



Policy for English

Developed by: Mrs N Balmer
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Adopted by
Governing Body:

Amendments		
Date	Action	Signed

Our definition of English

English is not only a subject in its own right but also a means of communication and the medium used to access and enrich the whole wider curriculum at our school.

English is a multi-faceted and broad subject which encompasses:

- A fluency of skills carefully taught to ensure accuracy of reading, spelling, grammar, punctuation and secretarial which feeds into and enhances...
- The mastery of creativity and imagination in language and literature which should be nurtured and encouraged to flourish through a love of a broad range of books, drama, creative and purposeful writing opportunities, debate, word exploration, poetry and performance that takes advantage of curricular links and real-life experiences.

Please see our separate intent, implementation and impact document

3 How we plan and teach English

3.1 English planning

- At Binley Woods Primary School we follow the principles set out in the National Curriculum and use the National Curriculum to inform our Long Term, Medium Term and Short Term planning
- For the basis of our English planning, we select, appropriate, high quality, aspirational texts from a wide range of genres and styles, which include picture books, multi-cultural literature, reference books, where meaningful, linked to our curriculum themes and books by new and well-known authors
- The command of varied vocabulary is planned and taught explicitly throughout English and all subjects and is carefully considered in planning and teaching so that it is applied within a language rich environment. Tier 2 words are carefully considered and built on year on year to ensure progression.
- In planning, each year group, over each term, will plan units of work to cover a balance of narrative, non-fiction and poetry text types using statutory guidance which we teach through the areas of speaking and listening, reading and writing
- Where appropriate and meaningful, links to wider and current events that are relevant to our children, community, school ethos and values are also considered when adapting planning to the varied needs of our children.

3.2 Speaking and Listening

- Opportunities to debate, question, collaborate, listen to others, hot seat, discuss and engage in games for speaking & listening is actively planned into English sequences of learning
- The use of drama and role play where appropriate to encourage speaking, performing, develop creativity and understanding of texts and nurture confidence.

3.3 Reading

- In EYFS and Year 1, Reading will be taught following our new Little Wandle Systematic Synthetic Phonics (SSP) Programme which lies tightly within the new DFE Reading Framework. Children will read 3 times a week in a small group setting, using a book which is fully decodable and tightly matches their phonetic decoding ability within the programme - please see our phonics intent, implementation and impact policy statements.
- In Year 2, children will quickly progress from our SSP dependent on assessment. Small group phonics based reading will continue where needed until they are ready to progress into whole class National Curriculum mastery reading sessions. High interest fully decodable books are provided to bridge the gap for the lowest 20% still within lower phonics phases. The children will be tightly assessed to their level needed. We have bridging books to ease children from our fully decodable books and then as they reach the right level, they will begin on our Accelerated Reader programme.
- In KS2, reading will be taught as 'reading for reading' in whole class reading sessions, using high quality texts and a mastery approach ensuring that all children can access ambitious and wide-ranging literature. The progressive skills of reading will be taught in these sessions.
- Taught as 'reading for writing' in daily English lessons as part of the sequencing of writing journeys
- Quality text book absorption activities may also be planned into English lessons where writing outcomes are used to support developing English reading skills such as inference, summarizing etc.

- Class story-time timetabled across the whole school which can include planned in texts or books the children have selected, ensuring that the class get through books from start to finish at points where appropriate in the year.
- Children must have an opportunity each week to read 1:1 with an adult or independently, using their reading books. In KS2, (and year 2 when ready) books will be selected within their ZPD range from our Accelerated Reader Program where the children will be expected to quiz within 24 hours of completing a book. In EYFS and year 1, children will have a sharing book alongside their fully decodable phonics book.
- Reading link books used to encourage further and regular reading at home. Children are expected to read every day with a minimum of 3 reads a week recognised within their journals.

3.4 Writing

- English writing skills are taught on a daily basis and all form part of a distinct learning journey which works towards and enables children to master a writing outcome with a particular purpose, style and audience in mind so they are then confident to write independently and at varying lengths. These journey lessons can include:

Reading and analysing texts; associated vocabulary; Speaking and listening; drama; related spelling, punctuation and grammar; sentence structure; text cohesion; writing composition, creativity and flair; re-editing, finishing & presenting.

- Phonics in Foundation and Key Stage is taught using our new Systematic Synthetic Phonics programme - Little Wandle, which broadly follows the Letters and Sounds order of teaching. Please see our phonics policy. Early writing sessions must be closely matched to the GPC and tricky word stage the children are on.
- Spelling is explicitly taught in Key Stage 2 at least twice a week as short starters in English lessons using words and taught patterns from the relevant NC lists but also uses assessment to address individual errors that children may make.
- Grammar & Punctuation is taught through English lessons, and should be addressed in starters at least 3 times a week but also separately as morning work and through other subjects. It should be carefully planned to enable skills coverage that links to text types and teachers must use consistent and specific vocabulary relevant to the grammar skills taught.
- Handwriting is taught separately and through English lessons by developing early formation linked to our phonics scheme through to Nelson cursive style. The aim is for children to be fluent and beginning to join by the end of year 2, but formation must be right before joins. See our handwriting policy. All children should leave with fluent, legible and joined handwriting by the end of year 6.

3.5 Subject knowledge and pedagogies

- Teachers support each other, themselves and are supported by the subject leader through wider reading, coaching, mentoring and training to become masters of their curriculum; where it fits in to whole school progression in English and the accurate subject knowledge required to teach it - they use this with knowledge of their children as the basis of good English planning
- The wider curriculum, current events and appropriate child directed choice allows for flexibility in planning to give relevance, meaning and interest to the children to bring English alive
- Pedagogies should be varied, refreshed and updated regularly. These may include:
 - Teacher exposition, modelling and quality first teach

- Varied questioning including Blooms
- Frequent speaking and listening opportunities as highlighted above
- Drama
- Opportunities to perform
- Talk for reading and writing
- Shared reading and writing
- Guided reading and writing
- Games and interactive activities
- Quizzes, knowledge organisers, mind mapping for retention of facts
- Learning through other subjects and play
- Outdoor learning opportunities and education visits
- Paired reading & writing
- Opportunities to read and write independently at varying lengths
- Group work and collaborative exercises
- Peer and self-assessment
- Opportunities to review, re-edit, re-draft, purple pen polish and finish work
- Use of ICT to enhance reading, writing and communication skills

3.6 The Foundation Stage

- English forms the basis of one of the seven areas of learning
- Our Systematic Synthetic Phonics programme (SSP) ensures that discrete group phonics and reading sessions are taught which are matched tightly to the children's ability.
- English skills and immersion into English to be developed through continuous provision learning opportunities and play with great emphasis on teaching through role play, stories, storytelling and big books within a vocabulary rich environment.

4 Differentiation and Children with Special Educational Needs and the More Able children

- Where appropriate and most often, a mastery approach to be adopted as a form of differentiation - this is not the same as outcome and ensures that all children work within their year group expectations and no ceiling is placed on any child
- Careful and high-level questioning techniques support and challenge children's thinking and enable them to move on with their learning
- Children should most of the time be sat mixed ability in order to give all the children a sense that they can achieve the highest standards
- Gaps in learning and misconceptions are addressed quickly through immediate teacher assessment, adjustment to whole class planning, catch-up clinics, interventions and pre-teach sessions so that children can keep pace
- Mastery and extension tasks related to curriculum content are planned for to enable more able children to expand their thinking and make excellent progress
- In certain circumstances, other methods of differentiation may be appropriate, including by task, outcome, support and choice

- Children identified as having Special Educational Needs may need greater differentiation of materials and tasks consistent with that child's I.E.P. (Individual Education Plan) or E.H.C.P (Education Health and Care Plan) and these will be identified on the class provision map

5 Assessment, Records and Reports

- Progress in English will be monitored through ongoing teacher assessments, work being marked, self and peer assessment
- Regular formative assessments to take place during lessons and in the marking of pupil books to inform next steps. Formative targets to be set for reading writing which are communicated with children and their parents in a way that is appropriate for the age of the child.
- Termly summative assessments reinforced with standardised tests to aid teacher judgements and enable gaps in learning or vulnerable groups to be analysed in more detail in line with pupil progress cycles
- National tests at the end of Year 2 and Year 6, with phonics screening in Year 1
- Progress and attainment in all areas of English reported to parents through twice yearly parent-teacher consultations and within a child's end of year report

6 Additional information & glossary

6.1 Timetables

- In EYFS, timetables are set around continuous provision and the small group teaching of phonics and discreet reading sessions
- In Year 1, a continuous provision approach is adopted in the Autumn term around

6.2 Building a reading and language rich environment

- Fully stocked library that is accessible and used
- AR books easily accessible
- Each class to have a 'celebrated' book corner
- Each class to have a frequently refreshed tier 2 vocabulary board and vocabulary prominently displayed on all other subject display boards
- Classroom door displays of what teacher and class are reading
- Each class to have a novel they are reading
- Reading displays in school
- Reading at every opportunity - lunchtime book trolleys for example.

6.3 Wider learning and enrichment

- Celebrating World Book Day with a reading themed week
- Visits from Authors and illustrators
- Entry into reading, writing and debating competitions
- Parental links through reading link book and class dojo
- Pieces of writing to be celebrated with parents and the community using Dojo and Governors meetings and visits
- Regular and meaningful homework opportunities for reading and writing

6.4 Useful resources

- [Websites, useful resources and suggested book lists](#)
- Our current core text lists (to be regularly adapted)

