that take place during lessons
- Assessment of writing, including spelling, grammar, and punctuation
- Assessment of reading, including fluency, comprehension, and inference
- Standardised termly assessments
- Analysis of children's progress against age-related expectations and individual targets.

STATUTORY REQUIREMENTS

In the 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.

At Key Stage One (Years 1 and 2), children should learn to speak confidently and listen to what others have to say. They should begin to read and write independently and with enthusiasm. They should 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. They should read a range of texts and respond to different layers of meaning in them. They should explore the use of language in literary and non-literary texts and learn how the structure of language works.

ORGANISATION AND METHODOLOGY

English is a core subject of the National Curriculum. The fundamental skills, knowledge and concepts are set out in "English in the National Curriculum". Pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

All pupils take part in a daily English session, which covers the programmes of study for English as set out in the National Curriculum. Children experience a range of units, which incorporate narrative, non-fiction and poetry. This ensures that children build upon skills and understand the process of reading through to writing. Teachers take into consideration cross curricular links, the needs and also the interests of their cohort to provide a personalised and enjoyable English journey. Pupils are taught as individuals, in groups and as classes. The key skills are approached in varied and systematic ways in order to ensure that pupils have a wide range of strategies at their disposal. Various approaches are adapted and integrated to meet the needs of the individual. A flexible approach is taken in the use of different methodologies and materials. Ability and mixed ability groups are used for different purposes and planned to meet specific objectives.

APPROACHES TO SPOKEN LANGUAGE

The Four Strands of Spoken language: Speaking; Listening; Group Discussion and Interaction, and Drama permeate the whole 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.

Spoken language is developed through:

- Story telling
- Describing and listening to events and experiences
- Speaking and listening appropriately to different audiences including peers, teachers and other adults
- Speaking and listening appropriately in a variety of contexts across the curriculum
- Group discussion and interaction
- Drama and role-play activities
- Reading aloud
- Debate and presentation

Reading is developed through:

- Using a wide range of both scheme and non-scheme books which allows for a flexible but structured approach.
- Teachers and teaching assistants carrying out either guided reading or 1 to 1 sessions which are used to teach reading. Shared reading sessions are also carried out which enable children the opportunity to practice reading.
- FS through to KS2 have access to home reading books, levelled by colour. Beyond white children have access to "free reading" books.
- FS, KS1 and KS2 guided and shared reading sessions are carried out with a range of reading material, including fiction, non-fiction, poetry and playscripts.
- Pupils making their own books and using them as general reading material.
- Pupils having access to a wide range of literature and non-fiction texts in classrooms, in a central resource area and the school library.
- The use of ICT based reference materials in the form of television, video, computers and listening centres.
- Providing a print rich environment and interactive displays in order to stimulate pupils reading.
- Sessions of independent reading when pupils have the opportunity to read, enjoy and share texts with other pupils and adults.
- The involvement of parents, in and out of school, thereby ensuring a home/school commitment to the encouragement and value of reading.
- World book day
- Story time carried out daily by every class

SPELLING, GRAMMAR AND PUNCTUATION

At the end of Key Stage 2, children's knowledge of spelling, grammar and punctuation is assessed.

Games which promote good grammar, spelling and punctuation are taught at the beginning of each English lesson at Key Stage 2. It is important to use the correct terminology and give plenty of examples.

Pupils who are taught to love grammar get better results, according to a study by Exeter University. By keeping it fun, it will keep it memorable for the pupils.

In Key Stage 2 writing journals are used to help with grammar, punctuation and the organisation of different text types.

A variety of punctuation is demonstrated in shared writing and reading.

PHONICS AND SPELLING

Foundation & Key Stage 1

In foundation/Key Stage 1 we follow the RWI (ReadWriteInc) programme of synthetic phonics. Phonics is taught as a daily discrete session and embedded across the curriculum. Children are taught the forty two letter sounds of English and how to blend them to read and write words.

Key Stage 2: Children are taught spelling patterns and are provided the opportunities to use and apply these strategies in their own writing. The teaching of spelling occurs through both discrete lessons and during the warm up in some daily literacy lessons.

Assessment of Spelling.

- Pupils are tested regularly throughout the school on either a phonic or spelling pattern focus. These spellings are learned weekly at home and then tested in school.
- Ability and needs of the children is taken into consideration.
- Ongoing assessment and Y2/6 SATs inform spelling targets throughout the academic year.

Writing is developed through:

- The provision of a wide range of purposes for writing, including communication with others, exploring experience and organising and explaining information.
- The provision of opportunities to practise a wide range of forms of writing, including narrative, poetry, reports, instructions, captions and lists, persuasive writing and play scripts.
- Providing opportunities to write appropriately for a range of audiences.
- Teaching pupils the main rules and conventions of written English.
- Teaching pupils to be self-critical and to use planning, drafting and editing processes to improve their work.
- Teaching pupils to use a range of spelling strategies in order to become independent and accurate spellers.
- Teaching pupils to use a legible style of handwriting and making them aware of the importance of clear, neat presentation in order to communicate effectively.

Work in Spoken language, Reading and Writing is integrated throughout English and through all other curriculum areas and the links between these are made explicit to the pupils. English is seen as the media through which pupils learn and they are drawn on extensively in other subject areas. Homework is also used to support the English Curriculum.

Resources

The school does not follow a published English scheme as these do not appear suitable for mixed age classes. There are a range of resources to support the teaching of English across the school. All classrooms have dictionaries and a variety of age-appropriate small apparatus. All classrooms have a reading area with a selection of fiction and non-fiction texts. Children have access to the Internet through their classroom computer. Audio-visual aids are available from the central storage area. The library contains a range of books to support children’s individual research. All classrooms have an interactive white board.

Assessment and recording

Teachers assess children’s work in English continually. The daily assessments that teachers make as part of every lesson allows them to adjust their teaching and planning for subsequent lessons. Teachers match these short-term assessments closely to the teaching objectives. Teachers make termly assessments; these assess each child’s progress against school and national targets. This enables teachers to set targets for the term and to summarise the progress of each child for end-of-year reports and parent discussions. The next teacher uses these assessments as the basis for planning work and class groupings for the new school year. Children undertake the national tests at the end of Year 2 and Year 6, plus Rising Stars assessments (Autumn, Spring and Summer) for both key stages. Teachers’ assessments of children’s progress are guided by the level descriptions within the

IMPACT

- The curriculum is well-sequenced, designed, and thoughtfully planned based on the needs of pupils
- The teachers have good subject expertise
- The curriculum intent, implementation, and impact are clearly evidenced and judged.

In English, the following expectations are set out by Ofsted:

- Pupils read widely and often, for both pleasure and information
- There is a clear progression of skills in Grammar, spelling and punctuation
- A range of high-quality fiction, poetry, and non-fiction is studied and analysed
- Teachers provide opportunities for reading, writing, speaking, and listening.

In conclusion, the English policy for Trewidland Primary & Pre School is intended to provide a comprehensive and detailed plan for teaching and learning in English. The policy provides an overview of the aims, teaching methods, assessment procedures, and expectations of Ofsted. It provides a sound framework for ensuring that our pupils receive the very best educational experience in English, and is designed to prepare them for success in later life.

REVIEW OF POLICY

This policy was written by staff and governors.

Date of Policy: May 2023
Reviewed: 11TH May 2023

Signed (Chair of Governors)