



Preston CE VC  
Primary School

English Policy

# ENGLISH POLICY

Autumn 2020

At Preston Primary School we believe that literacy and communication are core life skills. Through the curriculum, we will support children in developing the skills and knowledge that will enable them to communicate effectively and creatively, through spoken and written language, in the school setting and in their daily lives.

## Purpose:

- To promote a shared love and understanding of literacy;
- To establish an entitlement for all pupils;
- To set high expectations for all teachers and pupils;
- To encourage continuity and coherence across the school.

## Aims of Policy

To encourage children to:

- read fluently to improve understanding, for both pleasure and information;
- deepen their knowledge, understanding and use of different literary forms;
- be effective, competent communicators and good listeners;
- express opinions, articulate feelings and formulate responses to a range of text types;
- foster an interest in words and their origins and meanings;
- develop a vocabulary base in both spoken and written form;
- be able to speak and write in a variety of styles and forms to show an awareness of audience and purpose, including through drama;
- use grammar and punctuation accurately;
- understand spelling conventions and apply them accurately in writing;
- understand the importance of layout and presentation.

## **Expectations:**

By the time children leave our school, we expect them to be able to communicate confidently and fluently through speaking, listening, reading and writing. In order to achieve this, we expect children to reach year group expectations in line with the National Curriculum. Challenges are provided which also allow children to work at greater depth. Activities set are designed to allow all children to access a wealth of language and share their understanding in a given context. We want every child to take pleasure in reading across a range of genres, to partake in a range of activities relating to what they read, and have a strong motivation to read for a variety of purposes. A focus within each classroom relates to the use and understanding of vocabulary as a starting point for learning. This encourages high expectations across all areas of literacy.

## **Teaching and Learning**

### **Planning:**

Across our school, we use the Power of Reading (*see appendix 1*) to deliver the requirements of the National Curriculum for English. Texts from the Power of Reading are chosen to provide a diverse curriculum in terms of genre and topic, to allow children to develop an understanding of all literary forms using a high quality text at its core.

The Early Years Foundation Stage Curriculum is used as a basis for the planning and provision in Reception. To support practitioners in implementing the statutory requirements of the Early Years Foundation Stage, the guidance material provided in *Development Matters in the EYFS* is used. In addition to this, books are chosen from the Power of Reading which relate directly to the children's interests. Child initiated and adult led activities are provided alongside each book which immerse the children in literacy both in the classroom and outside area.

From Years 1-6, the National Curriculum 2014 forms the basis of teaching and learning across each year group. Teachers work towards independent learning and provide opportunities for children to challenge their own knowledge and understanding of the subject, planning for different working groups, largely ability based.

Teachers use the Power of Reading teaching sequences for their year group alongside the National Curriculum 2014 as a starting point for creating long and medium term plans. These are then used as a basis for short term planning and are adapted according to the needs of the children. The length of a unit or area of study may vary depending on objectives covered and expectations for an end result. This may also be directly linked to the length of a text being used. Teachers plan closely with other key stage colleagues to ensure mixed age groups are given the same curricular opportunities and that balanced cross curricular coverage is also provided. Additionally, texts are chosen across the federation which provide parallel year groups with the same writing tasks, providing teachers with meaningful moderation opportunities throughout the academic year.

Clear objectives are set for each session. Teachers differentiate according to the needs of the pupils and assessment trackers determine individual targets planned into focused sessions. Literacy is encouraged and developed across the curriculum and links are made to other subject areas where appropriate. The teaching sequences for the Power of Reading texts encourage this and extra-curricular ideas are provided to create a meaningful context for literacy learning.

Phonics is planned for discreetly and in progressive, differentiated groups.

Computing and technology is also used to enhance, extend and complement the English curriculum in focused sessions, early morning activities and through other areas of the curriculum.

Additional adults are used to support the teaching and learning. They work under the guidance of the teacher with small groups of children or individuals and also provide key interventions throughout the week.

### **Inclusion:**

All children receive quality first literacy teaching on a daily basis and activities are differentiated accordingly. In addition, where identified pupils are considered to require targeted support to enable them to work towards age appropriate objectives, intervention programmes are implemented and are specific to the pupils' needs. Teachers and teaching assistants work closely to plan programmes together and monitor progress of these pupils.

Those children identified through individual support plans or those with English as an additional language, are provided with extra support, some of which takes place during different periods of the school day outside of the allocated whole class teaching.

Challenges are set within the classroom environment to provide opportunities for pupils to work at greater depth.

### **Assessment, Recording and Reporting:**

Assessments are made in line with the school's assessment policy.

Teachers use effective assessment for learning to ensure planning is based on prior attainment and next steps. In Early Years Foundation Stage, progress is evidenced through the children's work and observations. This evidence is collected in a Learning Journey and is assessed against the objectives set out in *Development Matters in the EYFS*. In Years 1-6, this is recorded through the school's assessment trackers for each pupil. This helps to support teachers and pupils in identifying next steps and assessing attainment and progress at regular intervals. Group or individual targets are set accordingly. In Years 2 and 6, assessment trackers are created in line with the national statutory objectives to aid moderation and collect the targeted, necessary evidence.

Analysis of assessment data alongside assessment tracker data is used to set targets. The school uses the latest termly NFER testing materials across key stage 2 to monitor curriculum coverage and attainment. The end of year assessment resources are used in both Year 2 and 6 to monitor areas for development or consolidation. Class targets are derived from year group expectations and are regularly reviewed as a staff to ensure consistent progression throughout the key stages and individual year groups. Moderation opportunities across the federation are also used to assess, review and provide targeted next steps.

Children are informed of their own targets for learning and supported to make progress towards them through marking and feedback. They are encouraged to review their own progress towards year group objectives through self and peer assessment. Marking is in line with the school's marking and feedback policy.

Parents and carers are informed of their child's progress and attainment in Literacy through consultations in the Autumn and Spring Term and formally through an end of year report.

## **Homework:**

As taken from the school's homework policy:

We would like all children to engage in reading every day.

At Foundation Stage and Key Stage 1, all children take home a book from a reading scheme. Children should share this book with parents and carers at home on a daily basis and a reading diary is provided to form a regular dialogue between home and school.

At Key Stage 2, some children may continue to read within a structured reading scheme while others may need to broaden their range of reading and be able to choose from a greater variety of materials. At this stage, children are encouraged to take increasing responsibility for their reading diaries at home and at school.

All children are also encouraged to take home library books to share.

Children across the school age range are engaged in learning phonics for both reading and spelling. This learning is aided by regular practice and homework tasks are set with this focus.

As the curriculum for English grammar and punctuation has become fuller and more demanding, exercises requiring consolidation of knowledge and practise of these skills are also appropriate to set as homework. It is appreciated that the vocabulary of English grammar may not be familiar to all parents and that clear guidance may be especially important in this subject.

More details relating to homework can be found in the school's Homework Policy.

## **Staff Development:**

Teachers are expected to keep up to date with subject knowledge and use current materials that are available in school or online. Ongoing discussions are encouraged between colleagues to share best practice and to draw on expertise. Training needs are identified as a result of reflective discussion, whole school monitoring and evaluation, performance management and through induction programmes. These are then reflected in the School Development Plan on an annual basis.

Outside agencies are called upon to cater for whole school needs and the English co-ordinator arranges for relevant advice and information to be fed back from courses and from individual training programmes.

Additional adults involved with intervention programmes receive appropriate training that may be school based or through specific training schedules and companies.

### **Monitoring and Evaluation:**

All staff members have a responsibility to monitor and evaluate the English provision in school, dependent on their involvement in the teaching and learning opportunities provided.

The Executive Head teacher, Deputy Head teacher and English co-ordinator monitor those areas identified as school priorities and ensure discussions take place involving all staff members. The action plan produced and monitored by the Senior Management Team and English co-ordinator may form part of the School Development Plan. This forms the basis for any monitoring activities and will clearly identify when, who and what is to be monitored and how this will take place. This may take the form of a classroom observation, book scrutiny, work sampling, data analysis or test result diagnostics.

### **Appendices**

Appendix 1: Power of Reading

Appendix 2: Reading

Appendix 3: Writing (including handwriting)

Appendix 4: Spoken Language

Appendix 5: Phonics

Appendix 6: Spelling, Punctuation and Grammar