

# English Policy

## OUR SCHOOL VISION

We will help our pupils  
We will  
We will allow them to  
We will help them

Learn  
Inspire them,  
Flourish and  
Excel

These are the building blocks for a successful **LIFE**.

*We are a child-centred school. Every decision we make is in the child's interest.*

We encourage pupils to become confident learners.

We are all members of a Learning Family and we speak and listen to each other honestly.

We listen especially carefully to our pupils.

We recognise the value of individuality.

We make sure every child can achieve excellence.

We celebrate everyone's success and learn from our mistakes.

Ours is a safe, caring and happy school.

2014

# BARNS GREEN PRIMARY SCHOOL

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## Rationale:

The National Curriculum (2014) clearly states that teaching the English language is an essential, if not the most essential role of a primary school.

At Barns Green Primary School we recognise that without effective communication, little achievement can be made. We know that we have a duty to ensure that English teaching is a priority and we recognise that this is necessarily cross-curricular and a constant throughout school life and beyond. It is part of the 'essential knowledge' (p6 National Curriculum) that is needed in society:

'Teachers should develop pupil's spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.' (p10 National Curriculum)

We are an inclusive school, we set high expectations and recognise the importance of accurate and regular assessment in order to support individuals at every part of their learning journey and in whatever circumstances. We use one to one support, small groups and cross-phase work to help with this. We plan teaching opportunities to help those for whom English is an additional language and those with disabilities outlined in the SEN code of practice. We agree with the statement of the National Curriculum, that 'pupils...who do not learn to speak, read and write fluently and confidently are effectively disenfranchised' (p13).

## 1 Speaking and Listening:

The National Curriculum states that pupils should be 'taught to speak clearly and convey ideas confidently in Standard English' (p10) 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

### 1.2 Our aims and connected provision:

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. We also embrace the 'Talk 4 Writing' approach in which the children become fluent in talking 'different' text genres before writing.

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## 1.3 Ways in which we support this include:

- Activities which are planned to encourage full and active participation by all children, irrespective of ability
- Children with specific speech and language and auditory problems will be identified and specialist help sought, where appropriate
- Encouraging reading and talk about books, which includes magazine, newspapers, comics and websites.
- School Plays
- Class debates
- Assemblies
- Events within the community
- School Council
- Talk partners
- Talk 4 Writing
- Drama / role play
- PSHE and circle time

## 2. 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 2014 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.

### 2.1. Our aims and connected provision

- Pupils learn to read easily and fluently through using the Read Write Inc phonics and reading programme in Key Stage One, regular reading to adults in school and incentives to read at home.

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- Pupils develop skills in reading for understanding through guiding reading sessions and reading comprehensions.
- Pupils are encouraged to read widely, through our use of differing class texts, library visits, selecting books from the library van and 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 reading incentives.
- Pupils also need to read to find information in all lessons and comprehension is assessed in a formal way.
- Pupils are exposed to a range of texts from their literacy heritage during their school career.
- Pupils engage with a variety of texts in guided reading sessions
- Pupils who are struggling with reading or making slow progress are given additional reading support.

### 3. 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 2014 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.

#### 3.1. Our aims and connected provision:

- We teach grammar as a separate lesson where necessary.
- We correct grammatical errors verbal and written feedback.
- We use high quality texts, modelling and shared/ collaborative writing to demonstrate good practice.
- We encourage and promote 'Talk 4 Writing'.
- A variety of resources are used to support the least confident writers, which include 'Speed Sound' cards, word banks and writing frames.
- We provide time for planning, editing and revising.

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- We mark using the 'tickled pink / green for growth' method and all children have writing targets (see Marking policy).
- We use 'Steps to success' for pupils to self assess or peer assess.
- All children will leave Barns Green Primary School with joined up handwriting(see Handwriting Policy).
- We always teach a poetry unit prior to a narrative unit to widen vocabulary choices.
- We use drama and hot-seating to help pupils to think about another point of view
- We provide support for pupils with learning and motor difficulties, to encourage them to fully participate in all activities.

## 4. 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 - grammatically accurate, mathematical and scientific vocabulary

### 4.1. 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 to take home and learn (from Y1)
- Each class having a 'magpie' board
- Display of key words linked to topics and subjects
- Using the correct vocabulary orally
- In-depth word based lessons looking at patterns
- Using dictionaries, thesaurus and similar electronic programs
- Carrying out systematic testing and providing feedback to pupils
- Targeted one to one/ small group support, where appropriate

## 5. Planning and Assessment:

### 5.1.Planning:

- Long term overviews can be found online for Key Stages 1 and 2

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- Pupils are taught in mixed aged classes and planning shows differentiation by age and ability
- Medium term (half –termly) planning is stored centrally.
- English is planned for separately to other subjects
- Each term includes two units of poetry, narrative and non-fiction
- Schemes of work for phonics and grammar and spelling are used to ensure developmental learning building on prior knowledge
- Short term planning is flexible allowing for assessment for learning after each session/ group of sessions
- Pupils may be grouped by ability for some sessions
- Pupils entitled to Pupil Premium funding may be given additional English support which is tracked and monitored termly
- Pupils with EAL may be given additional English support which is tracked and monitored termly

## 5.2. Assessment:

- Staff assess pupils learning during and as part of every session, they adapt their practice accordingly
- Every term pupils will complete a 'hot/cold' task for narrative and non-fiction
- At KS1 phonics tests are undertaken termly
- The YARC reading test is taken by children across the school where appropriate in October and May
- Across the Formal assessments of Reading Comprehension ability are carried out, tracked and monitored
- Reading and Writing progress is recorded termly using Target Tracker 'Steps'
- Spelling tests are taken in October and May from Y2, which provide a spelling age
- Staff attend moderating sessions within county including the Weald Locality Group
- End of year assessment data is analysed by the Subject Leader and Head teacher and feed into the school self evaluation, development plan and performance management

## 6. Professional development:

- The English Subject Leader shares updates from County with staff
- The Weald Locality has an English group which meets termly
- Staff are expected to attend relevant courses during the school year
- Moderation takes place in house, within the locality and with support from County
- The school has a writing exemplar

## 7. Specific groups:

- Staff analysis of pupil progresses ongoing and pupils identified as making slow, little or no progress are discussed and plans made
- Pupils entitled to pupil premium are given additional English support, if appropriate, and this is monitored for effectiveness termly
- Pupils with EAL are given additional support in all aspects of English

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- Pupils with SEN will have English based targets in line with the graduated approach outlined in the 2014 Code of Practice. These are reviewed termly as part of the assess, of, review process.