

# Palace Wood Primary School

## English Policy



<b>Written by</b>	Serpin Childs
<b>Date for Review</b>	Spring 2020
<b>Signed – Headteacher</b>	

This policy has been impact assessed by Mark Chatley in order to ensure that it does not have an adverse effect on race, gender or disability equality.

## **Purpose of study**

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

## **Aims**

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 national curriculum for English aims to ensure that all pupils:

- 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
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

In addition to the aim set out in the National Curriculum, we, at Palace Wood School, aim to:

- monitor and evaluate the quality of teaching and regularly assess the standards of teaching and learning across the school
- create an atmosphere of enjoyment and pleasure in which all children feel confident to express themselves in both spoken and written language
- provide high quality literacy experiences outside designated English lessons through a cross-curricular topic approach
- produce effective, well-presented written work across the curriculum
- ensure that all children achieve their full potential in all aspects of English.

### **English curriculum planning**

English is a core subject in the National Curriculum. At Palace Wood School, we use the New National Curriculum as the basis for implementing the statutory requirements of the programme of study for English. We believe that all teachers must work together to plan, deliver and moderate the teaching of English in order to ensure that expectations are high and that children are able to achieve the best of their ability. We carry out the curriculum planning of English in two phases: a long-term overview across the year (available on the school website) and detailed weekly plans (short-term). Each year's overview defines what we teach and ensures an appropriate balance and distribution of work across each term. English is taught every day at Palace Wood School. Weekly planning lists the specific learning objectives for each lesson, success criteria and teaching and learning sequences. It also includes resources, books/texts to be used and the role of all adults in the room. A range of teaching strategies are used in English lessons, including demonstration, modelling, explanation, questioning and discussion.

### **Spoken Language**

The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. At

Palace Wood School, we strive to develop children's confidence and competence in their speaking and listening skills in order to be good communicators. We prefer children not to raise hands to speak in lessons but to feel comfortable in sharing their views and opinions with other pupils and adults through talk-partners, group talk or whole class discussion. We aim for all adults to model Standard English in their speaking and correct children in a gentle way when grammatical errors are made in their speech.

## **Reading**

Reading is taught in line with objectives set out in the Programmes of Study from the new English Curriculum 2014. The programmes of study for reading at Key Stages 1 and 2 consist of two dimensions:

- word reading
- comprehension (both listening and reading).

Reading for Pleasure is actively encouraged in Palace Wood School. To support this, all classrooms/shared working areas have a well-stocked book area with a range of fiction and non-fiction. We have two school libraries for the school community to use – one in our Oaks building and the other in Acorns. Several parents help individual children with reading. This may include: guided reading sessions, listening to individual children read, changing books and helping children develop their sight vocabulary and phonic knowledge. Children keep a record of reading and books read in their contact books/reading diaries. These are tailored to EYFS, KS1 and KS2. Children are given reading books to take home each week to supplement their reading in school and encourage parents to read with them. Children in EYFS and KS1 use Rigby Star books and children in KS2 are encouraged to be free readers. Guided Reading is timetabled daily from Years 2-6. EYFS and Year 1 do not offer Guided Reading sessions as they follow the Read Write Inc programme.

## **Phonics**

Please see separate Read Write Inc. policy.

## **Writing**

At Palace Wood, we develop children's writing through teaching the objectives outlined in the Programmes of Study of the new English Curriculum 2014 in both Key Stage 1 and Key Stage 2. The programmes of study for writing at Key Stages 1 and 2 are constructed similarly to those for reading:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing)

At Palace Wood, grammar and punctuation are taught as part of the English lesson. Lessons may be planned with a grammar or punctuation focus which is, where appropriate, linked to the unit of work

that is being taught at that time. Teachers may plan for short discreet grammar and punctuation sessions, if necessary. In Years 2-6, spelling is taught using the Read Write Inc. Spelling programme from (please see separate policy). To raise standards in writing, children are encouraged to write across a range of subject areas and at length, where appropriate. Homework in Years 1-6 will provide many opportunities for writing.

### **Handwriting**

Please see the separate Handwriting policy.

### **Spelling**

Please see the separate Read Write Inc. policy for Spelling.

### **Phonics**

Please see the separate Read Write Inc policy.

### **English in EYFS**

English is taught in our Foundation Stage as an integral part of the curriculum. The English objectives are taken from the Early Learning Goals as set out in the Early Years Outcomes document which underpins the curriculum planning for children aged birth to five. We give all children the opportunity to talk (talk-time) and communicate in a wide range of situations, to respond to adults and to each other, to listen carefully, and to extend their range of vocabulary and communication skills. They have the opportunity to explore, enjoy, record and use words and texts in a range of situations.

### **Monitoring and Assessment**

At Palace Wood School, we assess children's work in English in three phases: short-term, medium-term and long-term. Targeted under-attaining pupils receive additional support from trained staff through intervention groups. These groups change throughout the year depending on the progress and needs of the children. The short term formative assessments that we make as part of every lesson help to inform future planning and learning. The marking of children's learning in English follows the school's current policy. We formally assess the children every half-term against the National Curriculum objectives as set out on our assessment tool, Target Tracker. We use this assessment system to measure attainment and progress and identify key groups or individuals who may require intervention in order to meet their learning needs. End of year assessment data is analysed in order to identify current strengths and weaknesses within the subject and to plan whole school improvements in English teaching as detailed in the English action plan. Children take the Standards Attainment Tests (SATs) 'reading' and 'grammar, punctuation and spelling' tests in Year 6 and Year 2 (the grammar, punctuation and spelling tests is

optional in Year 2), and, in Year 1 (and Year 2 as a resist, if necessary), the statutory Phonics Screening Check.

We encourage monitoring to ensure we deliver a broad and balanced curriculum. Monitoring of English includes: lesson observations, learning walks, book scrutiny, monitoring of planning, discussions with pupils and the collection of work samples at the end of each seasonal term.

### **Equality, Diversity and Inclusion**

At Palace Wood School, we aim to ensure that no pupil experiences harassment, less favourable treatment or discrimination within the learning environment because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their religion or beliefs. We value the diversity of individuals within our school and do not discriminate against children because of 'differences'. We believe that all our children matter and we value their families too. We give our children every opportunity to achieve their best by taking account of our children's range of life experiences when planning for their learning.

### **Special Educational Needs Provision**

As an inclusive school we recognise the need to tailor our approach to support children with special educational needs, those disadvantaged and on the Pupil Premium register as well as those who are identified as gifted and talented. We have one-to-one intervention programmes and group sessions led by teaching assistants and other trained adults where this is useful in the teaching of English and development of children. We also encourage our pupils to attend Gifted and Talented Writing workshops at local schools, when available.

***Completed by: Serpin Childs***

***Policy Updated: January 2017***

***Date for Review: January 2020***