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The Bishops' C of E and RC Primary School

ENGLISH POLICY

This policy has been written in line with the School Mission Statement.

AIMS

At Bishops' C of E and R.C. Primary School we aim to develop pupils' abilities within an integrated programme of Speaking & Listening, Reading & Writing.

We value English both as a discreet subject which requires specific knowledge and skills, as well as a vehicle through which many aspects of the curriculum are accessed and taught. We include opportunities for children to make informed choices in their English outcomes.

We strive for children throughout The Bishops' to:

- Take pride in their work
- Speak and listen in a range of contexts with confidence and clarity
- Have a suitable vocabulary to articulate their thoughts, ideas, and responses appropriately to a range of audiences
- Plan, write and edit their work with growing independence and effectiveness
- Write for pleasure, as well as purpose, with a broad and appropriate vocabulary
- Understand a range of text types and genres – be able to write in a variety of styles and outcomes appropriate to the situation
- Develop creative and original ideas in their work
- Have a clear understanding of the importance of accurate spelling, punctuation and grammar
- Have an interest in books and read for enjoyment and purpose
- Explore high quality texts through a range of genres
- Show a broad and deep understanding of texts

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STATUTORY REQUIREMENTS

Statutory requirements (years 1-6) for the teaching and learning of English are laid out in the National Curriculum English Document (2014). In the Early Years Foundation Stage, we use Development Matters to track progress, working towards the Early Learning Goals in Literacy and Communication and Language.

In the Foundation Stage children are given opportunities to, and are encouraged to:

- Speak, listen and represent ideas in their activities and play
- Learn songs, poems and nursery rhymes
- Participate in a daily phonics session (which includes reading and writing)
- Become immersed in an environment rich in print and possibilities for communication
- Read and write daily through play in various areas of the Foundation Stage setting

In Key Stage One (Years 1 and 2) children are supported and encouraged to:

- Speak confidently in an appropriate way and listen to what others have to say
- Read with increasing fluency, enjoyment and comprehension
- Write with growing independence, developing creativity and stamina
- Use language to explore their own experiences and understanding across the curriculum
- Participate in a daily phonics sessions and progressive grammar, punctuation and spelling lessons

In Key Stage Two (Years 3 to 6) children are supported and encouraged to:

- Develop the way they 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 through a range of text types and continue to learn how the structure of language works through specific grammar, punctuation and spelling lessons
- Implement the grammar, punctuation and spelling features studied in their independent writing

THE GOVERNING BODY

Reports are made to the governors on the progress of English provision across the school. This policy will be reviewed every three years or in the light of changes to legal requirements.

SUBJECT ORGANISATION

The English Curriculum (Years 1-6) is delivered using the National Primary Curriculum (2014) through Jonathon Bond's Primary English Core Curriculum. In Foundation Stage, the English Curriculum is delivered using Development Matters and Jonathon Bond's Primary English Core Curriculum. Liaisons between Foundation Stage and Year 1 are made to ensure continuity and progression from the Foundation Stage through to the National Curriculum.

English is part of the daily curriculum throughout the school. We ensure that there is an appropriate balance of whole class, group and individual teaching.

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We seek to provide activities which are interesting and motivating and lead to worthwhile outcomes. Whilst some elements of the English curriculum are taught discreetly to develop understanding, a cross-curricular approach is also used to demonstrate application and understanding of features.

Phonics, spelling, punctuation and grammar are taught progressively throughout the school, developing an effective use of English.

Teachers plan English lessons on a weekly basis using The Jonathon Bond Primary English Core Curriculum. This curriculum is organised in year groups and terms to ensure progression and continuity through all strands. We use a mastery approach towards year group objectives with differentiation for individual groups and children when required.

Additional time each week is set aside for developing reading skills. This includes whole class reading, guided reading, individual reading, choral reading and reading for pleasure.

APPROACHES TO SPEAKING AND LISTENING

Each year group has Speaking and Listening outcomes which are planned for throughout the year.

When planning, we consider:

- Vocabulary
- Speaking
- Listening
- Group Discussion and Interaction
- Drama/Role play
- Poetry

These are taught specifically, alongside their application throughout the curriculum. Children are encouraged to develop effective communication skills. All children additionally participate in Creative Arts involving drama skills led by a specialist teacher.

APPROACHES TO READING

The following approaches to reading take place in our school:

- Phonics
- Whole class reading
- Guided reading
- Independent reading
- Choral Reading
- Listening to whole class stories
- Parents are encouraged to read to, and with, their children at home
- The Early Morning and After Lunch Reading Clubs exist (from year 3) to support children who are reading below their chronological age.

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All children at The Bishops' School have a banded reading book to read at school and home. In Foundation Stage and Key Stage 1 children receive a colour banded book which correlates with their reading level and phonics phase. In Key Stage 2, children are assessed using Accelerated Reader throughout the year. This generates a ZPD reading range; children select their own reading books from our library within this banding. Children in Key Stage 2 who require further phonic support continue with colour banded or HiLo books.

At The Bishops' we value hearing our children read. In Foundation Stage and Key Stage One, every child reads to a member of staff every week, and in addition may be heard by a volunteer. In Lower Key Stage Two, children read to a member of staff at least once a fortnight, and Upper Key Stage Two, twice a half term. This may be through group or individual reading. Class teachers have their own systems in place to ensure that they personally hear all of their class read on a regular basis and monitor progress.

RESOURCES

All children have access to a class and/or school library and can borrow books for their own reading pleasure. Staff have access to: big books, sets of guided reading books and The Bishops' topic loan to support their teaching of the curriculum.

APPROACHES TO WRITING

Children are given many opportunities to write in school, both in English and across the curriculum. They take part in:

- Phonics and spelling
- Emergent writing (Foundation Stage)
- Magic writing (Foundation Stage/Key Stage One and interventions)
- Shared Writing
- Independent Writing
- Writing for pleasure including Writing for 10 and creative writing
- Handwriting

Writing for purpose and informed choice are implemented wherever possible. We try to emulate how English is used in the wider world.

CROSS-CURRICULAR ENGLISH OPPORTUNITIES

Teachers seek to take advantage of opportunities to make cross-curricular links where appropriate in line with our whole school cross-curricular planning approach. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum.

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THE USE OF COMPUTING

Opportunities to use computing to support teaching and learning in English are planned for, and used, as appropriate. Classes regularly use the computer suite and each class has an interactive white board and a visualiser which are used to support learning in English. Children have access to tablet computers/laptops which can also be used to support English.

ASSESSMENT

Work will be assessed in line with our Feedback Policy.

Teacher assessment

- Speaking and listening is teacher assessed
- Work is marked in line with the Feedback Policy
- Reading is assessed termly terms using a combination of assessments: Accelerated reader, Banded books, written reading comprehension (Years 2-6) and formative teacher assessment. Reading in Foundation Stage and Year One is formatively assessed throughout the year and includes a termly phonics assessment.
- Writing is assessed at the three assessment points throughout the year against The Bishops' Year Group/Key Stage Expectations. Children write a fiction and non-fiction piece at these times, which are used alongside their exercise books to make judgements. The two pieces of assessed writing are collated in writing folders to show an individual's progress through their school journey.
- Teachers meet in their teams to ensure consistent levelling in their year groups and samples of work are available to the English subject leaders to ensure consistent levelling throughout the school.
- Years 2 and 6 carry out Statutory Assessments.
- Year 1 carry out the Phonics Screening Check (statutory)

Pupil assessment

We make it clear to children the qualities we are looking for in their work. Children are given opportunities to evaluate, reflect on and edit their own work in order that they may develop their own sense of quality. Feedback is regularly given to pupils to facilitate their progress.

Throughout the school, children are given opportunities to self and peer assess their work. We ensure children are clear about the objective and success criteria for a lesson, against which they assess work. Children can use these criteria to identify strong points and areas for development.

INCLUSION

We aim to provide for all children so that they achieve as highly as they can in the different aspects of English. We identify which pupils, or groups of pupils, are under-achieving and take steps to improve their attainment. All children are encouraged to master objectives and apply them confidently, independently and creatively in different contexts.

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Throughout the school, numerous intervention programmes take place to target specific children and groups of children. Intervention programmes are reviewed and evaluated regularly by appropriate members of staff.

- Higher achieving and talented children are identified and will sometimes have targeted group sessions
- Children in KS2 achieving below their expected reading age are invited to Reading Club
- Some SEN children take part individually, and in small groups, in programmes such as; Catch Up, Accelerated/Accelerwrite, Phonological Awareness Training, Dyslexikit and small group handwriting.

EQUAL OPPORTUNITIES

All children are provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

ROLE OF SUBJECT LEADER

The subject leaders, in partnership with colleagues, are responsible for improving the standards of teaching and learning in English through monitoring and evaluating;

- Pupil progress
- An appropriate and progressive English curriculum across the school
- Provision of English (including intervention and support programmes)
- The quality of the learning environment;
- Monitoring English assessment
- Taking the lead in policy development
- Purchasing and organising resources
- Keeping up to date with recent English developments

PARENTAL INVOLVEMENT

Parents are encouraged to support English through reading and writing with children at home in line with their child's age e.g. through homework. Parents can also encourage invited children to attend the Reading Club before school.

CONCLUSION

This policy is in line with other school policies in school and therefore should be read in conjunction with the following school policies:

- Teaching and Learning Policy
- Feedback Policy
- Special Educational Needs Policy
- Computing Policy
- Equal Opportunities Policy
- Gifted and talented policy
- Phonics policy (to be completed July 2022)
- Foundation Stage Policy

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