



English Policy

Note – this policy will be further updated in line with the new phonics scheme (2022-23)

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1. Aims

The aim of the policy is to create a consistent approach to high quality teaching and learning of English across the school.

We aim to develop pupils' knowledge, understanding and mastery of the English language, within an integrated programme of speaking and listening, reading and writing, in line with the National Curriculum 2014. Pupils are introduced to a rich diet of high quality, engaging and inspiring texts, and are provided with opportunities to consolidate and extend their skills.

By the end of Key Stage 2 we aim for a child to:

- read and write with confidence, fluency and understanding,
- have an interest in books and reading for information and for enjoyment
- have an interest in words and their meanings, developing a growing vocabulary in spoken and written forms,
- be able to recognise and use standard English grammar,
- understand a range of text types and genres and to be able to write in a variety of styles and forms appropriate to the situation,
- apply their imagination, inventiveness and critical awareness to their literacy learning,
- use appropriate vocabulary to articulate their responses to texts.

2. Roles and Responsibilities

2.1 The Governing Body

Governors have overall responsibility for the quality of provision.

2.2 Senior Leadership Team

The Senior Leadership Team has the responsibility to ensure the English policy is implemented throughout the school through learning scrutiny, lesson observation and discussion with pupils. In addition, it will:

- Monitor and evaluate the impact of policy development on the quality of learning
- Review the teaching of English in light of new developments and initiatives
- Deploy staff to ensure the quality of provision

2.3 The Role of the Subject Leader

The subject leader is responsible for improving the standards of teaching and learning in English. Responsibilities are outlined in the Job Description for Subject Managers (Appendix I).

2.4 The Role of the Classroom Teacher

- To implement the English curriculum according to the policy document
- To read and be familiar with books and learning resources recommended for their year group

2.5 Role of Parents or Carers

- To support their child's learning through encouraging and supporting reading at home
- To encourage their children to read a range of books and to use a library effectively to aid and support this.
- To offer support for their child's learning in ensuring homework is completed
- To assist their child in learning spelling rules, examples and exceptions

3. Policy

3.1 Statutory Requirements

The policy follows the statutory requirements for the teaching and learning of English in the National Curriculum (2014) and in the Communication and Language and the Literacy section of the Early Years Foundation Stage Framework (2014).

3.2 Subject Organisation

The English curriculum, following the National Curriculum (2014), has been developed to offer children a varied programme of English learning with an increasing level of challenge. This is mapped in long term English plans, which are updated and amended as required through a continuous process of review.

3.3 Approaches to Speaking and Listening

The school encourages children to develop speaking and listening skills through a wide range of classroom talk and opportunities to perform. The school encourages multiple opportunities for children interact, talk and work in smaller and larger groups and well as offering bespoke support for those identified as having SEND under the lead of the school SENDCo.

3.4 Approaches to Reading

The programmes of study for reading at key stages 1 and 2 consist of two dimensions:

- word reading
- comprehension

3.4.1 Shared Reading

Teachers model fluent, expressive reading and teach effective reading strategies in order to encourage pupils to respond to texts. Book talk is exploited to teach understanding of text, text features and author intent. It enables every child to access and enjoy high quality texts that are slightly beyond their independent reading level. Shared reading takes place in both English lessons and other areas of the curriculum.

3.4.2 Guided Reading and Reading Comprehension

Guided reading and reading comprehension is taught in both whole class and small group lessons. Small group guided reading provides an opportunity to teach reading in a small differentiated group, according to pupils' prior attainment. It involves a group of children being given the opportunity to read and comprehend the text at or above 90% accuracy with the teacher or a teaching assistant.

Guided reading starts in Foundation Stage. In Key Stage 1, all children will benefit from a small group guided reading lesson once a week. In Key Stage 2, children will be included in a guided reading group at least fortnightly, if they are working below year group expectations.

3.4.3 Independent Reading

All pupils are to have an Independent Reader of their own choice but matched to their prior attainment. Independent reading is recorded in an individual reading record book as appropriate to the year group. The teacher will monitor the child's reading frequency and the books the child selects.

Teachers will hold an annual reading interview with all pupils to monitor progress and engagement with reading.

All classes plan at least one session of whole class independent reading, called 'ERIC time', which is modelled by the teacher.

3.4.4 Shared Work of Fiction

Each teacher will read aloud to the class at least 3 times per week. The book read may be the focus of English learning, link to another part of the curriculum or be read simply for enjoyment.

3.4.5 Phonics Teaching

Phonics teaching follows 'Letters and Sounds' progression and is explained in the school's Phonics Handbook (Appendix 2). A handbook for parents has also been produced to support home learning.

3.4.6 Library Use

All pupils will be given the opportunity to visit the school library to borrow a book regularly and will be encouraged to use Meltham Library through at least one class visit per year.

3.4.7 Paired Reading

Paired reading is used to develop the reading community in school with classes from different year groups coming together to share books.

3.48 Support

ETAs support reading according to the year group in which they are working. Trained Reading Friends and parent helpers support children who benefit from additional opportunities to read with an adult and talk about books.

3.49 Assessment

Assessment of reading is explained in the Assessment policy.

3.5 Approaches to Writing

3.5.1 Expectations

The end of year expectations in writing for each year group inform teachers' planning. The expectations of the previous year are revisited in the first half of the autumn term each year and again as formative assessment dictates.

Children are given opportunities to develop their writing skills in the context of their study of fiction, non-fiction and poetry. They will also be expected to apply these writing skills across the curriculum.

3.5.2 Grammar and Punctuation

Grammar and punctuation teaching follows the order of the school's Teaching Progression in Writing and Grammar document (Appendix 3) and includes regular revision of prior learning. Grammar and punctuation teaching may be taught in discrete lessons, but it is also integrated into the teaching reading and writing across the curriculum.

3.5.3 Spelling

Teachers promote a positive attitude to spelling through developing a keen interest in words and by integrating spelling into the overall teaching of English. Children are taught English spelling using investigative approaches, so that they are learning about words rather than being given words to learn.

Spelling is taught explicitly and systematically in the order of the National Curriculum (2014) appendices. Formative assessment informs teaching to revise prior learning of spelling rules. Spelling is assessed through children's written work, regular dictations and half-termly tests. Pupils are also taught dictionary skills to aid spelling and increase vocabulary.

3.5.4 Handwriting

Our aim is to ensure that every pupil develops a fluent, legible handwriting style and appropriate standards of presentation. Progression in handwriting is supported by the 'Penpals' scheme of work. The teaching of spelling and handwriting is closely linked and these are often taught together.

3.5.5 Assessment of Writing

Assessment of writing, including grammar, punctuation and spelling, is detailed in the Assessment policy.

4.0 Appendices

4.1 Job Description for Subject Manager

4.2 Phonics Handbook

4.3 Teaching Progression in Writing and Grammar 2019

