



Creating a chance to SHINE every day

English Policy

This policy was ratified: January 2022

And will be reviewed: January 2025

Signed by Headteacher: Samantha Welsby

Signed by Chair: Dave McWhirter

1. Subject Intent:

Our English strategy follows the 2014 National Curriculum. Our primary aim to increase children's confidence, enjoyment and ability in reading, writing and communication. We ensure that our curriculum is well-sequenced and builds on knowledge and skills gained as children progress through school. We promote a love of reading and writing whereby children want to read and write spontaneously with enjoyment. We strive for our children to develop a passion for English to enable them to become lifelong learners.

2. How is the English curriculum implemented at Newbold and Tredington?

2.1 Speaking and Listening

Children are given opportunities to:

- Justify ideas with reasons
- Ask questions to check understanding
- Develop vocabulary and build knowledge
- Negotiate
- Evaluate and build on the ideas of others
- Select the appropriate register for effective communication
- Give well structured descriptions and explanations
- Speculate, hypothesise and explore ideas
- Organise their ideas prior to writing

We encourage our pupils to speak clearly and confidently and articulate their views and opinions. We teach that children need to express themselves orally in an appropriate way, matching their style and response to audience and purpose, listening and responding to literature and giving and receiving instructions. They develop the skills of participating effectively in group discussions.

Ways in which we support this include poetry recital, plays and performances, collective worship and class assemblies, School Council, book talk and drama/role play.

2.2 Reading

At Newbold and Tredington, we have extensive library facilities for fiction and non-fiction and support and encourage reading at home by completing and sending home reading records. Children have the opportunity to win a book token half termly by reading at home five times in a week.

Reading skills are divided into two parts: Word reading/decoding and comprehension. We recognise that both these elements are essential to success and we support the acquisition of both sets of skills through various methods. We recognise that these areas are clearly linked to the other aspects of English learning: speaking and listening, writing, grammar and vocabulary. We also understand that reading is a developmental process and part of life-long learning and we encourage and praise children at every stage of it.

- Pupils learn to read easily and fluently through daily phonics in Key Stage One, regular reading to adults in school and at home (see our separate Phonics Policy)
- Pupils are encouraged to read widely, through our use of differing class texts, library visits and high quality books in the classrooms.
- Pupils are encouraged to read for pleasure
- Pupils also need to read to find information in all lessons and the comprehension skills taught are signposted through VIPERS (Appendix 1) in the book talk part of the writing model (see 2.3 writing).
- Pupils are exposed to a range of texts during their school career and focus on class texts in more depth in each topic

2.3 Writing

We believe children learn better when they are encouraged to use their imagination and apply their learning to engaging contexts. Key texts are chosen throughout the year as a basis for all work. Short term planning is planned around each key high-quality text.

Planning follows an agreed structure demonstrated by a hand in each classroom:

- Good example text
- Book talk
- Research/Role play using a range of techniques
- Grammar teaching
- Modelled and shared writing
- Application of the taught skills across the curriculum

We teach grammar using a colour-coded approach through our class texts and when writing and use these to build success criteria for a piece of writing. We use text type progression documents to support progress as children move through the school. We provide time for planning, editing and revising following supportive marking comments or verbal discussions within the lesson.

We encourage our pupils to have a wide and growing vocabulary in a number of ways, these include: spelling work, displaying key words linked to topics and subjects, using the correct vocabulary orally, using dictionaries and thesauri, focused spelling work to spot patterns and choosing good quality texts to demonstrate how authors choose vocabulary to create a particular effect.

We encourage joined handwriting using a whole school 'Scholastic' scheme to support spelling and to develop writing with greater speed.

2.4 Early Years

Children access areas of provision that allow key skills such as conversation, role play and exploration in a range of contexts and adult led activities. High quality texts are used to plan themed work to develop reading and writing skills along side phonics teaching and to support reading for pleasure.

3. How is English assessed?

We are an inclusive school: we set high expectations and recognise the importance of accurate and regular assessment in order to support individuals at every part of their learning journey and in whatever circumstances. We use one to one support and small group support to help with this. We plan teaching opportunities to help those for whom English is an additional language and those with disabilities outlined in the SEN code of practice.

Teachers regularly use the assessment tools from the Pier2Peer documents to target gaps in knowledge as well as provide for further challenge where appropriate. Gaps can be filled with additional support in lessons which could include, but is not limited to: scaffolded tasks, pre-teaching activities, localised support from LSA, short interventions or other adaptations in class suitable for their needs. Children who do make sufficient progress are identified efficiently at regular pupil progress meetings with the teacher and SLT where strategies as to how best support those children are discussed and implemented.

Longer term assessments are aimed towards the end of the school year along with statutory assessments for Year 2 and 6 and phonics in Year 1. At the end of Reception, the level of development children are expected to have attained by the end of the EYFS is defined by the early learning goals (ELG). Assessments are also used to assess progress against school and national targets. These are used to create summaries of children's attainment and progress which are later shared with parents and carers.

Staff attend moderation sessions both with other local schools in the consortium and at Local Authority moderation and training events to confirm their judgements.

4. Role of the subject leader

Monitoring of the standards of children's work and of the quality of teaching in English is the responsibility of the subject leader. The work of the subject leader also involves supporting colleagues in the teaching and delivering of the English curriculum, being informed about current developments in the pedagogies, and providing a strategic lead and direction for the subject across the school and application in other areas of the curriculum where appropriate. The subject leader liaises with the Headteacher and English Governor regularly to evaluate the strengths and weaknesses in the subject and progress towards the school's improvement plan objectives.