



# Longhill Primary School

## English Policy



Reviewed by: Mrs E Strickland, Spring Term 2019

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**This policy should be read in conjunction  
with the Marking Policy**

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## English Policy

### *Incorporating Speaking and Listening/Reading/Writing Policy*

#### 1. Aims and Objectives

- 1.1 The study of English develops children's abilities to listen, speak, read and write for a wide range of purposes, so using language to learn and communicate ideas, views and feelings. It enables children to express themselves creatively and imaginatively, as they become enthusiastic and critical readers of stories, poetry and drama, as well as non-fiction and media texts. Children gain an understanding of how language works by looking at its patterns, structures and origins including the teaching of phonics. Children use their knowledge, skills and understanding in speaking and writing across a range of different situations.
- 1.2 Our aims take account of the Early Years Foundation Stage Framework, the National Curriculum Programmes of Study and End of Key Stage attainment descriptors. (National Curriculum 2014).
- 1.3 We aim to encourage all children to:
- become competent in the arts of speaking and listening, making formal presentations, demonstrating to each other and participating in debate;
  - use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas;
  - develop their cognitive skills, imagination and personal expression through a range of writing tasks using clear, concise language with accurate punctuation and grammar, in a style appropriate for the purpose;
  - make progress towards becoming a competent speller, using near legible, joined handwriting;
  - read easily, fluently and with good understanding;
  - develop the habit of reading widely and often, for both pleasure and information;
  - acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language;
  - appreciate our rich and varied literary heritage;
  - write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences;
  - make fair critical responses about their own literacy work, that of their peers and that of popular authors and poets;
  - reach their full potential by extending their English skills across the curriculum;
  - develop their own abilities to reflect on their own and others' contributions and the language used;
  - enjoy writing and recognise its value;
  - increase their ability to use planning, drafting and editing to improve their work.

## **2. Teaching and Learning Style**

- 2.1 At Longhill Primary School we use a variety of teaching and learning styles. Our principal aim is to develop children's knowledge, skills and understanding in English. We do this through focused activities. In the Foundation Stage, teaching is either individual or small group. In addition, the children learn through directed and self-initiated play. In KS1 and KS2, teaching can be individual, small group or whole class, depending on the area of study. This structure is flexible and can be adapted by the classroom practitioner to suit the needs of the children.
- 2.2 ICT will be used by practitioners to enhance teaching and learning.
- 2.3 Inclusion is concerned with the learning, participation and equal opportunities of all children and young people, all of whom have a right to access the curriculum. Promoting inclusion will help all children and young people to realise their potential in terms of achievement, learning through access to curricular and extra-curricular activities within school and other settings where diversity is understood and valued. At Longhill Primary School we have a whole school creative curriculum that meets the specific needs of individuals and groups of children.

## **3. The Primary English Curriculum**

- 3.1 The new English programme of study (2014) is based on 4 areas:
- Spoken language
  - Reading
  - Writing
  - Spelling, grammar, punctuation and glossary.

The new National Curriculum is divided into 3 key stages: Key Stage 1, Lower Key Stage 2 (Years 3 and 4) and Upper Key Stage 2 (Years 5 and 6).

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. The new National Curriculum 2014 gives detailed guidance of what should be taught at each key stage under the following headings:

- Spoken language
- Reading - word reading, comprehension
- Writing - transcription, spelling, handwriting and presentation, composition
- Grammar and punctuation.

## **4. English Curriculum Planning**

- 4.1 It is the responsibility of the class teacher to plan work for their pupils in the year group(s) that they teach.
- 4.2 Planning is based on:
- EYFS Framework
  - National Curriculum
  - A range of other resources

- 4.3 Medium term plans are prepared for the beginning of each half term, short term planning is done weekly and identifies very specifically the learning objectives, the teachers', teaching assistants' and children's roles and activities, groupings and differentiation with texts being used.
- 4.4 English lessons (including Big Reading, focused sentence and grammar work, spellings and dictated sentences) are taught as both discrete and cross-curricular sessions.
- 4.5 Literacy is at the heart of curriculum planning so that subject matter from other curriculum areas is available as content or stimulus for speaking, listening, reading and writing. All curriculum areas will involve some aspects of English.

## 5. The Foundation Stage

- 5.1 Teachers in the Foundation Stage follow the Communication and Language strand and Literacy strand of the Early Years Foundation Stage (EYFS) Framework 2013.

By the end of the Foundation Stage children should:

- Listen attentively in a range of situations.
- Listen to stories, anticipate key events and respond with relevant comments, questions or actions.
- Give attention to what others say and respond appropriately, while engaged in another activity.
- Follow instructions involving several ideas or actions.
- Answer 'how' and 'why' questions about their experiences and in response to stories or events.
- Express themselves effectively, showing awareness of the listeners' needs.
- Use past, present and future forms accurately when talking about events.
- Develop their own narratives and explanations by connecting ideas or events.
- Read and understand simple sentences.
- Use phonic knowledge to decode regular words and read them aloud accurately.
- Read some common irregular words.
- Demonstrate understanding when talking with others about what they have read.
- Use phonic knowledge to write words in ways which match their spoken sounds.
- Write some common irregular words.
- Write simple sentences which can be read by themselves and others.
- Spell some words correctly and others in a phonetically plausible way.

## 6. Spelling, Grammar and Punctuation

- 6.1 Opportunities for teachers to enhance pupils' vocabulary arise naturally from their reading and writing. As vocabulary increases, teachers should show pupils how to understand the relationships between words, how to understand nuances in meaning and how to develop their understanding of, and their ability to use figurative language. They should also teach pupils how to work out and clarify the meanings of unknown words and words with more than one meaning.

- 6.2 Pupils should be taught to control their speaking and writing and to use Standard English. They should be taught to use the elements of spelling, grammar, punctuation and 'language about language' listed. This is not intended to constrain or restrict teachers' creativity but simply to provide the structure on which they can develop exciting lessons.
- 6.3 Throughout the programmes of study, teachers should teach pupils the vocabulary they need to discuss their reading, writing and spoken language. It is important that pupils learn the correct grammatical terms in English and that these terms are integrated within the teaching.
- 6.4 In each year group, the children will be taught spellings as set out in the National Curriculum. In addition, children will also be required to learn a list of words that are frequently used and often misspelled (see Appendix 1). Children will be given spellings to practise at home to support their learning.
- 6.5 Children will also be expected to write from memory sentences that have been dictated by the teacher that will include relevant grammar, punctuation and spellings.
- 6.6 To enhance their understanding, children will be expected to read aloud their writing clearly enough to be heard by their peers and their teacher.

## **7. Reading**

- 7.1 Children will be taught to develop pleasure in reading, motivation to read and to read a variety of cross-curricular texts. They will be expected to participate in discussion about books, poems and other works that are read to them and those that they can read to themselves, taking turns and listening to what others say. Developing through the Key Stages, they will be taught how to retrieve, record and present information from non-fiction texts, discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. They will need to distinguish between fact and opinion and participate in discussions, building on their own and others' ideas and challenging views courteously as well as providing reasoned justifications for their views.
- 7.2 Parents or Carers need to make sure that their child reads daily (providing assistance as required) and ensure homework is completed and returned on time. (See Home School Contract and Homework Policy).

## **8. Teaching English to Children with Special Educational Needs**

- 8.1 Some pupils experience learning difficulties which affect their progress in English. Class teachers are responsible for trying to pinpoint any difficulties so that through early intervention, these pupils can be helped. Where pupils are shown to be experiencing difficulties and under achieving over a period of time, class teachers monitor problems closely. Parents and the SENCO are consulted and support given. (See SEN and Inclusion Policy).

## **9. Teaching English to Children who are identified as Gifted and Talented**

- 9.1 All Gifted and Talented children are identified through their teacher through assessment. Teachers' planning is differentiated and appropriately challenging activities are provided. (See Gifted and Talented Policy).

## **10. Equal Opportunities**

At Longhill Primary School, we are committed to equality of opportunity. All pupils will have equal opportunity to reach their full potential across the English Curriculum regardless of their race, gender, cultural background, ability or any physical or sensory disability. Equality of opportunity is essential in this curriculum area as it provides pupils with access to other curriculum areas in the primary years and in the future.

## **11. Assessment and Recording**

- 11.1 Effective assessment involves careful observation, analysis and review by practitioners of each child's knowledge, skills and understanding in order to track their progress and make informed decisions about planning for the next steps of learning:

- Assessment is on a continuous basis, taking into account the children's work throughout the year.
- Work is monitored by the class teacher, Head teacher, Senior Leaders and English Subject Leader to assist in planning for future work to meet the needs of the children.
- Work moderations are regularly carried out across all year groups.
- Summative assessment records are passed to the English Subject Leader for information and analysis.
- Letters and Sounds assessment activities are used.
- Staff have received training on the use of running records which are used to support the assessment of reading.
- Children have the baseline assessment on entry to the Nursery or Foundation Stage.
- Half-termly and termly writing assessments are carried out using the HCAT KPIs.
- Phonics screening is carried out in Year 1 and repeated as appropriate for children in Year 2.
- With the help of long term assessments, teachers are able to set targets for the next school year and summarise the progress of each child before discussing it with the child's parents/carers.
- Children undertake the national tests at the end of Year 2 and Year 6. (Currently under review).

## **12. Resources**

- 12.1 There are a range of resources to support the teaching of English across the school. All classrooms have dictionaries and a range of age appropriate small apparatus. All classrooms have a selection of fiction and non-fiction texts. Children have access to the internet through their classroom computer and iPads. The library contains a

wide range of books to support children's individual research as well as their diverse interests.

### **13. Monitoring and Review**

**13.1** Monitoring of the standards of children's work and of the quality of teaching in English is the responsibility of the English Subject Leader. The work of the subject leader also involves supporting colleagues in the teaching of English, being informed about current developments in the subject and providing a strategic lead for the subject within school. The subject leader keeps the head teacher informed of strengths and weaknesses in the subject and indicates areas for further improvement. The leader is allocated time in order to enable the review of samples of children's work and undertake lesson observations or learning walks around the school. Information regarding English is fed back to the governing body.

### **14. Every Child Matters School Policy Statement**

Every pupil with additional needs in this inclusive school has an entitlement to fulfil his/her optimum potential. This is achieved by ensuring the well-being of all pupils in relation to: being healthy, staying safe, enjoying and achieving, making a positive contribution, and achieving social and economic well-being.

These well-being outcomes are embraced in every aspect of school life: personalised teaching and learning approaches; access to ICT across the curriculum; flexible learning pathways and out-of-hours learning activities; support for emotional well-being; flexible timetables; assessment for learning which engages pupils in having a say about their progress and additional provision; and partnership with parents/carers, other schools, the local community and with practitioners from health, education and social services providing 'wrap around' care and personalised services.