



ENGLISH POLICY 2023-2024

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Reviewed by: Mrs L Robbins

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Introduction

At Moggerhanger Primary School we believe that English is a vital form of communication and that all children need to value the importance of reading and writing. We want children to engage enthusiastically during reading and writing opportunities and want our pupils to feel empowered to read and write using an ever-broadening range of genres and text types.

We believe that writing, reading and spoken language is embedded in all subjects across the curriculum and is needed to empower children in their everyday lives in and out of school. Within English, our pupils will be expected to build on their prior knowledge and understanding, creating firm foundations for their future, this in turn will mean our children will learn more, remember more and understand more. Our lessons will ensure our pupils have opportunities to express themselves and develop their ideas on a range of texts, discussion and writing opportunities. We aim to deliver a well-balanced curriculum that promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of later life.

Intent

The intent of our English curriculum is to ensure that every child can reach their full potential, and therefore we strive to deliver one which is fully inclusive and accessible to all. This includes children who have additional needs, whether this be children with Special Educational Needs and Disabilities, or Gifted, Talented and More Able. Such children may need to develop, or extend their speaking and listening, reading or writing skills in smaller group situations. If appropriate, assessments will be undertaken to determine specific areas of difficulty and a targeted intervention programme will then be delivered.

Our English curriculum, which links to the national curriculum, will aim to:

- Develop a lifelong love of learning
- Develop pupils' learning which will result in the acquisition of skills and knowledge, which they can use in the world around them and across the curriculum
- Be independent, self-confident and motivated learners
- 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 for a range of contexts, purposes and audiences
- Will ensure all pupils are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Implementation

In order to achieve our aims, we plan and teach the highest quality of English lessons daily across the school. Our planning is in line with the National Curriculum and follows a clear progression of skills map.

English lessons are planned to ensure that pupils will study a range of high quality texts and come in contact with fiction, non-fiction and poetry regularly throughout the year. Pupils will have the opportunity to:

- understand the fundamental principles and concepts of English, applying them to a range of texts, styles and independent opportunities

- be taught, set and tested on a range of spelling patterns depending upon their age and/ or stage of learning, these patterns, guided by the National Curriculum, will be built upon during lessons, giving them purpose and meaning
- evaluate, discuss and apply their understanding of a range of texts and genres, relating learning back to creative appropriate models and texts
- become increasingly competent, confident and creative readers and writers, who can discuss and assess their work independently and with others.

Curriculum Time

Early Years – Pre-School and Reception

- To have constant access to use a variety of media (sand, paint brushes, crayons etc) to develop the gross and finer motor controls necessary for mark-making and pre-writing skills throughout the continuous provision in the EYFS
- Pre-School to have a daily 20-minute session linked to the prime area ‘Communication and Language’ and the specific area ‘Literacy’ – usually linked to the age 3-4 statements
- Reception to have a daily 30-minute session linked to the prime area ‘Communication and Language’ and the specific area ‘Literacy’ – usually linked to the Reception age statements
- Both Pre-School and Reception to have a daily 15–20-minute discrete phonics session - groups differentiated by the different letters and sounds phases.

Year 1 & 2

- To have a daily 50 minute/one hour English lesson linked to the relevant objectives from the National Curriculum for Year 1 and Year 2
- To have a daily 15–20-minute discrete phonics session – groups differentiated by the different letters and sounds phases.

Year 3 & 4

- To have a daily 1-hour English lesson linked to the relevant objectives from the National Curriculum for Year 3 and Year 4
- Where children are still working on their phonic knowledge - to have a daily 15-20-minute discrete phonics session – groups differentiated by the different letters and sounds phases.

Year 5 & 6

- To have a daily 1-hour English lesson linked to the relevant objectives from the National Curriculum for Year 3 and Year 4
- Where children are still working on their phonic knowledge - to have a daily 15-20-minute discrete phonics session – groups differentiated by the different letters and sounds phases.

Handwriting

All children will be provided with additional opportunities to learn and practise handwriting (please see Handwriting Policy).

Phonics

We use the DfE accredited ‘**Twinkl Phonics**’ scheme.

Children are assessed every half term using the Twinkl Phonics assessment materials. Following these assessments, they are grouped according to their learning needs. All children access a daily, 15-minute, systematic, synthetic phonics lesson with a teacher or learning support assistant. These lessons follow the Twinkl Phonics scheme materials and resources, to ensure that children are learning at a fast pace, through dynamic lessons, while building on their prior knowledge.

We have a large selection of the corresponding '**Rhino Readers**' reading books, which are in line with the Twinkl Phonics scheme. Children are given a reading book which matches the exact level they are accessing at school, to ensure that all of the sounds and words they learn in their phonics can be applied in their reading books.

Once children have completed Level 6 phonics, they will move onto daily spelling punctuation and grammar sessions, led by the teacher, trainee teacher or learning support assistant.

For further details about our Phonics scheme and related resources, please see

<https://www.moggerhangerprimary.co.uk/phonics>

Phonics Interventions

To ensure that children are making the expected progress, some children may need additional intervention. Additional phonics will be delivered in small groups or one to one session, to those who need to make accelerated progress in order to achieve the expect standard for the Phonics Screening check in Year 1, or their retake in Year 2. This could be led by a learning support assistant, trainee teacher or class teacher.

Reading

As soon as children join us in Pre-School, they will begin to develop, learn and practise early reading skills. As a school we acknowledge that many children, who join us in Pre-School, are already linking letters and sounds, and beginning to sound and blend. When children are ready to do this, and in discussion with parents, we will begin to support early reading skills with simple reading books. As explained above, the books we use are Rhino Readers, in line with our Twinkl Phonics scheme.

Children continue to receive an appropriate level reading book throughout school up to Year 6. We encourage regular short reading sessions at school, and teachers and learning support assistants read with children approximately once per week from Reception to Year 4.

All reading will be carefully monitored regularly throughout the year and each teacher will record how their class are progressing in a marked reading folder, linking each child's reading and discussion carefully to National Curriculum objectives.

Writing

It is important for pupils to develop their knowledge of writing conventions used within the English language. They should be able to use a range of punctuation, grammar and spellings for a variety of purposes and audiences. They should be confident in their choice of grammar, spellings and punctuation choosing it for a clear purpose. Therefore, SPAG (spelling, punctuation and grammar) will be taught regularly in class as part of the writing teaching sequence. During these lessons SPAG will be taught around a secure text based model and will relate to the text type that is being studied at that point in time.

Pupils will be taught a number of spelling patterns depending on their year group, which will be assessed via weekly spelling tests. This progression follows the National Curriculum spelling appendix. Teachers will use the spelling patterns, as identified by the National Curriculum, to guide and focus their teaching. If age related spellings are not appropriate for a child's needs, then arrangements will be made by the class teacher to find appropriate spellings to ensure that every child is making progress, whether this be simplified versions or more complex spellings.

It is important for pupils to develop as independent, enthusiastic and expressive writers, who are able to write in a meaningful way. Throughout our lessons, secure accessible models which relate back to both topics and texts will be used. Children will be taught about features, contexts, and purpose within their lessons, ensuring pupils are confident in their choice of genre, language, and style for a specific purpose. During the teaching sequence, children are given the opportunity to explore texts and models in great detail before they are expected to write independently. During this time children will be expected to imitate texts and models, innovate, and finally independently show application of what they have learnt through independent writing.

Spiritual, Moral, Social and Cultural Development

At Moggerhanger Primary we aim to promote our children's SMSC development through our teaching of English.

Spiritual development

Examples of promotion of spiritual development in English include:

- In responding to a poem, story or text; pupils can be asked "I wonder what you think happens next?" "How would you feel if you were the person in the story?" "Where have you met these ideas before?"
- By appreciating the beauty of language.

Moral development

Examples of promotion of Moral development in English include:

- Exploring stimulus for thinking about the consequences of right and wrong behaviour; pupils speculate and apply their learning to their own lives. When they do this, they are developing their speaking and listening and higher order thinking skills
- By considering different perspectives.

Social development

Examples of promotion of social development in English include:

- By supporting conceptual and language development through an understanding of debates about social issues
- By providing opportunities for talk in a range of settings.

Cultural development

Examples of promotion of cultural development in English include:

- Pupils telling stories from their own cultures and backgrounds, creating the idea that 'everyone has a story to tell'
- By providing opportunities for pupils to engage with texts from different cultures.

British Values

As a school we promote British Values ensuring that our children leave school prepared for life in modern Britain. At Moggerhanger Primary we aim to promote British Values through English. British Values, including those of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs, are embedded in the English curriculum.

We ensure that our English curriculum and books at school are rich and diverse, and representative of a wide range of faiths, beliefs and backgrounds, and have invested in recommended books for each Key Stage to promote British Values.

Assessment

Assessment is an integral part of teaching and learning in school. Children's progress should be monitored through observation and by using planning and learning objectives. Feedback to pupils should be provided on their attainment against the objectives of the English curriculum. Pupils are encouraged to improve their own learning performance through the School Marking policy.

Pupils are encouraged to record their work using a variety of methods and therefore communicate their findings to others. These may include written or verbal reports, posters, charts, pictures and role play activities. Examples of children's work will be retained to provide evidence of on-going English, including photographic evidence of displays, presentations and visiting speakers.

The following assessments are undertaken upon entry to a school year, and at the end of every half-term:

- Reading comprehension assessment paper
- Phonics Assessments for those in Level 2-6 Phonics (Twinkl Phonics Scheme) These can include reading and writing with graphemes and tricky words
- Reading high frequency words
- Independent 'Big Write' in red books. The red books follow the children through school, and progress is assessed against the expected standard for their year group.
- Weekly spelling tests in Years 1-6

English will be monitored throughout the school by the English Co-ordinator, who will be responsible for gathering samples of curriculum work. The English Co-ordinator will also monitor English work and schemes of work, to ensure that the programmes of study are being effectively taught and match the needs and abilities of the pupils. Lessons will also be monitored to help promote quality of learning and standards of achievement in English.

Inclusion, including meeting the needs of SEND pupils

In line with our Equality Policy we are committed to providing a teaching environment that promotes learning. Children are given opportunities to work with others, listen to each other and treat everyone with respect:

- We plan our classroom activities to challenge and involve all pupils appropriately, according to age and capability, ethnic diversity, gender and language background
- We are aware of different learning styles and the need to allow pupils to be able to work in their preferred learning styles for some of the time
- We use materials for teaching which avoid stereotyping and bias, towards race, gender, role or disability
- We deal with such issues clearly and sensitively when they arise.

At our school we teach English to all children, whatever their ability. English forms a core part of the School Curriculum, and we aim to provide a broad and balanced education to all children. Through our English teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

We use a range of strategies to support pupils. A few of these, particularly relevant to English are:

- The use of appropriate vocabulary at varying levels of difficulty during lessons
- Scaffolding sheets and writing frames
- Different levels of written or oral questions for pupils investigating photographic or other visual material
- Word mats for key topic words
- Word mats for high frequency words
- Letter formation mats
- SPAG prompt mats
- Careful use of support for pupils with English as an additional language.

For our gifted and talented pupils we will expect:

- Teachers to provide teaching and learning experiences that encourage pupils to think creatively, explore and develop ideas, and try different approaches. Pupils should be encouraged to set their own questions, offer ideas, suggest solutions or explanations, and reflect on what they have heard, seen or done in order to clarify their thoughts
- Greater independence in their work, and regular opportunities to write at length
- Provide opportunities within English for pupils to develop their skills in other areas, such as intrapersonal skills (for example, opportunities to use initiative), and interpersonal skills (for example, leadership and group membership). These opportunities also relate to the key skills of working with others and improving own learning and performance.

Implementation through resources

Resources available in school include:

- Well stocked library with a wide range of genres
- Dictionaries and thesauruses
- Class sets of texts for the relevant book-based curriculum texts
- Wide range of multicultural books for Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2
- Online subscription to Twinkl for scaffolding resources e.g. word mats and writing frames
- High quality stationery to encourage a love of learning and presentation in English
- Range of iPads, laptops and mini laptops to enhance learning through use of ICT
- All classrooms have high quality interactive touchscreen boards
- All classrooms have access to teacher whiteboard if desired
- Whiteboards and pens for children
- Enriching outdoor areas available to all children.

The English Curriculum Leader will regularly review resources and obtain, within the constraints of the allocated budget, additional resources as necessary.

Implementation through Professional Development and Training

The English Curriculum Leader will:

- Ensure that the delivery of English meets the long term plan
- Ensure the English curriculum meets the aims and objectives of the school
- Support, guide and motivate teachers and other adults in their teaching of the subject
- Ensure colleagues are aware of current initiatives
- Evaluate and monitor the effectiveness of teaching and learning within the school
- Monitor progress towards targets for pupils and staff to inform future priorities and targets for the subject through:
 - Book scrutiny
 - Scrutiny of planning
 - Lesson observations
 - Looking at displays and photographs
 - Discussions with staff
 - Analysis of assessments
- Review current practice in school, evaluating strengths and areas for development
- Lead staff meetings as appropriate
- Review and revise policy
- Audit resources and order resources when needed
- Keep regular contact with governors
- Write School Development Plan and a SEF
- Attend relevant in-service training and prompt others about relevant training
- Representing the school in local cluster groups.

Impact

All children will have a high standard of English, in line with, or exceeding age-related expectations. Children will enjoy and thrive during their English lessons and apply the knowledge and skills they have learnt across the broader curriculum.