



English Policy

Act justly, Love mercy, Walk humbly

Queniborough C E Primary School

	Date	Signed
This Policy was adopted on	Dec 2022	
To be reviewed	Dec 2024	

Our vision statement

*With **JESUS** at our side,*

*We **ACT** with a sense of right and wrong.*

*We show **LOVE** by being kind to everyone.*

*We **WALK** through each day with modesty in all we do.*

English Policy Queniborough Primary School

Intent

At Queniborough School we want pupils to develop skills in speaking, listening, reading and writing that will enable them to express themselves creatively and imaginatively and to communicate with others effectively and independently.

We want pupils to become enthusiastic and analytical readers of a rich variety of stories, poetry and drama, non-fiction and media texts.

We believe that pupils should be given opportunities to develop their knowledge and understanding of spoken and written English within a broad, balanced and cross-curricular curriculum, with opportunities to consolidate and reinforce taught literacy skills from the 2014 National Curriculum.

It is important to note that each of these skills is closely interrelated with the next, so it becomes increasingly difficult to consider one without the other(s)

Implementation

English is developed through four key areas:

- spoken Language
- reading – Word Reading & Comprehension
- writing – Transcription & Composition
- spelling, Vocabulary, Grammar & Punctuation.

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. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills.

Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate.

All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role.

They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances. Statutory requirements which underpin all aspects of spoken language across the six years of primary education form part of the national curriculum. These are reflected and contextualised within the reading and writing curriculum.

Spelling, Punctuation and Grammar (including phonics)

In Foundation Stage and KS1 children are taught phonics using Bug Club Phonics daily. Phonics is taught explicitly in Foundation Stage, Year 1 and at the start of Year 2. Children in Year 1 participate in a statutory national phonics screening check. Those identified as needing additional support will continue to be taught phonics until they are secure with this, sometimes into Year 3. Children's phonic skills and spelling strategies are regularly assessed and this informs teaching.

In KS2, children are given greater responsibility for developing their own spelling in addition to using Spelling Shed. Word banks related to topics and the end of phase spelling lists are often used. Children in KS2 focus on learning the spelling patterns and words from the National Curriculum. Spelling Shed is used from Year 2 to Year 6 in class and at home for Year 1 to Year 6. This forms a structured progression of skills and activities across the school. Classes have discrete spelling lessons and there may be homework based on these patterns. Throughout the school, children also work on learning spellings, which they personally find tricky. Children are taught to employ their knowledge of sounds, patterns and to look for links in words to find effective methods for their own use and we understand that no one method will work for all. Children are encouraged to use appropriate strategies that have been introduced to help spell unfamiliar words: independent use of dictionaries and Thesauruses is encouraged.

Grammar and punctuation are taught explicitly as well as forming part of each lesson and identified in marking with children in KS2.

Reading

Reading is a skill essential for life and we want children to leave school with a love of reading! Reading is a habit and that habit needs to be grounded in what we do at school and at home. Children need to see adults loving books, so school staff are encouraged to share their love of reading with the children. This of course includes magazines, newspapers and online reading as well as traditional books. The programmes of study for reading at KS1 and KS2 consist of two dimensions:

- word reading
- comprehension (both listening and reading)

Whole-class guided reading

Teachers read with pupils a range of texts focusing on comprehension and specific features in relation to objectives and content domains. This is an opportunity for teachers to model the act of being a fluent reader. Teachers demonstrate to the class by 'thinking aloud' the skills required to be a reader. Within whole class guided reading, we explore the different content domains found in the National Curriculum, allowing children to break down questions into key skills and understand how they are required to approach a text. We also use the strategy of "Point, explain and evidence" to teach the structure of answering written comprehension questions, particularly those which involve using evidence from the text.

Teachers are encouraged to use a variety of resources to teach reading, including newspaper articles, video clips, extracts from novels, poetry etc., and covering a breadth of topics. Teachers choose high quality novels to read over a length of time to their classes prompting discussions about themes and comparisons with other novels. Whole class guided reading is taught in most classes and group guided reading sessions may be used with school groups when the class teacher feels it is necessary

Individual Reading

ERIC (everyone reads in class) takes place virtually every day throughout the whole school. During this time, children engage in independent, sustained reading. It provides an opportunity for pupils to choose, read and enjoy a range of texts and to apply reading strategies. Each class has a dedicated reading area containing a range of books and text types for children to access independently. Children are encouraged to take books home every night and share them with an adult. KS1 and LKS2 children have banded books to choose from – children further up the school have free choice but their choices are monitored to ensure they are selecting a wide range of literature.

Writing

We aim to develop the children's ability to produce well-structured, detailed writing in which the meaning is made clear and which engages the interest of the reader. Attention is paid throughout the school to the formal structures of English, grammatical

detail, punctuation and spelling. Our approach to teaching writing covers the 'transcription' and 'composition' requirements of The National Curriculum. Children have the opportunity to explore high quality texts in depth, enhancing reading comprehension and providing meaningful contexts and purposes for writing.

The teaching of this programme is flexible and class teachers apply their own creativity to cover the objectives stated in the National Curriculum. Strategies and resources that may be used by teachers include Pie Corbett's Talk for Writing, Literacy Shed and Grammarsaurus. Teachers model writing skills and the use of phonics and spelling strategies in shared writing sessions. Guided writing sessions may be used to target specific needs of both groups and individuals. Children have opportunities to write at length in extended independent writing sessions at the end of a unit applying their taught skills to an independent piece of writing. We use the Penpals Handwriting Scheme in school to help children develop fluent, clear and legible joined up writing (see Handwriting and Presentation Policy for further details).

Impact

Monitoring

English is monitored by teachers, Senior Leadership team, the head teacher and the English Governor. The Senior Leadership team identify whole school priorities, which are part of the School Development Plan and from this; the English Leaders construct an action 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 e.g. classroom observation, pupil surveys, data analysis from Sonar, planning scrutiny, work sampling and book scrutiny.

Assessment

Teachers assess children's work in English in three phases: the formative assessments that teachers make as part of every lesson helps teachers to adjust their daily plans. Teachers match these short-term assessments closely to the teaching objectives. These are detailed evaluations used to inform future planning. Teachers use formative and summative assessments to measure progress against the key objectives, and to help them plan for the next unit of work. These assessments are also used to evaluate progress against school and national targets. They are reported back to and discussed with parents. Pieces of writing are added to a book which travels up the school with each child to keep a record of progression. Teachers assess the evidence collected against the National Curriculum objectives using year group tick sheets.

NFER and SATs papers are used for summative assessment of reading, grammar and spelling from Year 2 to Year 6. A sample of Year 1 children is assessed using NFER reading assessments. Children undertake the national tests at the end of Year 2 and Year 6.

Marking

Marking is completed in accordance with the school's marking policy.

Inclusion

Every child at Queniborough Primary School, regardless of race, gender or special needs, will have equality of access to a broad and balanced English curriculum. All individuals will have the opportunity to experience success and develop an appreciation of their own cultural origins and that of others. Teachers will set appropriate challenges for all pupils. Where attainment falls significantly below expected levels, special provision will be made for additional support. Individual programmes for teaching and support will be drawn up as appropriate by teachers in conjunction with the SENDCo.

(Please see SEND and Equality policy)

Policy review

Policy renewal date: December 2024