



Esh Winning Primary School

English Policy

English is the most important life-skill that we can teach the children of Esh Winning Primary School and is often the 'keystone' for other areas of learning. It develops children's ability to communicate in spoken and written form.

Through developing their knowledge, skills and understanding in English, children learn to appreciate that communication in all forms contributes to their wider understanding of the world in which they live.

The English curriculum provides breadth and balance, is relevant and engaging and is differentiated to match needs and abilities.

Aims and Objectives

To ensure all staff, children, parents/carers and Governors are aware of the aims for learning and teaching English and that these are currently applied.

Our school staff will:

- Promote a confident, positive attitude towards the learning and use of English, making it an enjoyable experience;
- Underpin all teaching with the principles of Growth Mindset;
- Promote confidence and competence in the skills of speaking and listening; reading and writing;
- Promote the ability to communicate effectively in a variety of forms;
- Promote the skills of communication through speaking and listening in a range of contexts;
- Promote the range of skills required in reading in order for children to read for meaning, understanding and enjoyment;
- Provide opportunities for the development of skills in writing across the whole curriculum.

Our children will:

- Develop an enjoyment of learning through practical activity, exploration and discussion;
- Develop confidence and competence in the skills of speaking and listening, reading and writing;
- Develop the ability to communicate effectively in a variety of forms;
- Develop the skills of communication through speaking and listening in a range of contexts;
- Develop the range of skills required in reading in order for children to read for meaning, understanding and enjoyment;
- Develop a range of skills in writing across the whole curriculum.

The parents and carers will:

- Be understanding and supportive of our aims in learning and teaching English;
- Attend and contribute to Teacher Consultation Meetings;



- Support their children with English home learning activities (please refer to Home Learning Policy);
- Praise their children for all successes in English;
- Communicate and work with the school whenever further support is needed to develop their children's English skills and understanding.

The Designated Link Governor for English will:

- meet with the English Lead at least once a year to find out about:
 - a) the school's systems for planning work, supporting staff and monitoring progress;
 - b) the allocation, use and adequacy of resources;
 - c) how the outcomes are changing over time;
 - d) Visit School and talk to pupils about their experiences of the curriculum area;
 - e) Promote and support the positive involvement of parents in the curriculum area;
 - f) Attend training and other events relating to the particular curriculum area;
 - g) Report jointly with the Subject Leaders - for the School website; - to the governing body with recommendations, if appropriate, once a year.
- Understand and support of our aims in learning and teaching English and review the English Policy regularly.

Implementation of National Curriculum 2014

In the National Curriculum for 5 - 11 year olds, English is developed through four key areas:

- Spoken Language
- Reading – Word Reading & Comprehension
- Writing – Transcription & Composition
- Spelling, Vocabulary, Grammar & Punctuation

Early Years Organisation

In Nursery, children follow the Early Years Foundation Stage Curriculum. Please refer to our Nursery curriculum overviews.

In Reception new sounds are taught as a whole class. The children are then split into groups where they complete different learning tasks such as pencil control activities; practicing writing sounds; word time (RWI); hold a sentence. These groups are changed all the time, depending on the progress of the children. Please refer to our EYFS long term plan, Reading and Phonics plan and our Reception curriculum.

The children have the opportunity to talk and communicate in an increasing range of situations and to practise and extend their range of vocabulary and English skills. English is planned and assessed using the criteria from the Early Learning Goals and the Birth to 5 Matters Guidelines. It is taught both as a discrete subject and within the whole Early Years Curriculum to give children opportunities to use their English skills in real life situations. Children are exposed to phonics via an enhanced RWI framework where focused activities engage and promote learning.



Key Stage 1 and Key Stage 2 Organisation

KS1 and KS2 school staff use the objectives from the English National Curriculum to support their planning for English. Staff will:

- Use quality texts, Literacy Shed and Topic based discussion to plan and produce fiction and non-fiction writing.
- Take objectives for short term planning from the outcomes relevant to their year group.
- Obtain spelling lists from statutory lists for specific year groups.
- Ensure grammar learning is progressive across year groups and key stages and also will follow statutory guidelines set by the English National Curriculum.
- Ensure spelling and grammar sessions are interactive and powerful, using games and individualisation of learning for every learner.
- Develop planning that lists the objective and specific learning goals for challenge and support; the next steps are brought forward from previous writing; the spelling and grammar skills to be practiced and then applied. Evidence of this trail of learning will be evident in books.
- Differentiate teaching and learning to best match the needs of the class and the individuals within it; within the context of the aspect of English that is being taught.
- Use formative and summative assessments of each area of English, these will occur termly.
- Meet with the Head teacher or member of the SLT to discuss the needs of individual children during Pupil Progress Meetings. Opportunities for alternative structures for individuals can also be discussed with the SENDCO.

Reading Across the Curriculum

Shared Reading

Each class teacher reads to their class using a range of genres, using class novels, individual books or extracts to stimulate the children's interest in reading and to foster a love of good literacy. These books are selected using the core text lists for each year group. Teachers will demonstrate the thought process when reading and how to actively interrogate and respond to a text, as well as demonstrating scanning and tackling difficult words and so on. Shared reading is carried out both in small group and whole class reading sessions as well as when reading class novels.

Guided Reading

In KS1, the children are organised into small groups, depending on their reading level, and read a range of texts. Children will increase their fluency by learning to read words easily and with automaticity; this includes words which use common graphemes in addition to exception words.

In KS2, children will participate in whole class guided reading sessions. We will continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading. Pupils' knowledge of language, gained from stories, plays, poetry, nonfiction and textbooks, will support their increasing fluency as readers.

Independent Reading

Children have access to graded reading scheme books to support the development of their individual reading skills. Children start the reading scheme in Foundation Stage and continue until they become competent, independent readers. They can then choose from a wide variety of books from the genre shelves in their classrooms.



A reading record is used to list and share the books read. Children are encouraged to read regularly at home to an adult. The adult then signs the reading record and adds a comment. Records of books read are kept by the class teacher.

Across school, 1-1 reading intervention is provided to children who fall into the lowest 20% of readers in the class, those who did not pass their phonics test at Year 1 or Year 2 or through the teachers' regular assessments are not making good progress in this life skill.

Speaking and Listening Across the Curriculum

The development of good Speaking and Listening skills is seen as key to developing good general English skills. As such, children are explicitly taught how to be good speakers and good listeners as a discrete aspect of English and also across the full English Curriculum, the full academic curriculum and the wider curriculum.

There are many and varied opportunities for the direct teaching of Speaking and Listening skills, both explicitly in English related sessions and across the full curriculum. These include:

- a) focusing children's responses using speaking frames;
- b) ensuring that each adult and other children provide good role models, this includes addressing issues with dialect and grammar with children and staff alike;
- c) teaching the difference between standard and non-standard forms of spoken English and when each of these can be appropriately used;
- d) ensuring opportunities and 'scaffolding' for discussion, individually, in pairs and in groups;
- e) teaching children about how to be a good listener and insisting that children employ these skills at appropriate points during any teaching session and in their interactions with children and adults across the school.

Spelling and Listening Across the Curriculum

From Year 1 to Year 6 the children closely follow The Spelling Shed programme. Spelling Shed's approach to spelling involves the relationship between sounds and written symbols as well as using morphology to help spell through meaning.

As an interactive resource the children are able to complete games, quizzes and lessons to help build up their spelling knowledge. Their teacher is then able to set them challenges and revision tasks to ensure that their skills are further embedded.

Writing Across the Curriculum

Writing is a vital life skill. It is often the way judgements are made about an individual e.g. their academic achievements, a job application and when they communicate through letter. Even though there are ever increasing mediums for written communication, such as text and email, it is still necessary for children to be able to communicate using a good standard of written English. We hope that by teaching the children to write at, at least age appropriate levels, they will have the skills to be able:

1. to understand the importance and purpose of formal and informal written language;
2. to communicate in standard written form;
3. to express themselves creatively and encourage reflection about the content of their work;
4. to organise their thoughts and ideas logically that are appropriate for their intended audience.

Writing in action at Esh Winning Primary School, involves a number of stages:



Motivation: teacher input or stimulus, giving the children chance to think, and discuss ideas. Children need a strong sense of purpose to make writing worthwhile.

Modelling: whole class teacher input, giving children the chance to have a go alongside the teacher. Model texts are often displayed on classroom washing lines so that children can refer back to them throughout the topic.

Drafting: children are encouraged to try their ideas in their English books as independently as possible – sharing then editing where needed. The children read their work to themselves to check that it flows.

Edit and Improve: children check success criteria, spellings, punctuation and meaning, and are given the chance to improve their work.

Resources

English resources are used by children and staff in many ways including:

- demonstration or modelling skills through using a range of differing genre;
- enabling children to write through using a range of visual and real-life situations;
- providing a context for the application and skills in reading through a range of texts.

To support children's learning we also offer:

- Writing frames
- Phonics mats
- Magnetic letters
- RWI sound cards
- Green and Red words
- RWI speed sounds chart
- RWI wall display

Teaching resources include:

- an extensive range of both fiction and non-fiction available to use for shared reading to support the teaching of English and other curriculum areas;
- Handwriting support material which is used in conjunction with visualisers and white board etc, this includes our school handwriting policy posters in all working areas;
- Group reading books which are located in the corridors outside the classrooms;
- Book banded books which are located outside and/or inside classrooms;
- Barrington Stoke books (dyslexia friendly);
- Books specifically chosen to encourage boys to read.
- Class sets of dictionaries and thesauruses at age and ability appropriate levels;
- Visualisers in each classroom;
- Wide range of age-related non-fiction and fiction books located in each classes' book corners;
- Classroom displays which reflect the learning and objectives currently being taught. These displays may also share pupil work, phonic posters and class created word walls.
- Access to online support (through Literacy Shed+ and Spelling Shed) to support staff to find suitable and challenging texts and resources.

Parents and Carers

Our school aims to involve parents and carers in their children's learning as much as possible and to inform them regularly of their child's progress in English. This will include:

- Workshops focusing on the learning and teaching of English



- Parents and carers having the opportunity to meet with the class teacher at least twice a year at Teacher Consultation Meetings. They will receive an end of year report at the end of the Summer term.
- Information about their child's standards, achievements and future targets in English being shared with parents and carers and also ways that they could assist with their child's learning.
- Parents and carers being encouraged to support their children with homework and to attend Teacher Consultation Meetings.
- Parents and carers being encouraged to read with their child regularly; either sharing a book with the child or hearing the child read, and to record this within their child's Reading Record. This is a further opportunity for communication between home and school.

Subject Leader

The role of the English Lead is to provide professional leadership and management in order to secure high quality teaching, effective use of resources and high standards of learning and achievement for all pupils. They will achieve this by affecting the following key areas:

- a) Strategic direction and development
- b) Learning and teaching
- c) Leading and managing staff
- d) Efficient and effective deployment of staff and resources

The English Lead has regular discussions with the Head teacher and other senior leaders about learning and teaching in English and provides an annual summary report about their work as English Lead and an evaluation of the strengths and areas for development for the subject. They regularly monitor various aspects of the English curriculum being taught within the school, including planning, lesson observations, assessment, marking and pupil interviews.

English Across the Curriculum

Children are taught a wide range of English skills that are necessary to access the whole curriculum. English is seen as the 'keystone' which enables children to access other areas of the curriculum and to function effectively as developing citizens.

Opportunities are used for English experiences through a range of activities in other subjects to enable children to apply and use English in real life and academic contexts. Within other lessons across the curriculum it is also necessary to incorporate the good practice seen within English lessons as follows;

- a) insisting on, and having high expectations of, children's handwriting;
- b) identifying, highlighting and correcting the poor use of punctuation such as capital letters and full stops;
- c) using speaking frames and modelling good speaking to encourage the children to respond appropriately in full sentences;
- d) referring back to the English board in order that the children are consistently writing at their appropriate level.

Assessment, Record Keeping and Reporting



Children's standards and achievements in English are assessed in line with the School's Assessment Policy. Assessment in English for Years 1-6 includes:

1. The sharing of and reference being made to Learning Objectives and self and peer assessments of understanding, outcomes and progress.
2. Marking of children's work; against the shared Learning Objective and for accuracy of answer (for all written work) and diagnostically (regularly in line with School expectations).
3. Formal assessments using the Esh Winning Standards which refers to Age Appropriate Expectations.
4. Age Appropriate Standards for Reading refer to the National Standard expectations.

Inclusion

Inclusion is about every child having educational needs that are special and the School meeting these diverse needs in order to ensure the active participation and progress of all children in their learning. Successful inclusive provision is seen as the responsibility of the whole school community, permeating all aspects of school life and applicable to all our pupils.

Inclusive practice in English should enable all children to achieve their best possible standard; whatever their ability, and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation in, or progress in their learning.

Children across abilities, who may not be progressing at an appropriate rate, are identified during progress meetings and supporting strategies put in place. Esh Winning Primary School are working with outside agencies and the cluster to provide additional opportunities for children who are currently excelling in the English curriculum.

Monitoring and Review

The Head teacher and English Subject Leader will monitor the effectiveness of this policy on a regular basis. The Head teacher and English Subject Leader will report to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

Date: November 2023

Review: November 2026 *(or earlier if amendments required)*