

CORSHAM PRIMARY SCHOOL

English Policy



Reviewed: November 2022

Policy Ratified by the LGC: November 2022

Next Review Date: November 2025



CORSHAM PRIMARY SCHOOL

ENGLISH POLICY



RATIONALE

At Corsham Primary, we believe that English (being an Author) is a fundamental life skill and provides the foundations for pupils' achievement throughout the curriculum.

We recognise that English is unique among the subjects of the National Curriculum, as it is a subject in its own right, but also the medium for communication and spoken language for learning in all other subjects.

We believe that our pupils learn effectively when they are provided with a range of opportunities and skills for Speaking and Listening, Reading and Writing across the curriculum, facilitating links and transferable skills.

Throughout the curriculum, we promote high standards in language and use of grammatical devices by equipping pupils with a strong command of the spoken and written word, to develop their love of literature through widespread reading for enjoyment.

AIMS

At Corsham Primary School, we aim for all of our children to become confident speakers and listeners, independent readers and writers.

The teaching and learning of English will be based on the programmes of study for Spoken Language, Reading, Writing and EPGS (English, Punctuation, Grammar and Spelling); these will be taught both discreetly and interdependently with all of these elements embedded throughout the curriculum.

We aim for a child to be able to:

- Read easily, fluently and with a good understanding
- Develop the habit of reading widely and often, both for pleasure and information
- Acquire a wide vocabulary, an understanding of grammar and knowledge of language devices in reading, writing and spoken language
- Appreciate our rich and varied literary heritage through a well-thought book spine
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- Elaborate and explain clearly their understanding and ideas, taking account of their listeners
- Make formal presentations and participate in debates
- Listen to the spoken word attentively with understanding and pleasure

- Effectively communicate, both verbally and non-verbally, through a variety of drama activities, including the communication of ideas, views and feelings
- Read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct
- Discuss reading and writing comprehensively, expressing opinions, explaining techniques and justifying preferences about a wide range of fiction and nonfiction texts, using the correct technical vocabulary
- Have a secure knowledge of a range of text types and genres with the ability to be able to write in a variety of styles and forms appropriate to the situation
- Develop an understanding of the importance of basic spelling, punctuation and presentation skills and use them correctly in their writing and across the curriculum
- Use ICT, where appropriate, to enhance the development of English skills

MEETING THE AIMS

We will:

- Provide the opportunity to engage in spoken language activities for a wide range of purposes including: storytelling, imaginative play, drama, poetry, reading aloud, debates and presentations
- Provide a range of opportunities for reading including: storytelling, reading aloud, quiet reading, shared and paired reading, use of learning partners and talking about and reviewing books
- Provide the necessary resources for English to be taught effectively
- Ensure continuity and progression in English by using National Curriculum guidance
- Have a clear understanding of the objectives being taught and openly share these with the children with steps to success
- Plan a range of teaching experiences that develop and extend a child's learning.
- Provide good quality texts
- Model oral, reading and writing skills and techniques
Provide opportunities for children to enhance their English skills through the use of ICT
- Provide a range of teaching strategies that will meet the needs of individuals and their learning styles
- Provide a stimulating environment, including interactive displays and working walls, that are conducive to quality learning and to support children's learning in English
- Promote the importance of English within all areas of the curriculum

PLANNING AND DELIVERY

In both Key Stages, planning is informed by the curriculum framework, to ensure that all genres are covered and that planning is in line with the English Curriculum requirements for spoken language, reading, writing and grammar, punctuation, and

spelling, and where necessary incorporates ICT links. Writing is delivered by using the 'Early Foundations' in the Foundation Stage and 'The Writing Rainbow' in Key Stages One and Two. Both these approaches are underpinned by spoken language opportunities that supports vocabulary development and the accurate use of punctuation and grammar.

In the Foundation Stage and Year 1 'Read, Write, Inc' is used to support phonics teaching and the rhymes and actions are used to support and further develop phonics learning in Year 2.

Reading is taught through Book Talk which supports the use of sentence stems to develop language and vocabulary in reading comprehension skills.

In Key Stage Two, Spelling is taught with references to phonemes and graphemes, facilitating investigations, word collections and a series of short tasks to practise spelling rules.

Each year group team agree their weekly English timetable and plan together for the week. The needs of individual children are taken into consideration by the class teacher and the planning is adapted accordingly. These plans are evaluated on a daily basis and future plans adapted based on the assessments made during previous lessons.

ASSESSMENT

The transfer of English records and information between class teachers and schools is necessary to ensure continuity and progression throughout a child's school career.

At Corsham Primary School, the following summative assessment procedures for English are in place:

- Phonics Screening Check
- Year 2 & 6 SATS
- Reading and Writing data, based on teacher assessment, is collated three times a year - at the end of the Autumn, Spring and Summer terms
- Mid-year reports to Parents and Carers
- End of Year Reports to Parents and Carers
- Baseline and End of Year assessment in the Foundation Stage 2
- The use of Pira and Gaps assessments
- PM Benchmarking

Formative Assessments will consist of:

- Teachers ongoing observations of children's progress
- Assessment of key objectives in Reading and Writing

- Class teacher's feedback of children's learning
- Assessment for Learning strategies employed during teaching time

This will form the basis of day to day planning and teaching ensuring it is well matched to the needs of the children.

All of the above are monitored by the Subject Leaders for Spoken Language, Reading and Writing to help identify areas for development as well as maintain an overview of the pupil progress across the school. Moderation of children's learning takes place regularly to ensure continuity and consistency of provision as well as tracking individuals and identified vulnerable groups from their prior attainment.

RESOURCES

- Foundation stage have digital recorders and headphones for children to record and listen to themselves
- Every child is given their own Home School Reading Diaries. Parents and Carers are encouraged to take an active part through regular reading with their children at home. This goes home for Parents and Carers to comment in so that teachers can monitor home reading. Teachers may also make comments when appropriate e.g. when 1:1 assessments have been made
- Children in KS1 will take a phonically matched text home to read and share
- Children in FS2 and KS1 also take home a book of their own choice to read purely for pleasure.
- Children in KS2 are supported with the use of a book-banding system
- Reading bookmarks (matched to the book bands) are sent home with children to support with questions to think about and discuss while reading.
- Key objectives stickers for each book band are stuck into reading logs every time a child moves up a book band in order to inform parents of current targets in reading.
- All children visit the Corsham Library and are encouraged to join and use throughout the year
- All classes have classroom stories which the teachers read and share
- KS1 reading scheme books are organised and stored in a central area
- RWI reading books are stored on the KS1 atrium at Pound Pill and in the atrium at Broadwood
- Handwriting Pens are given to children to use when they have developed a fluent joined handwriting style in Lower Key Stage Two for use in their Writing Books. Other pens may be used at the teacher's discretion for other writing opportunities

EQUAL OPPORTUNITIES

At Corsham Primary School, we are committed to raising the standards of English for all our pupils. When writing and reviewing this policy staff have completed an Equality and Diversity Impact Assessment in order to ensure it complies with

equality obligations outlined in anti-discrimination legislation. We believe the policy positively reflects the aims and ambitions identified in Corsham Primary's Single Equality Scheme

Advice will be sought to support children who have English as an additional language to enable them to access the curriculum, with an initial focus on spoken language skills.

UNICEF

Corsham Primary is a UNICEF *Rights Respecting School*, which promotes the Convention of the Rights of the Child. This policy underpins Article 29 of the convention:

Aims of Education: Education shall aim at developing the child's personality, talents and mental and physical abilities to the fullest extent. Education shall prepare the child for an active adult life in a free society and shall foster in the child respect for his or her parents, for his or hers cultural identity, language and values and for the cultural background and values of others.

To be read in conjunction with:

Teaching and Learning Policy, Assessment Policy, Feedback/marking Policy
Inclusion Policy, ICT Policy, Equal Opportunity Policy