

Downholland Haksayne C.E. Primary School

'Let your light shine with Joy'

English Policy

Approved by: Lucy Grant

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English Policy

Introduction

'The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.'

(The 2014 Primary National Curriculum in England)

English teaching at Downholland Haskayne C.E Primary School teaches children to become individuals who have a high standard of language and literacy who can become confident individuals and as members of society.

At Downholland Haskayne C.E Primary School we aim to:

- Develop pupils' abilities within an integrated programme of Speaking and listening, Reading and Writing. Pupils will be given opportunities to interrelate the requirements of English within a broad and balanced approach to the teaching of English across the curriculum, with opportunities to consolidate and reinforce taught literacy skills.
- Speak with confidence, clarity, fluency and in appropriate forms;
- Speak in a variety of situations and groups for a range of audiences;
- Listen with attention and understanding and respond appropriately to others;
- Read with confidence, fluency and understanding and be able to orchestrate a full range of reading cues to monitor their reading and correct their own mistakes;
- Be interested in books, read with and for enjoyment and evaluate and justify preferences;
- Understand the sound and spelling system and use this to read and spell accurately;
- Understand and write in a widening variety of forms, including fiction, poetry and non-fiction texts;
- Develop children's presentation skills, including fluent and legible handwriting;
- Plan, draft, revise and edit their own writing;
- Develop an interest in words and their meanings and develop a suitable technical vocabulary to discuss their reading and writing;
- Through reading and writing develop their powers of imagination, inventiveness and critical awareness.

Teaching and Learning of English at Downholland Haskayne C.E. Primary School

The English Curriculum at Downholland Haskayne Primary School is based upon the 2014 Primary National Curriculum in England which provides a broad framework and outlines knowledge, skills and understanding taught at each key stage. This framework is then used to develop long, medium and short term planning.

A variety of teaching approaches are used:

- Whole class teaching
- Talking partners
- Practical work
- Use of IT equipment
- Individual and group work
- Supported and guided group work
- Roleplay

Planning for English

Teachers plan their English objectives following the National Curriculum in England Year Group Expectations for Spoken Language, Reading and Writing and Spelling, Vocabulary, Punctuation and Grammar. The programmes of study for English are set out for Key Stage 1 and Key Stage 2. Reading elements include word reading and comprehension. Writing elements include transcription, comprehension and vocabulary, grammar and punctuation.

Planning

Long-term planning ensures all genres are planned for across both key stages. Each class uses a high-quality text or other stimulus (e.g. short films) for each half term which the teaching sequence is built around. Teaching sequences can also be supplemented by additional texts.

Medium-term planning forms the next layer of planning and this sets out the specific objectives to be covered for each text or stimulus.

Weekly planning should include all aspects of the English Curriculum to be covered that week including reading (whole class guided reading), writing lessons, discrete grammar lessons, spelling or/and phonics sessions, handwriting sessions (where applicable) and story time. Planning should include specific daily objectives, deployment of staff and adapted activities as well as spoken language objectives.

Teachers use adaptive teaching to ensure lessons are accessible for all children and their individual needs are supported.

Phonics

We follow the Twinkl phonics programme. Daily lessons are taught from Reception through to Key Stage 1 and in Key Stage 2, when necessary. One-to-one sessions are delivered to children who may need some additional support to read accurately and fluently. These sessions will take place in addition to English lessons. The Twinkl phonics program is used alongside the statutory spelling objectives (as set out in the National Curriculum). We use the Spelling Shed program for weekly spellings.

Teachers plan opportunities for shared and independent reading across the curriculum. Children in the Early Years Foundation Stage and Key Stage 1 classes read regularly to an adult each week both in their phonics lesson and individually. Children in Key Stage 2 read a minimum of once a week to an adult, more if necessary. Whole class reading sessions take place every week in Key Stage 1 and Key Stage 2.

Reading

All children following the Twinkl phonics scheme are given a decodable reading book from the Twinkl reading scheme which is changed in accordance with their progression. As and when the children complete the program, they then move to the Bug Club reading Scheme as the children then have the skills and understanding to read the books independently. Children can also take home an additional reading book from the school library that is to be read with support from a parent and offer further breadth and pleasure.

Whole class reading takes place weekly and is planned using the VIPERS approach. This separates the teaching focus down into separate reading domains: vocabulary, inference, predicting, explaining, retrieval and sequencing/summarising.

Additional Reading

Children are given time every day in class to read a book of their choice and enjoy weekly library sessions to promote reading for pleasure in our Little Lambs Library. We use the Reading Eggs online program where children can read and enjoy interactive books.

We also stage reading events during the year to celebrate books and authors. We hold events such as, World Book Day, Pjammarama and National Poetry Day. We also hold regular whole-school reading events where children share their favourite stories with their peers.

Approaches to Writing

Vocabulary, grammar and punctuation are taught discretely as well as contextualised using the planned class text. Throughout English sessions, children participate in a range of different writing opportunities. Teachers carefully plan opportunities within this time for teaching the writing process through teacher demonstration. Children also have opportunities for shared, guided and independent writing.

Key Stage 1 follows the 'Write Stuff' writing approach. This approach allows children to apply basic skills, vocabulary and grammar knowledge to write effective sentences, which are full of impact and keep the reader interested.

In The Write Stuff approach to writing, the children explore high level, rich vocabulary and are taught grammar in context through different writing lenses on the Writing Rainbow. There are three lenses used to support children with their writing:

As the children progress to KS2, armed with the skills from the Jane Considine approach, we feel they are ready to become more independent and creative writers. The children are ready to develop further their writing techniques and abilities and to do this we are assisted in our teaching by 'The Literacy Shed.' The Literacy Shed is the home of visual literacy with video clips to enhance or start writing activities for every genre imaginable to hook the interest of pupils immediately. The children are taught the skills of the writer necessary for KS2 and beyond in a fun and engaging way.



Spellings are taught through the Twinkl Phonics programme and additional statutory spelling objectives (as set out in the National Curriculum) are covered separately. When children have completed the Twinkl Phonics programme they will move on to the Spelling Shed Scheme which includes online games and activities.

To promote a love of writing, we have an annual Haskayne Storywriter of the year competition.

Early Years Foundation Stage

Our Early Years curriculum is drawn from:

- The 'Statutory Framework for the Early Years Foundation Stage' published by the Department for Education, which we use as a starting point.
- The non-statutory 'Birth to Five Matters' published by Early Education, which we use to support assessment, tracking and planning for children's next steps.

Within our Early Years Foundation Stage (EYFS) classes we recognise that young children learn in a holistic way, and we are committed to the education of the whole child. Our curriculum therefore supports the physical, social, emotional, intellectual and spiritual development of each child in our care. Our curriculum is co-constructed with the children and therefore reflects their needs, interests and stage of development and learning.

The curriculum incorporates the seven areas of learning as well as the four main themes of the EYFS. The experiences that our children participate in enables them to develop a number of competencies, skills and concepts across several areas of learning.

Our medium term planning, which is flexible, is completed each half-term and identifies the intended learning, with outcomes, for children working towards the Early Learning Goals. Our curriculum involves half termly overarching theme with a weekly book focus that has a link to the main theme. We also embrace 'in the moment planning' in response to children's fascinations and through careful observations of the children engaged in play. Teachable moments are skilfully recognised and exploited at every given opportunity. This ensures that we have a curriculum which is varied, engaging and purposeful and enables staff to consolidate and extend upon prior learning and support next steps. Teachers also use Twinkl to deliver early phonics.

We value the role of parents as children's first educators and we encourage them to share their child's achievements during daily conversations, in home-school sharing books and

through 'proud clouds'. We have an open-door policy to encourage open communication and a sense of mutual respect. There is also a whole-school weekly newsletter to parents. Parents are also invited to an open afternoon twice annually to meet with teachers to share learning journeys and to discuss achievements, progression and targets. We also hold regular 'stay and play' sessions and information meetings to support parents with home learning.

Assessment is integral to our practice and forms an important part of the future curriculum planning for each child. All children are assessed across all areas of the EYFS on entry to Nursery and baseline assessed in Reception. We have shifted the emphasis on collecting lots of written evidence in favour of observing and understanding the child and utilising our time to engage in quality interactions.

The contribution of English to teaching in other curriculum areas

The skills that children develop in English are linked to, and applied in, every subject of our curriculum. The children's skills in reading, writing, spoken language enable them to communicate and express themselves in all areas of their work in school.

Equal Opportunities in English

All children regardless of their race, sex, religions, sexual orientation or disability will be provided with a curriculum that is suitably differentiated to meet their needs.

Children in mainstream classes who have a SEN Support Plan receive additional in-class support through adapted teaching – so that we can take additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

The language used throughout the whole curriculum and in our daily contact with children is a powerful tool for promoting equal opportunities. Language and literature provision takes into account the diversity of pupil experience and interests and informs children about living in a multi-cultural society and other people's views and customs. It permits the sharing of ideas, opinions and interests and engages the feelings of pupils. A wide range of resources are available that portray positive non-stereotyped images.

More Able

English provides excellent opportunities to enhance the learning of more able pupils through the development of higher order thinking skills, creativity and self-expression. Pupils who show particular talent for English will be identified by the class teacher, English subject leader and the subject leader for more able children. Children with an interest in reading are given the opportunity to become Reading Ambassadors which provides greater opportunities to develop English skills.

Assessment

During the planning stage clear learning objectives for each lesson are set and opportunities for on-going assessments are identified. As with all subjects taught at Downholland Haskayne C.E. Primary School class teachers use assessments to continually inform and adapt their planning to suit the needs of the children in their class. To aid this continuous

assessment we use Target Tracker (for Mainstream class) and B Squared if necessary. These assessment tools draw all lesson objectives and are used as checklists to ensure all are covered. This also makes it possible to monitor the progress of individuals and to identify gaps.

Self-assessment and peer assessment are also encouraged in order to foster independence and develop the children's evaluation skills.

The following assessment in English is used for formative and diagnostic purposes:

- Statutory SATs are administered at the end of KS1 and KS2;
- Half termly Twinkl phonics assessments for all children on the programme to ensure every child is taught at the appropriate stage of the programme;
- Scaled score tests are completed twice a year as part of our English summative assessment
- Termly teacher assessment of progress made in writing;
- Continuous monitoring of weekly spelling scores and statutory spelling lists;
- All children from Year 1-6 have weekly IDL time
- All mainstream teachers enter termly data on the school writing assessment document and Target Tracker, or BSquared when necessary

Pupil Progress Meetings are held termly with class teachers and members of the SLT to set and discuss pupil's progress and discuss how Provision Maps are meeting the needs of the children.

Refer to the 'Marking Policy' for details of marking approaches relevant to English.

Monitoring and Evaluation

The English subject leader monitors the way English is taught throughout the school. They examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used. They also have responsibility for monitoring the way in which resources are stored and managed. Monitoring occurs through lesson observations, scrutiny of work, pupil interviews or other evidence bases.

Review and Continuing Professional Development

Information is collected annually to inform the school's development plan. The English Subject Leader monitors staff training needs (within this subject) and ensures that there is a balance in the courses provided, both in terms of the school development plan and professional requirements as manifested through the performance management process and informal staff discussions.

Promoting the fundamental British Values

Citizens of the UK are encouraged to:

- respect and obey the law
- respect the rights of others, including the right to their own opinion
- treat others with fairness
- look after yourself and your family
- look after the area in which you live and the environment

Our school rules underpin the fundamental British values:

- Be Ready
- Be Respectful
- Be Safe

We promote the fundamental British values throughout our curriculum.

Health and Safety

Any off-site visits must adhere to the school health and safety guidelines and a full risk assessment must be completed for all visits.

Colleagues with responsibility for English

Headteacher- Miss Lucy Grant

English subject leader – Mrs Vicky Jones

Phonics Lead – Mrs Joanne Gibson