



Slaley First School

# English Policy

## Nurturing Ambitious Individuals

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# English Policy

## Our School Vision

We believe that a happy child is a successful one. Our vision is to develop well rounded, ambitious and responsible individuals who aspire to achieve their full potential. We will do this by providing a nurturing, happy, safe, and supportive learning environment in which everyone is equal and all achievements are celebrated. We are committed to the families we serve and the community to which we belong.

## Curriculum Intent

At Slaley First School, the intent of our English Curriculum is to offer a broad, balanced, rich and vibrant experience that ensures achievement for all learners, no matter their starting point.

In line with our overall intent, teaching **specific vocabulary** is a fundamental part of our English curriculum. Terminology is taught and built up over time as the children progress.

Our curriculum is set out in small **incremental steps** in order to minimise the scaffolding needed. Research by the Education Endowment Foundation indicates that it is just as important to avoid over-scaffolding as it is to ensure all pupils are adequately supported. It also indicates that it is important to take account of the prior knowledge that children bring to lessons and to help them to build upon this understanding. Our curriculum is therefore designed to build upon prior knowledge and skills. It is **self-reviewing** in the form of 'flashback four' where knowledge gained is consolidated and built upon to ensure behavioural change to long term memory to support retention and recall.

Our English curriculum is the vehicle that drives teaching and learning across all subjects. In all lessons, and through a wide range of learning opportunities, children are given the chance to embed and extend their fluency and application of the strands that make up the English curriculum.

English contributes to the social, emotional and educational development of each child. Children need to be able to communicate effectively through speaking and writing and to be able to read confidently, fluently and accurately; with understanding and enjoyment. Communication through written and spoken language should show understanding of audience and purpose and demonstrate both imagination and technical accuracy in the use of spelling, punctuation, grammar and choice of vocabulary.

### Our Curriculum Design

Our English Curriculum is designed to allow each pupil to:

- Achieve the best possible standards, whatever their starting point or ability.
- Develop communication skills for life.
- Access a broad and balanced English curriculum that develops oracy, writing and reading skills in all lessons and links to learning opportunities across the curriculum

# Curriculum Implementation

At Slaley First School we are committed to the delivery of excellence in the teaching of English. We aim for each child to be able to read with fluency, understanding and enjoyment and to be able to communicate effectively both orally and in written form to any given audience. These skills are essential foundations for literacy development and the effective teaching of English will offer opportunities to promote these skills across the curriculum.

In Early Years, we follow the educational guidance as set out in the EY Framework which enables appropriate transition into the National Curriculum. Literacy development involves encouraging children to identify phonemes and write graphemes to begin to read and write. Children are given access to a wide range of reading materials to ignite their interest. Communication, language and literacy are taught in our Early Years Unit as an integral part of the school's curriculum.

We engage in high quality, adult-led interactions to encourage, support and extend children's speech and language development. We promote an ethos where listening to children's ideas and feelings is important, where books are treated with respect and where children's attempts at mark marking and early writing are valued and encouraged.

Children's early reading is supported through enjoyable, fun learning opportunities using our 'Sounds Write' phonics scheme. We ensure that they have daily experience of action rhymes, songs and stories. We have a language rich environment and we model the process of reading and writing for children. Children collaborate regularly and while doing so they are encouraged to adhere to fundamental British values.

## KEY STAGE 1

Children have daily phonics lessons following the systematic synthetic programme 'Sounds-Write' with the aim to ensure children become fluent readers and writers. They have daily English lessons in which a high-quality stimulus/text are shared. Across the week children have opportunities to rehearse and develop the skills they need for writing in response to the text they have read, to respond imaginatively and to write for a range of purposes and audiences with technical accuracy.

## KEY STAGE 2

In Key Stage 2, children have daily English lessons in which teachers aim to provide stimulating experiences and opportunities to motivate children to read and write by using a high-quality stimulus/text as a vehicle for learning. There is a clear and progressive journey in which children are given opportunities to develop and rehearse their learning. The journey builds up to children having the opportunity to

write at greater length and across a wide variety of genres. Spelling is taught discretely to ensure children learn specific patterns and to become confident and accurate spellers. Grammar and punctuation are taught within the context of the text and the genre being taught.

## English across the Curriculum

Whilst English and its strands of reading and writing, are taught as discrete subjects, the skills permeate and are embedded across the curriculum as a whole. Reading enables children to access learning and writing enables children to communicate their learning. As the driver of all learning, every opportunity is maximised to develop reading and writing skills in every foundation subject. Children are given opportunities to read high-quality age-appropriate texts to support their learning in all subjects. During guided reading we aim to further develop vocabulary, explanation and prediction skills also retrieval and inference skills.

## Our Children's Charter

Our children are entitled to a curriculum which enables them to:

- develop excellent phonological awareness in order to decode, blend and segment words to become fluent readers
- acquire and develop reading skills such as retrieving, predicting, summarising, explaining, inferring and sequencing.
- have exposure to high-quality model texts from a range of cultures, times and genres
- develop their knowledge and use of an extensive and rich vocabulary
- have a life-long love of reading for pleasure
- experience and access the wider world to develop their cultural capital through reading a rich and varied range of texts
- become active and reflective listeners and performers who show an awareness of their audience
- have an excellent grasp of the rules that govern Standard English, both written and spoken
- include the use of tenses and the grammatical structure of sentences: syntax and semantics

## Reading

**Aim:** To enable each child to become an accurate, fluent reader and to encourage a lifelong love of reading for pleasure.

**Objectives** This aim will be achieved by:

- Providing children with access to a wide range of high-quality engaging texts
- Providing a variety of learning opportunities in a learning environment that

promotes high standards in reading

- Reading regularly to children and modelling good reading habits
- Inspiring a love of reading, equipping children with the necessary skills needed to become independent, accurate and fluent readers
- Delivering high-quality phonics teaching to promote the recognition of letters and their phoneme/grapheme correspondence, the acquisition of decoding skills and the teaching of a variety of strategies to tackle non-decodable words
- To enable children to develop strategies to be able to acquire information e.g. retrieving, predicting, summarising, explaining, inferring and sequencing
- To give opportunities for children to develop an appreciation of literature and to provide a wide range of highly-quality model texts during shared/guided/independent reading opportunities
- To provide opportunities to read for a range of purposes e.g., to gain information, for pleasure and to support learning across the curriculum

## Writing

**Aim:** To ensure each child can use writing as a means of communication to express thoughts, opinions and information. To develop the stamina and skills to write at length, with accurate grammar, punctuation and spelling and to use a wide range of vocabulary for interest and effect.

**Objectives:** These aims will be achieved by:

- Providing opportunities for children to identify, deconstruct and analyse the style and construction of different types of writing
- Providing writing opportunities for different purposes and audiences
- Encouraging the correct use of grammar, punctuation and spelling.
- Enabling children to write with increasing independence using talk for writing, rehearsal, drafting, editing and improving.
- Modelling and practising correct letter formation in line with the school's handwriting scheme

## Inclusion

At Slaley First School, all children should be given the tools to progress in English. All teaching staff will plan lessons that are inclusive to all pupils and celebrate individual expression. We strive to create a learning environment where every child feels included, valued and encouraged. We strive to meet the needs of those pupils with special educational needs, those with disabilities and those with special gifts and talents.

## **Curriculum Impact**

The agreed programme of work will ensure continuity, progression and differentiation. The whole school approach to long, medium and short-term planning for English reflects the recommendations and statutory requirements of the National Curriculum. Assessment is ongoing and informs future planning; it is in line with the guidelines set out in the school's assessment policy.

Planned learning will progressively build on prior knowledge and understanding and support children in producing outcomes of the highest quality. Teaching and learning is adapted to cater for the needs of all pupils; providing support for children with special educational needs and enrichment and challenge for more able children. Our children enjoy and value English and know why they are doing things, not just how.

The Key Teachers in each key stage are responsible for regularly monitoring and reviewing the curriculum, the standard of the children's work and the quality of teaching in English including seeking the children's views.

The English curriculum will contribute to children's personal development. This will be seen in them being able to talk confidently about their work and sharing their work with others. Progress will be shown through outcomes and through the important record of the process leading to them.

The Headteacher and senior teacher are responsible for regularly monitoring and reviewing the curriculum, the standard of the children's work and the quality of teaching in English including seeking the children's views. The English curriculum will contribute to children's personal development in creativity, independence, judgement and self-reflection. This would be seen in them being able to talk confidently about their work and sharing their work with others. Progress will be shown through outcomes and through the important record of the process leading to them.

## **Assessment and Recording**

Teachers assess children's work in English in three different phases. There are ongoing assessments made as part of every lesson to help teachers adjust their daily plans. Teachers match these short-term assessments closely to the teaching objectives. Medium-term assessments are also used to measure progress against the key objectives and to help teachers plan for the next unit of work. Mind maps are used to assess the children's knowledge at the beginning of each unit and these are repeated at the end of a unit. Half termly pupil progress meetings discuss individual progress outcomes. Teachers make long-term assessments towards the end of the school year and they use these to assess progress against school and national age-related expectations. With the help of these long-term assessments, teachers are able to set targets for the next school year and summarise the progress of each

child before discussing it with the child's parents. Subsequent teachers also use previous long-term assessments as the basis for planning work for the new school year.

## **Links to Other Policies**

Teaching and Learning Policy

Feedback and Marking Policy

Assessment Policy

SEND Policy