

West End Primary School

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WEST END PRIMARY SCHOOL ENGLISH POLICY

AIMS

We aim to develop pupils' abilities within an integrated programme of Speaking & Listening, Reading & Writing including Phonics and Grammar, Punctuation and Spelling. 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 English skills.

*At West End Primary school we strive for children to be a 'Primary Literate Pupil'
Our aim is for pupils to;*

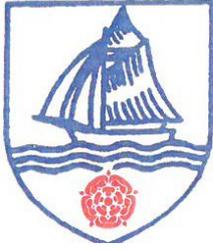
- read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct.*
- have an interest in books and read for enjoyment*
- have an interest in words, their meanings; developing a growing vocabulary in spoken and written forms.*
- understand a range of text types and genres - be able to write in a variety of styles and forms appropriate to the situation including many cross curricular links.*
- be developing the powers of imagination, inventiveness and critical awareness.*
- have a suitable technical vocabulary to articulate their responses.*
- successfully and accurately use a variety of grammar and punctuation to develop their reading and writing skills.*
- have an increased awareness of spelling rules and apply this in their writing.*

STATUTORY REQUIREMENTS

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Document (2014) and in the Communication, Language and English section of the Curriculum Guidance and Development Matters for the Foundation Stage.

In the Foundation Stage, children should be given opportunities to:

- speak and listen and represent ideas in their activities;*
- use communication, language and literacy in every part of the curriculum;*
- become immersed in an environment rich in print and possibilities for communication.*



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At Key Stage One, children should learn to speak confidently and listen to what others have to say. They should begin to read and write independently and with enthusiasm. They should use language to explore their own experiences and imaginary worlds.

At Key Stage Two, children should learn to change the way they speak and write to suit different situations, purposes and audiences. They should read a range of texts and respond to different layers of meaning in them. They should explore the use of language in literary and non-literary texts and learn how the structure of language works.

THE GOVERNING BODY

Regular reports are made to the governors on the progress of English provision and to our English Governor.

This policy will be reviewed every three years or in the light of changes to legal requirements.

SUBJECT ORGANISATION

The English Curriculum is delivered using the National Curriculum 2014. The Early learning Goals are followed to ensure continuity and progression from the Foundation Stage through to the National Curriculum.

English is planned using the National Curriculum key learning but then matched to interests of the children in our own West End Curriculum. There is a taught Reading lesson, a taught Grammar, Punctuation and Spelling lesson and three taught Writing lessons every week in Years 1-6. Phonics is taught daily in EYFS, KS1 and spelling rules are taught daily in KS2. Grammar, Punctuation and Spelling (GPS) is applied in all work. Handwriting is taught each week.

APPROACHES TO SPEAKING AND LISTENING

The Four Strands of Speaking and Listening: Speaking; Listening; Group Discussion and Interaction, and Drama permeate the whole curriculum. Interactive teaching strategies are used to engage all pupils in order to raise reading and writing standards. Children are encouraged to develop effective communication skills in readiness for later life. Vocabulary lessons are taught at the beginning of each genre or text to enrich speaking and to develop an understanding of vocabulary and meanings of words.

APPROACHES TO READING

Children are given opportunities to participate in;

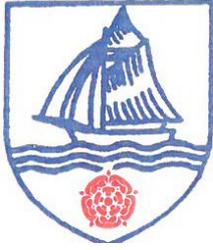
Shared reading

Taught reading

Independent reading

Daily active reading sessions

Phonics



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Wider reading linked to topics

Children are encouraged to read at home and are given a reading book according to their level. Wider reading is encouraged through the use of the school library and studying a range of different topics.

Home reading is encouraged and reading books form part of the weekly homework. Parents and teachers communicate using a reading record book. Reading bags are brought in daily and parents are contacted if they consistently forget to send in reading bags. Children have Reading target cards to track that they are reading at least one book (or 30 pages equivalent) a week and these are monitored by the class teacher and the English Subject Leader.

Active Reading strategies are taught daily in Years 1-6.

APPROACHES TO WRITING

Children are provided with opportunities to develop their skills in;

Phonics and spelling

Emergent writing

Shared Writing

Modelled Writing

Independent Writing

Extended writing

Handwriting

Cross Curricular Writing

Children have knowledge organisers for foundation subjects to develop use of language and vocabulary is taught in order for children to use specific language in their writing.

HANDWRITING

Please see separate Handwriting Policy

SPELLING, GRAMMAR AND PUNCTUATION

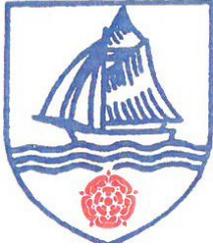
In line with the New National Curriculum teachers will have a strong focus on spelling, grammar and punctuation. This will be taught each week as a lesson, reinforced in Phonics sessions and applied at every opportunity.

CROSS-CURRICULAR ENGLISH OPPORTUNITIES

Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum.

THE USE OF ICT

Opportunities to use ICT to support teaching and learning in English will be planned for and used as appropriate.



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ASSESSMENT AND TARGET SETTING

Work will be assessed in line with the Assessment Policy. In addition to this Year Group age related expected targets will be used to aid teacher knowledge and assess Reading and Writing each term. Teachers will use formal assessments and teacher assessments where appropriate and the LAPs to aid judgements. Phonics will be assessed at each half term or at the end of each phase accordingly.

INCLUSION

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. Gifted children will be identified and suitable learning challenges provided. Intervention programmes may be used to boost children where necessary based on assessment results and teacher assessments.

EQUAL OPPORTUNITIES

All children are provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

EAL

All children with EAL are provided with equal access to the English curriculum. Extra support is given where necessary through one to one and small group work with specialist teachers.

ROLE OF SUBJECT LEADER:

The Subject Leader should be responsible for improving the standards of teaching and learning in English through:

Monitoring and evaluating English:-

- pupil progress*
- provision of English (including Intervention and Support programmes)*
- the quality of the Learning Environment;*
- the deployment and provision of support staff*

Taking the lead in policy development

Auditing and supporting colleagues in their CPD

Purchasing and organising resources

Keeping up to date with recent English developments

Involvement in the School development plan