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Staff Responsibility:	Sadia Riaz	
Linked policies:	Teaching and Learning Assessment Handwriting Marking and Feedback Special Educational Needs	ICT Presentation Equal Opportunities Health and Safety Library
Singed by chair:	L. Rowbotham	
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Boarshaw Community Primary School **English Policy**

Introduction

Our Mission Statement is:

'A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually'.

General Aims

Our Vision and Aims are:

We aim to develop pupils' abilities within an integrated programme of Speaking and Listening, Phonics, Reading and Writing. Pupils will be given opportunities to interrelate the requirements of English within a broad and balanced approach to the teaching of English across the curriculum, with opportunities to consolidate and reinforce taught English skills. We aim for the teaching of English to be engaging, cross curricular, creative and inspiring for all pupils.

By the age of 11 we aim to ensure that all pupils:

- *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 in and for a range of contexts, purposes and audiences.*
- *Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.*
- *Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.*
- *Have a good understanding and application of their spelling, punctuation and grammar (SPAG) skills.*

Our Statutory Requirements are:

English is a core subject in the National Curriculum. Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Document (2014) and in the Communication, Language and English section of the Statutory Framework for the Early Years Foundation Stage (2014).

- In the **Foundation Stage (Nursery and Reception)** pupils should be given opportunities to:
 - Speak and listen and represent ideas in their activities.
 - Use communication, language and English in every part of the curriculum.
 - Become immersed in an environment rich in print and possibilities for communication.
 - Take part in a daily phonics lesson.
- **At Key Stage One (Years 1 and 2)**, pupils should be given the opportunity to:
 - Learn to speak confidently and listen to what others have to say.
 - Read and write independently and with enthusiasm.
 - Use language to explore their own experiences and imaginary worlds.
- **At Key Stage Two (Years 3-6)**, pupils should be given the opportunity to:
 - Speak and write to suit different situations, purposes and audiences.
 - Read a range of texts and respond to different layers of meaning in them.
 - Explore the use of language in literary and non-literary texts and learn how the structure of language works.

The Daily Teaching of English:

As a school, we aim to provide the daily teaching of English throughout Early Years, Key Stage 1 and Key Stage 2.

- **Reading:** all pupils will have the opportunity to read to an adult at least once a week. This will be outside of the required whole class reading sessions. Children will be engaged in a whole class text which will be studied in depth. Children will have a book read to them daily for pleasure. Children can select a book from their class's class library to read during school time. All pupils will have access to the school library with parents and with their class. All pupils will have the chance to take home a library book and change this in school weekly.
- **Phonics and SPAG:** In Early Years and Year 1, discrete phonics lessons are taught daily. Grammar is taught discreetly in Year 1. Year 2 and Key Stage 2 will participate in a daily SPAG session in class.
- **Writing:** writing will be for a purpose. Pupils will focus on narrative and all non-fiction work will link directly to topic. Poetry will also be read, wrote and performed. English units will follow the school's non-negotiables. Every effort should be made to inspire writing through high quality texts and animated visuals.

Teaching and Organisation

Subject Organisation:

The New English Curriculum has been adopted throughout school. The Early Learning Goals are followed to ensure continuity and progression from the Foundation Stage through to the National Curriculum. Pupil provision is related to attainment, not age.

For some aspects of learning pupils are grouped according to ability e.g. reading groups. For some sessions they are in mixed ability groups so they can learn from each other and support one another with the aim of achieving layered targets or individual targets. Shared reading or paired reading may take place between mixed Key Stage groupings.

English is led in school by our English coordinator, Sadia Riaz, who helps to ensure that requirements are being met by the school and ensures that the staff are up to date with new initiatives.

Speaking and Listening:

The National Curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Speaking and Listening 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.

Some of the activities the pupils are involved in:

- In **Key Stage One** pupils are encouraged to ask and answer questions. Pupils will also communicate ideas and listen to others during circle time, role play and during class activities.
- In **Key Stage Two** pupils also use circle time to discuss thoughts and feelings. They engage in critical and philosophical thinking. The pupils are encouraged to develop their own views and opinions, whilst considering and respecting the views of others through, for example, debating topical issues. Drama is used across the Key Stages to explore ideas or texts.

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.

Reading:

The programmes of study for reading at Key Stages 1 and 2 consist of two dimensions: word reading and comprehension (both listening and reading). At Boarshaw Primary, we believe that reading is an important life skill and we strive for all pupils to enjoy and value it. We recognise that enjoyment in reading arises from deriving meaning from text. It is our aim to develop and create passionate readers for life. Pupils take part in whole-class reading which helps to ensure that teachers develop their vocabulary, understanding of the text, grammar and answer questions linked to inference and deduction.

Home Reading:

In Reception, KS1 and KS2, pupils take home a reading book based on their reading level. These books are taken home with a reading record, or log book, in which the parent/carer can make comments. Home reading books are changed regularly allowing maximum opportunities for reading at home. Pupils can choose their own texts which range from fiction to non-fiction books. Pupils also have the opportunity to take home a library book with or without their parents.

Reading for Pleasure:

Each class has a designated **reading corner** which is an engaging and comfortable environment to stimulate and engage pupils during quiet reading time. There is also a bookcase with a range of book titles. Each year group is required to read books by a variety of different authors throughout the year. Staff are expected to read to pupils each day.

Many exciting and rewarding activities are arranged in school to promote the pleasure and knowledge that can be gained from books. Some of these events include "Book Week", visits by published authors, and skilled story tellers from many cultures, in-school performances by professional theatre groups, making books, using drama, dance and music to illustrate texts.

Reading in School:

All pupils will be given a book band colour according to their reading ability. Throughout the Key Stages pupils read aloud to an adult on a weekly basis. Some pupils may be identified as needing daily reading sessions and will receive extra support. The adult may make a comment in the child's reading record or log book.

Shared reading takes place within the class and may be on the whiteboard, from a big book or a photocopied extract. Pupils will be encouraged to read aloud in order to gain confidence and learn to use expression in a supportive environment. This may be in small groups or whole class depending on the activity and desired outcome. Pupils will also have opportunities for independent reading in lessons throughout the curriculum.

Whole Class Reading:

Reading is taught in a whole class context. This provides the opportunity for a focused look at a particular text in order to develop comprehension skills, increase knowledge of vocabulary and promote enjoyment of a wide range of more challenging texts. Each class should teach reading for a minimum of two hours a week.

School Library:

The school library provides a fantastic range of books and is to be used in line with the library policy. Each teacher should encourage the pupils to see the school library as a learning resource and a way to obtain books to take home to read for pleasure. As mentioned above pupils can take home a library book and have the opportunity to visit the library with either their class or their parents.

Phonics:

At Boarshaw Primary School we follow the 'Letters and Sounds' programme to teach phonics. We begin the process of learning to read in the Early Years Foundation Stage, where we believe that the systematic teaching of phonics is the fastest and most effective way of getting young pupils to start reading. In Nursery, the pupils have daily 10 minute phonics sessions whilst working through Phase 1. By the end of Reception, it is our expectation that all pupils can blend sounds and that the vast majority will be reading simple yellow banded books. Pupils are expected to be secure at Phase 3. In Early Years Foundation Stage, the focus of writing is using phonics to write simple sentences with basic punctuation.

The teaching of synthetic phonics continues throughout Year 1. Our programme is structured in such a way as to ensure the teaching of phonics is systematic and that progress is built on from previous learning. By the end of Year 1, it is our expectation that the vast majority of pupils will be fluent readers and will no longer need explicit phonics teaching for reading. Pupils should be confident and secure with Phase 5. We aim to ensure that our quality teaching helps to ensure that the majority of pupils pass the Phonics Screen Check. For those pupils who are not at the expected level by the end of Year 1, they are supported through 1:1 interventions programmes to ensure accelerated progress by the end of Key Stage 1.

Writing:

The programmes of study for writing at Key Stage 1 and 2 consist of two dimensions: transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing). We aim to ensure that pupils produce writing which has a purpose. Narrative and non-fiction writing is encouraged, usually linked to own experiences and topic.

In Early Years there will be opportunities to write for a purpose and these will be integrated throughout the provision both indoors and outdoors. Letters and Sounds and emergent writing form the basis of early English lessons where pupils start to understand the relationship between sounds and letters (phonics). Pupils are gradually introduced to more sophisticated spelling patterns and word structures. Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar which are taught implicitly and explicitly from Year 1 through to Year 6 using the appendices in the New National Curriculum.

In KS1 and KS2 opportunities will be provided for shared and guided writing as appropriate to model different styles and genres of writing. Independent writing at the end of the each unit of work contributes towards updating ongoing assessments and helps to set new targets for the following week.

Handwriting:

At Boarshaw Primary, we follow the Achieving Excellence in Handwriting Scheme – Martin Harvey. The expectations for this for all year groups are outlined in the Handwriting and Presentation policy.

Grammar and Spelling (SPAG):

All teachers follow the expectations set by the grammar and spelling guidance within the New Curriculum Framework 2014. Our school firmly believe that a sound understanding of grammar and spelling will lead to an improved understanding of English and how the written and oral language works. All pupils are actively encouraged to use the correct grammatical terminology.

In Early Years Foundation Stage and Year 1, spelling is taught and monitored daily through discrete phonics lesson whilst grammar expectations are taught through English lessons. For all other year groups (Years 2-6), spelling and grammar is taught daily. Spellings are systematically taught according to spelling expectations outlined in the National Curriculum. Years 1-2 follow the National Curriculum and Years 3-6 follow the Spelling League scheme. Weekly spelling lists are sent home for pupils to practice with parents.

Planning

Planning takes place on a weekly basis. These plans reflect the expectations set out in the National Curriculum 2014. The school's non-negotiables outline the expectation of which genres and text types will be planned and taught across a year group. This includes the poetry, Shakespeare and traditional story focuses. Teachers show progression through a unit of work, beginning with dissecting text types and building up to pupils planning and writing their own. A strong focus should be on the proofreading and editing of their own writing. Drafting and redrafting should take place regularly.

English planning follows guidance from the National Curriculum objectives. Long term plans highlight key focus areas from the National Curriculum and cross curricular opportunities. Short term planning is based on our own 'non negotiables' curriculum, that looks at statutory frameworks and age related expectations. Weekly planning consists of clear objectives, success criteria, vocabulary, resources, use of additional adults and differentiation and personalised learning for pupils with specific needs. School planning jotters to be used to complete planning. Preparation of high-quality Flipcharts should be made and non-fiction genres are linked to topic.

Assessment

Work will be assessed in line with the Assessment and Marking Policy, and incorporates guidance from assessment for learning (formative assessment). Key to this is the premise that pupils will improve most effectively if they understand the aim of their learning; where they are in relation to this aim and how they can achieve the aim (or close the gap in their knowledge). Effective assessment techniques can increase both motivation and self-esteem. (See Assessment for Learning Checklist) Short term assessments are made as part of every lesson and involve sharing learning goals with pupils. Daily plans are adjusted accordingly. Pupils are encouraged to be involved in self and peer-assessment using coloured pens.

Medium term assessments measure progress against key objectives and individual or group targets are set accordingly. Long term assessments are made towards the end of the school year which, used in conjunction with the ongoing teacher assessment, help assess progress against school and national targets.

Assessment in Reading:

Statutory Requirements

- In the EYFS, pupils' achievements are ongoing and are assessed against the Early Learning Goals.
- Year 1 pupils will complete the phonics screening test in June each year.
- Year 2 and 6 pupils complete the SATS.

School Requirements

- Assessment for learning is well established in all teaching and formative assessment occurs daily through oral feedback.
- Teacher assessment against the end of year expectations is regularly used using grids.
- Rising Stars is used at the end of each term to help inform teacher assessment, to give a current working stage and also a reading age.
- Running records are completed to help determine if pupils can move up book bands as and when is needed.

Assessment in Writing:

Statutory Requirements

- In the EYFS, pupils' achievements are ongoing and are assessed against the Early Learning Goals.
- Year 2 and 6 pupils to submit whether pupils have met end of year expectations or not.

School Requirements

- Assessment for learning is well established in all teaching and formative assessment occurs daily through oral feedback. Objective grids are completed as and when is necessary.
- There should be a variety of narrative, non-fiction and poetry units of work throughout a half term. One piece of writing is no longer used to inform judgements but a selection of writing should be used to inform judgements. End of unit writing should be produced to give all writing a purpose and an end product.
- Targets are generated regularly from English lessons as teachers identify areas for pupils to work on.

Inclusion and Equal Opportunities

General Guidance:

All pupils have an equal opportunity regardless of gender, race or ability, to progress and succeed in their English learning and understanding. We pay particular attention to ensuring there is no gender bias in materials or in access to resources, including ICT as detailed below. Teachers should pay attention to the equal distribution of their questions across all groups. Any displays and references to this subject in society should show positive role models of gender, race, ethnicity and disabilities.

Inclusion:

Boarshaw Community Primary School is committed to providing an appropriate and high quality education to all the pupils living in our local area. We believe that all pupils, including those identified as having special educational needs, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We believe that all pupils should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all pupils can flourish and feel safe.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs. We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background.

Use of ICT:

Opportunities to use ICT to support teaching and learning in English will be planned for and used as appropriate. This will include the interactive whiteboard, PCs, iPads, cameras and digital recorders.

Cross-curricular:

Pupils must learn to read, speak and write fluently so that they can acquire information and communicate their ideas and emotions in all other areas of the curriculum. Teachers will plan for pupils to practise and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum.

Monitoring and Evaluation

Provision for English is monitored and reviewed on a regular basis.

This is achieved by:

- the English Coordinator Sadia Riaz will monitor resource provision, identifying shortfalls, identify aspects within curriculum subjects to be included in teacher planning (additional detail is provided below).
- The SLT shall have oversight of this policy and monitor the provision of English.

Role of Subject Leader:

The Subject Leader should be responsible for improving the standards of teaching and learning in English through monitoring and evaluating.

- He/she should take the lead in policy development designed to ensure progression and continuity of English throughout the school.
- He/she provides support for colleagues in their development of planning and the implementation of the scheme of work.
- The subject leader also gives support in assessment and record keeping activities.
- The subject leader assists in the monitoring of progress and standards in English, takes responsibility for the purchase and organisation of central resources for English and keeps up to date with developments in English education and disseminates information to colleagues as appropriate.
- In association with the Senior Leadership Team, the subject leader will analyse data and monitor teaching and learning. Using this information the subject leader will identify priorities and set appropriate targets. They should plan and deploy resources accordingly to meet these targets.

Reporting to the Governing Body:

Reports are made to the governors on the progress of English provision through analysis of data by the assessment coordinator. Governors monitor aspects of English that are linked to the SIP. This policy will be reviewed every three years or in the light of changes to legal requirements.