



English Policy

*‘Join together to support and encourage one another to promote
love and good works’*

Hebrews 10:2

Approved at Full Governing Body Meeting:

Review date:

OUR MISSION STATEMENT

Working in partnership to achieve high standards in a welcoming, caring, Christian community where everyone feels valued, respected, safe and happy.

Intent

At Bidston Village CE Primary School we strive for each child to be a 'Primary Literate Pupil'. See 'Improving Literacy in KS1 and KS2, EEF'

The National Curriculum (2014) forms the basis for all subject teaching ensuring continuity and progression in an age-related curriculum. In addition, teachers make sure the content is relevant and stimulating by delivering through themes and topics. Our English curriculum has been developed to recognise the importance of English in every aspect of daily life and to cultivate children's love of reading, writing and discussion. We recognise the importance of nurturing a culture where children love to read, take pride in their writing and can clearly and accurately adapt their language and style for a range of contexts. As a Voice 21 school, we want to inspire children to be confident in the art of speaking and listening and to be able to use discussion to communicate and further their learning.

Our intent is to enable children to do the following:

- Read easily, fluently and with good understanding
- Develop a routine of reading widely and often, for both pleasure and information
- Write clearly, accurately and coherently, changing their language and style in and for a range of contexts, purposes and audiences
- Develop a love of writing and to be able to express their thoughts and ideas clearly and creatively through the written word.
- Re-read, edit and improve their own writing
- Confidently use the skills of grammar, punctuation and spelling
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- Use discussion in order to learn; they should be able to elaborate and clearly explain their understanding and ideas
- Become competent in the art of speaking and listening, making formal presentations, demonstrating to others and participating in debate

Implementation

We ensure that our English teaching and learning provides many purposeful opportunities for reading, writing and discussion. We use a wide variety of experiences, quality texts and resources to motivate and inspire our children. All pupils receive a daily English lesson. Teachers also ensure that where applicable, cross curricular links with concurrent topic work are woven into the programme of study.

- Teachers create a positive reading and writing culture in school, where both are promoted, enjoyed and considered 'a pleasure' for all pupils

'Do for others what you want them to do for you: this is the meaning of the Law of Moses and the teachings of the prophets' (Matthew 7:12)

- Promotion of reading through teachers reading out loud regularly to their class
- Pupils in EYFS and KS1 to have daily phonics sessions, following Read, Write Inc
- Years 3-6, use the Read, Write Inc spelling scheme, delivering daily sessions.
- Whole class and guided reading sessions (from year 1 onwards) using Cracking Comprehension
- Pupils are being adventurous with vocabulary choices
- Pupils to acquire strategies to enable them to become independent learners in English (spelling rules and patterns and how to tackle unfamiliar words when reading)
- Pupils to discuss and to present their ideas to each other by talking, being able to elaborate and explain themselves clearly, make presentations and participate in debates
- Vocabulary promoted through displays in class, enhancing and encouraging a wider use of vocabulary
- Teaching a range of writing genres, using Pathways to Write, across the school (progressing in difficulty) both in English and applying these skills in other curriculum areas; resulting in pupils being exposed to, and knowledgeable about, literary styles, authors and genres. They can express preferences and give opinions, supported by evidence, about different texts.

Impact

The impact and measure of this is to ensure children not only acquire the appropriate age-related knowledge linked to the science curriculum, but also skills which equip them to progress from their starting points, and within their everyday lives.

Long term, pupils will be able to do the following:

- Be confident in speaking and listening and to be able to use discussion to communicate and further their learning
- Be able to read fluently both for pleasure and to further their learning
- Enjoy writing across a range of genres
- Have a wide vocabulary and be adventurous with vocabulary choices within their writing
- Have a good knowledge of how to adapt their writing based on the context and audience
- Leave primary school being able to effectively apply spelling rules and patterns they have been taught
- Make good and better progress from their starting points to achieve their full potential
- Pupils of all abilities will succeed in English lessons because work will be appropriately scaffolded.

SPIRITUALITY IN THE ENGLISH CURRICULUM

Section 78 (1) of the 2002 Education Act states that all pupils should follow a balanced and broadly based curriculum which 'promotes the spiritual, moral, cultural, social, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life'.

Learning about and from religions and beliefs, through the distinct knowledge, understanding and skills contained in RE within a broad-based curriculum, is essential to achieving these aims. Exploring the concepts of religion and belief and their roles in the spiritual, moral and cultural lives of people in a diverse society helps individuals develop moral awareness and social understanding.

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In the English curriculum, we see this being achieved through a variety of ways:

- 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. For example, what inspired you in this text? How did a character cope with a challenge in life? How did the actions of a character surprise you? How do you think you would have responded to that 'wow' or 'ow' moment? What do you think makes these words so powerful/beautiful/painful?
- Inviting pupils to write about things that have profound meaning to them and showing them how their writing and the writing of others is valued.

STATUTORY REQUIREMENTS

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Document and other documents from the Standards Agency.

Early Year Foundation stage

At Bidston Village, we follow 'Development Matters'-Non-statutory curriculum guidance for the early years foundation stage. See pages 74-84.

Literacy

EYFS Statutory Educational Programme: It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Key areas of learning from year 1 to year 6 are: spoken language, reading, writing, spelling, vocabulary, grammar and punctuation.

At Key Stage One (Years 1 and 2), children should learn to speak confidently and listen to what others have to say. They should begin to read and write independently and with enthusiasm. They should use language to explore their own experiences and imaginary worlds.

At Key Stage Two (Years 3-6), children should learn to change the way they speak and write to suit different situations, purposes and audiences. They should read a range of texts and respond to different layers of meaning in them. They should explore the use of language in literary and non-literary texts and learn how the structure of language works.

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SUBJECT ORGANISATION

The English Curriculum is delivered using the new National Curriculum in England (published September 2014). 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.

THE ENGLISH CURRICULUM

The programmes of study for English are:

Spoken Language/Oracy (to include drama)

Reading

- Word reading
- Comprehension (both listening and reading).

Writing

- Transcription (spelling and handwriting)
- Composition
- Vocabulary, grammar and punctuation.

SPOKEN LANGUAGE (Voice 21)

The National Curriculum states that pupils should be 'taught to speak clearly and convey ideas confidently in Standard English' (p10). See our Oracy Policy. They should:

- justify ideas with reasons
- ask questions to check understanding
- develop vocabulary and build knowledge
- negotiate
- evaluate and build on the ideas of others
- select the appropriate register for effective communication
- give well-structured descriptions and explanations
- speculate, hypothesise and explore ideas
- organise their ideas prior to writing

OUR AIMS AND PROVISION FOR ORACY

Using Voice 21 is our driver, we encourage our pupils to speak clearly and confidently and articulate their views and opinions. We teach that children need to express themselves orally in an appropriate way, matching their style and response to audience and purpose. Listening and responding to literature, giving and receiving instructions. They develop the skills of participating effectively in group discussions. Support for teachers is given through the use of 'Universally Speaking. The ages and stages of children's communication and development from birth to 5 and 5 to 11.' Produced by The Communication Trust. See 'Communicating the Curriculum.'

Ways in which we support this include:

- activities which are planned to encourage full and active participation by all children, irrespective of ability

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- children with specific speech and language and auditory problems will be identified and specialist help sought, where appropriate
- encouraging talk-time at home through 'talk homework' and by encouraging reading and talk about books
- public speaking (Pupil Parliament, Right Respecting group, Christian Ethos Group, Anti-bullying Ambassadors)
- poetry recital
- school plays
- class debates
- assembly
- events within the community
- Pupil Parliament
- talk partners
- book talk sessions
- drama / role play
- PSHE and circle time

READING

The National Curriculum states that pupils should be taught to read fluently, understand extended prose and be encouraged to read for pleasure. Reading is singled out as of extreme importance since through it 'pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually' (p13) Reading allows pupils to 'acquire knowledge' and to 'build on what they already know' (p13). Schools are expected to have library facilities and support and encourage reading at home.

The curriculum divides reading skills into two dimensions:

- Word reading/ decoding
- Comprehension

We recognise that both these elements are essential to success and we support the acquisition of both sets of skills through various methods. We recognise that these areas are clearly linked to the other aspects of English learning: speaking and listening, writing, grammar and vocabulary. We also understand that reading is a developmental process and part of life-long learning and we encourage and praise children at every stage of it.

Our aims and connected provision link closely to the 7 aspects of early reading as stated in the new Education Inspection Framework. Our intent, implementation and impact can be seen through:

- Every pupil learning to read, regardless of their background, needs or abilities
- Pupils learn to read easily and fluently through the use of a complete systematic synthetics programme (Read, Write Inc) in reception and Key Stage One. Read, Write Inc enables pupils to become fluent readers to meet or exceed the expected standard in the year one phonics screening check. It provides all national curriculum expectations for word reading through decoding by the end of key stage 1
- Mrs Lynch is our Early Reading lead professional/Reading Champion.

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- Pupils read to adults in school and to each other. We encourage children to read regularly at home.
- We have clear expectations of pupils' phonics progress, from Reception to Year 2, and the school's phonics programme (Read, Write Inc.) aligns with these expectations.
- Pupils develop skills in reading for understanding. In essence, pupils study books may be linked to current or prior learning. They often study books which are more challenging than those which they might be able to read independently.
- Pupils are encouraged to read widely, through our use of differing class texts, visit our local and school library and have access to high quality attractive books in classrooms.
- Pupils are encouraged to read for pleasure using reading partners, quiet reading time, listening to an adult read, and the various methods outlined above.
- Pupils need to read to find information in all lessons and comprehension is assessed in a formal way each term.
- Pupils are exposed to a range of classic texts from their English heritage.
- Pupils will take part in whole class and small group reading sessions and will access a range of fiction, non-fiction and poetry texts using Cracking Comprehension.
- Pupils will gain knowledge and understanding of reading comprehension content domains.
- Key Stage One and Two pupils who are struggling with reading or making slow progress are given accelerated reading support through specific intervention programmes.

WRITING

The National Curriculum states that pupils should:

- Develop the stamina and skills to write at length
- Use accurate spelling and punctuation
- Be grammatically correct
- Write in a range of ways and purposes including narratives, explanations, descriptions, comparisons, summaries and evaluations
- Write to support their understanding and consolidation of what they have heard or read

The curriculum divides writing skills into two dimensions:

- Transcription (spelling and handwriting)
- Composition (articulating ideas in speech and writing)

We recognise that both these elements are essential to success and we support the acquisition of both sets of skills through various methods. We recognise that these areas are clearly linked to the other aspects of English learning: speaking and listening, reading, grammar and vocabulary.

Our aims and connected provision:

- teach grammar as part of 'Pathways to Write' and a separate lesson where necessary
- correct grammatical errors orally/ written work (where appropriate)
- have a systematic approach, we revisit key learning and build upon it in all areas from phonics, through to grammar and spelling
- use high quality texts, modelling and shared/ collaborative writing to demonstrate good practice

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- encourage and promote 'Pathways to Write' for fiction and non-fiction writing
- provide writing frames to support the least confident
- provide time for planning, revising and editing
- mark extended pieces of using the Pathways 'Gateway and Mastery Keys' and set targets with the pupil
- moderate writing within school and with other schools
- use checklists for pupils to self-assess or peer assess, when appropriate so they can evaluate effectively
- encourage joined handwriting to support spelling and speed
- use drama to help pupils to think about another point of view
- support for pupils with learning and motor difficulties
- meetings with parents to help them support their child

Vocabulary Development:

The National Curriculum makes clear that learning vocabulary is key to 'learning and progress across the whole curriculum' (p11) since it allows pupils to access a wider range of words when writing and for them to understand and comprehend texts efficiently.

Vocabulary teaching needs to be:

- Active
- Progressive/ systematic
- Making links from known words
- Develop understanding of shades of meaning
- Include 'instruction verbs' used in examinations
- Subject specific- accurate mathematical and scientific words

Our aims and connected provision

We encourage our pupils to have a wide and growing vocabulary in a number of ways, these include:

- Spelling lists/ key words to take home and learn
- Display of key words linked to topics and subjects
- Using the correct vocabulary orally
- Using dictionaries, thesaurus and similar programmes
- Using texts to explore vocabulary choices and the effect they have
- Carrying out systematic testing and providing feedback to pupils
- Targeted one to one/ small group support, where appropriate

Planning:

- Long term overviews can be found online for Key Stages One and Two
- Units of work and short-term planning is stored centrally
- English is planned for separately to other subjects using Pathways to Write.
- Short term planning is flexible allowing for assessment for learning after each session/group of sessions
- Pupils may be streamed by ability for some sessions/ types of homework/ support

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- Pupils entitled to Pupil Premium funding will be tracked and monitored termly
- Pupils with EAL will be given additional support through MEAS
- Pupils with SLD will work with a designated member of staff, who will support pupils individually using a pupils specific teaching programme (Orrets Meadow Outreach Support)

Assessment and Monitoring in English:

Work will be assessed in line with our Assessment Policy. In addition to this, we use Target Tracker as an assessment tool. T.T. allows staff to look for trends over the different areas of English and also allows us to look at different groups of children: Pupil Premium, FSM, boys, girls, SEN etc. Data is inputted each half term. Staff meet to moderate and standardise so that data is accurate. Pupil progress inform teachers of children who may require support/ intervention.

The impact of our English curriculum is measured through the monitoring cycle in school:

- Drop-ins and observations
- Book monitoring
- Learning walks
- Writing moderation. Moderating pupils' work in school and in cluster meetings with other schools to ensure accurate assessments are made
- Tracking pupils' progress each term in Reading (using NTS and NGRT in specific year group), Writing and Speaking and Listening (oracy). This informs planning and any intervention needed. Our Inclusion Bases may use assessments that differ from our mainstream classes.
- Phonics assessment is ongoing
- Spelling is assessed twice a year using the Single Word Spelling Test (SWST)
- Read, Write Inc reading assessments are used to support the organisation of teaching groups
- Pupil progress meetings ensure different groups (including EAL, PP and SEND) and individual progress is monitored, and interventions organised to support good and better progress
- Importantly, monitoring is also used to identify gaps in the curriculum that may need to be addressed across the school, or within individual year groups. Monitoring is an ongoing cycle, which is used productively to provide the best possible English curriculum for our children and to ensure it is inclusive to all.

CROSS-CURRICULAR ENGLISH OPPORTUNITIES

Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum.

MONITORING

Formal assessment of English is currently monitored by the Head Teacher and the English Subject Lead on a termly basis. Outcomes help to inform termly pupil progress meetings with each teacher.

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ASSESSMENT AND TARGET SETTING

INCLUSION

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. We work closely with our SENDCos to offer children the support and adaptations that they may need. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. More able children will be identified and suitable learning challenges provided.

INTERVENTION PROGRAMMES

Intervention programmes used in school are reviewed and evaluated annually. These include:

Read, Write Inc, WellComm GL Assessment, Chatty Kids, NELI, SRP, Beanstalk 1:1 reading, parent readers, small group guided reading, On-Track English, Lightning Squad, Fresh Start, Orrets Meadow Outreach Support and SALT support.

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 Leader is to be responsible for improving the standards of teaching and learning in English through:

Monitoring and evaluating English:

- pupil progress
- provision of English (including Intervention and Support programmes)
- the quality of the Learning Environment;
- pupil voice
- taking the lead in policy development
- auditing and supporting colleagues in their CPD
- purchasing and organising resources
- keeping up to date with recent English developments
- meeting with SLT

THE GOVERNING BODY

Regular reports are made to the governors on the progress of English provision and to our English Governor Mrs G Bain.

This policy will be reviewed every three years or in the light of changes to our curriculum or to legal requirements.

PARENTAL INVOLVEMENT

We welcome the support that our parents can bring. This may be seen in the following areas:

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- Reading with their children at home
- Hearing children read in school
- Mystery Readers
- Supporting children with their English homework
- Involvement with World Book Day
- Helping to run our school library

ADDENDUM-SPRING 2023: Three year groups (years 2, 3 and 5) are piloting Pathways to Read with a view to using this as a whole school.

Update to Policy Record Sheet

Date	Reference / aspect of policy to update	Suggested amendments to consider at next review.

This policy needs to be read alongside other school policies including:

- Homework policy
- Curriculum and Planning policy
- Early Years Foundation Stage policy
- Gifted and talented policy
- Special Needs policy
- Assessment policy
- Single equality scheme
- Pupil Premium
- Reading for Pleasure Policy