

# Shavington Primary School



## English Policy

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## **1. Introduction**

The study of English develops children's ability to listen, speak, read and write for a wide range of purposes, including the communication of their views, ideas and feelings.

Children are enabled to express themselves creatively and imaginatively, as they become enthusiastic and critical readers of stories, poetry and drama, as well as non-fiction and a range of multi-media.

Children also gain an understanding of how language works by looking at its patterns, structures and origins. The children will be able to use their knowledge, skills and understanding in speaking, listening, reading and writing across a range of different situations.

## **2. Aims**

Our curriculum aims are:

- To provide a rich and stimulating language environment, where speaking and listening, reading and writing are integrated.
- To provide opportunities for pupils to become confident, competent and expressive users of language with a developing knowledge of how language works.
- To encourage children to express their opinions, articulate feelings and formulate responses to a range of texts both fiction and non-fiction using appropriate technical language.
- To foster an interest in words and their meanings, and to promote the development of a growing vocabulary in both spoken and written forms.
- To engage children with an understanding of a range of text types and genres.
- To foster an enthusiasm for, and love of, reading for life.
- To enable children to write in a variety of styles and forms showing an awareness of audience and purpose.
- To develop the powers of imagination, inventiveness and critical awareness in all areas of English.
- To teach the children to use grammar and punctuation accurately.

- To develop the understanding of correct spelling conventions.
- To provide opportunities for children to peer and self-assess their own work, enabling ownership over their work.
- To encourage the production of effective, well presented written work using fluent and legible handwriting.
- To provide opportunities for pupils to communicate ideas through the use of ICT.
- To provide opportunities for role-play and drama.

### 3. Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#), which the school has chosen to follow.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#). It complies with our funding agreement and articles of association.

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

### 4. Roles and responsibilities

#### 4.1 The Local Governing Board

The Local Governing Board will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation.

The Local Governing Board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets.
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, and science, and enough teaching time is provided for pupils to cover the requirements of the funding agreement.
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEND).
- The school implements the relevant statutory assessment arrangements.
- It participates actively in decision-making about the breadth and balance of the curriculum.

#### 4.2 Headteacher

The Headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives, which reflect the aims of the school and indicate how the needs of individual pupils will be met.
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed.
- The school's procedures for assessment meet all legal requirements.
- The Local Governing Board is advised on whole-school targets in order to make informed decisions.
- Proper provision is in place for pupils with different abilities and needs, including children with SEN.

### 4.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy. Supported by the Curriculum Leader for English, teachers are expected to keep up to date with subject knowledge and use current materials that are available in school. Training needs are identified as a result of whole school monitoring and evaluation, performance management and through induction programmes.

Additional adults who are involved with intervention programmes will receive appropriate training.

## 5. Organisation

### Reading

Reading opens the door to learning. A child who reads a lot will become a good reader. A child who reads challenging material is a child who will learn.

At Shavington Primary School, we believe that all children should have a love of reading. Books stir the senses, inspire imagination and ignite a love of reading that will hopefully last a lifetime. Reading has a high profile at Shavington and books will be seen around school. We have lots of books to choose from and we also subscribe to the Education Library Service, which allows us to borrow a wealth of books at any time.

To start the children off on their reading journey, we use "Floppy's Phonics" from Nursery through to Year 1. We then follow "Pathways to Reading" from Year 2 to Year 6 to ensure a progression and continuity of skills throughout school.

At Shavington Primary School, we strive to teach children to read effectively and quickly using **The Floppy's Phonics** teaching programme from Nursery onwards. This includes teaching synthetic phonics, sight vocabulary, decoding and encoding words, as well as spelling and accurate letter formation. In addition to this, it also creates a wonderful platform for discussion and comprehension around texts. This structure of teaching uses the phonic phases that are outlined in the 'letters and sounds' programme in 5 levels, each with new phonemes to be learnt and increasing with difficulty as you progress through the levels.

### When using Floppy's Phonics, the children will:

- Read easily, fluently and with good understanding.
- Be encouraged to focus on their BLP animal of reflectiveness to help them to spot new sounds that they can apply to new and unfamiliar words as well as question word meaning to broaden their understanding of a variety of texts.
- Develop the habit of reading widely and often, for both pleasure and understanding.
- Apply their phonic knowledge in both their reading and writing, accurately and coherently.



The Phonics policy covers Phonics teaching at Shavington in more detail.

### Pathways to Read



Pathways to Read is a programme designed to equip pupils from Year 2 onwards with key skills to move them through the reading process towards becoming competent and fluent readers. To support this approach, high-quality texts ensure that the children are engaged with their learning and mean that reading lessons are both purposeful and enjoyable.

The units are linked to the *Pathways to Write* units to encourage a whole school curriculum approach.

Pathways to Read follows a mastery approach to learning with three categories of skills developed each half term:

- Ongoing skills - linked to text choices and achieved through selection of teaching activities.
- Core skills - prediction, vocabulary development and retrieval.
- Mastery skills - 2-3 objectives are focused on for the children to master over the course of the half-term.

### Writing

We believe that our children will develop a lifelong appreciation and desire for quality literature. We believe the study of English develops the children's abilities to listen, speak, read and write for a wide range of purposes. It enables them to express themselves creatively and imaginatively.

We strive for all our children to learn to communicate meaning through engaging writing activities where they can express their emotions, thoughts and opinions both imaginatively and factually for a variety of audiences. We follow a writing pathway to help with progression of skills throughout school.

Children are encouraged to develop as individual writers, learning over time to use effective transcription and composition skills. They will be taught how to plan, revise, draft and review their writing, forming, articulating and communicating ideas and organising them coherently for the reader. We are proud of what our children can achieve and work is displayed around school for all to share.

## **Pathways to Writing**



Pathways to Write is a methodology designed to equip pupils with key skills to move them through the writing process towards their final outcome. The units are based on high-quality texts that are both enjoyable and thought-provoking. It is built around units of work that follow a mastery approach to the teaching of writing.

Each unit covers a range of areas in the national curriculum:

- Mastery of vocabulary, grammar and punctuation skills.
- Writing a range of genres across a year.
- Vocabulary development.
- Using a wider range of reading comprehension strategies as a whole class.
- Spoken language activities including drama and presentations.
- Opportunities for practicing previously taught genres.
- An extended, independent piece of writing.

**This process follows three stages:**

### **The Gateway**

- Begin at the Gateway with a 'hook' session to intrigue and enthuse young writers.
- Use objects, people, images or role-play to stimulate questions about the chosen text.
- Give pupils the opportunity to predict the text.
- Establish the purpose and audience of the writing.
- Revisit previous mastery skills and ongoing skills.

## **The Pathway**

- Introduce pupils to three new writing skills from their year group curriculum.
- Provide opportunities to practice and apply the skill they have learnt through short and extended writing tasks including character descriptions, poetry, dialogue between characters, fact files or diary entries.
- Provide opportunities to re-cap and apply previously taught skills.
- Challenge greater depth writers through a wider range of tasks e.g. changes to form, viewpoint and audience.

## **Write-away**

- Section and sequence texts independently or collaboratively.
- Create extended pieces of writing over time.
- Opportunity to apply mastery skills.
- Time for planning, writing, checking, editing, redrafting and publishing.
- A fiction or non-fiction outcome will be written (covering a wide range of genres and themes over the year).

## **Spelling**

In EYFS and Year 1, 'Floppy Phonics' is used to teach daily synthetic phonics and spelling. Children are taught to blend the phonemes they learn and write the appropriate graphemes. Spelling rules and patterns are introduced and teachers ensure that pupils learn to spell the high frequency and common exception words expected at each phase. In Spring term, Year 1 teach spellings using the Pathways to Spell scheme (as described below).

In Year 1 and 2, Key Stage 2, spelling is taught in discrete lessons using the 'Pathways to Spell' scheme by The Literacy Company. Lessons are delivered two or three times a week to teach, practise and apply new spelling patterns and rules. Children are also introduced to the common exception words expected for each year group and are encouraged to use correct spellings throughout their written work.

## **6. Planning**

English is a core subject in the National Curriculum. We use objectives from the 2014 National Curriculum to inform our planning.

Each year group has a 'Long Term Plan' for the year, which outlines the areas of the curriculum to be covered. This also states the key objectives, which are to be taught in each term for English. Class teachers complete a weekly plan for the teaching of English. This gives details of what will be taught in each lesson.

## **7. Assessment**

This section details the various assessment methods and practices used in Shavington through which we ensure that children are making appropriate progress and that the activities they take part in are suitably matched to their ability and level of development.

Assessment is an integral and continuous part of the teaching and learning process at Shavington and much of it is done informally as part of each teacher's day to day work. Teachers integrate the use of formative assessment strategies such as: effective questioning, clear learning objectives, the use of success criteria, effective feedback and response in their teaching and marking and observing children participating in activities. Findings from these types of assessment are used to inform future planning.

### **Marking**

Completed in line with the school's Marking and Feedback Policy to ensure that all children know what they have done well and next steps for improvement. As well as teachers using the 'Tickled Pink' and 'Green for Growth' marking scheme, children are taught to self and assess the 'I can...' statement using the self assessment faces.

### **Assessment Week**

We use termly assessments as a way of recording children's progress. NFER papers are used for assessing reading from Years 1 to 6. Writing is formally assessed using a framework from the Pathways to Write programme.

### **Statutory End of Key Stage Assessment**

Children in Year 1 take the Phonics Screening Test during the designated week.

Children in Year 2 will sit the KS1 SATs during the designated test administration window. The tests consist of 2 Reading Papers.

Children in Year 6 will sit the KS2 SATs during the designated week. There is one reading paper (which is made up of different texts of varying difficulty) and a SPaG test (Spelling, Punctuation and Grammar).

## **8. Inclusion and accessibility**

At Shavington Primary School, teachers set high expectations for all pupils. They use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils.
- Pupils with low prior attainment.
- Pupils from disadvantaged backgrounds.
- Pupils with SEN.
- Pupils with English as an additional language (EAL).



Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

## **Accessibility**

At Shavington Primary School, we are committed to providing an accessible environment, which values and includes all pupils, staff, parents and visitors, regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility to develop a culture of awareness, tolerance and inclusion.

## **9. Monitoring arrangements**

At Shavington Primary School, the Local Governing Board monitor whether the school is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the required subjects, through:

- Organised visits from members of the LGB.
- Meetings with staff to discuss areas of the curriculum.
- Analysis of whole school data.

The English Subject Co-ordinator monitors the way English is taught throughout the school by:

- Book scrutinies.
- Learning walks.
- Looking at planning to ensure curriculum coverage.
- Analysis of whole school data.
- Planning whole school events such as writing days.

The English co-ordinator also has responsibility for monitoring the way in which resources are stored and managed.

The Headteacher will review this policy. At every review, the policy will be shared with the Local Governing board.

## **10. Links with other policies**

This policy links to the following policies and procedures:

- EYFS policy.

- Assessment policy.
- SEN policy and information report (Including Pupil Premium).
- Equality information and objectives.
- Phonics policy.
- Handwriting policy.