

# ENGLISH POLICY

## June 2024

***Our vision is to enable all of our children to develop the knowledge and skills to communicate effectively with the world at large, and to instil in them an enjoyment and appreciation of the rich variety of literature.***

English is a core subject within the National Curriculum and the Early Years Foundation Stage, and the acquisition of literacy skills is essential if pupils are to fully access the whole curriculum and grow up to become participants on equal terms as full members of society. Pupils should be taught in a safe, secure and stimulating environment enabling them all to achieve their potential in the areas of English and Literacy regardless of their gender, ethnic or social backgrounds.

### AIMS

- To develop pupils' confidence in themselves as skilled communicators, to make relevant contributions and learn how to listen attentively to others.
- To enable pupils to adapt their speech to a widening range of circumstances and demands.
- To develop pupils' interest and pleasure in reading, so that they can read independently, understand the meaning and express preferences about their reading.
- To ensure that pupils read with fluency, accuracy and understanding across a range of texts, both fiction and non-fiction.
- For pupils to enjoy writing and to see the value of it.
- To provide stimulating opportunities for pupils to be creative writers of text and to express themselves, in writing, with confidence.
- To enable pupils to become independent writers of texts, which are accurately spelled, punctuated correctly and which communicate meaning in narrative and non-narrative forms.
- To develop pupils' understanding that writing is essential to learning across all curriculum areas.
- To enable pupils to use the planning, drafting and editing processes to improve their written work and sustain their writing of fiction and non-fiction.
- To enable pupils to develop legible handwriting in both joined and printed styles with increasing fluency and speed.
- To enable pupils to use non-fiction and non-literary texts in order to access information for themselves including ICT based information texts.
- For pupils to be able to use ICT as an effective means of communication and an effective tool for learning.
- To use ongoing assessments to plan for each child's development and set suitable learning challenges.
- To respond to pupils' diverse learning needs.
- To overcome potential barriers to learning and assessment for individuals and groups of pupils.

### BRITISH VALUES

Samuel Allsopp Primary and Nursery School actively promotes the British Values of *democracy, the rule of law, individual liberty, mutual respect and tolerance of each other.*

## CONTEXT

The language spoken at home by the majority of families of children at Samuel Allsopp is Punjabi. It has no written form. Whilst some parents are literate in Urdu some parents have no experience of formal education. Whilst recognising and valuing the multilingual skills children have, many will nevertheless begin school with little understanding of either the reading or the writing process. The importance of stories in children's literacy development has been well documented and reading to children is seen as a vital first step in literacy awareness. Modelling writing and making its use explicit in the early years is essential for children who may not have developed an awareness of the function and power of writing at home. There are also within the school a significant number of children with complex special educational needs including the county provision of a class for out of catchment area children who have Speech Language and Communication Needs (SLCN).

Reading and writing for meaning must be at the heart of all literacy activities. As children begin to learn Urdu and read Arabic at the Mosque, recognition of their growing multilingual skills is important, together with any potential conflicts in learning. For example: the left to right print of English compared with the right to left print of both Urdu and Arabic; the heavy reliance on phonic learning and memorising of texts is different from school learning with its emphasis on reading, reflection and questioning of the text.

Bilingual staff have a vital role to play in ensuring access to the text both through translation and by involvement in discussion using mother tongue.

## PROVISION FOR TEACHING AND LEARNING

English is a core subject of the new National Curriculum 2014. The fundamental skills, knowledge and concepts are set out in '*English in the National Curriculum*', where they are categorised into three attainment targets:

1. Spoken Language
2. Reading – word reading and comprehension (listening and reading)
3. Writing – transcription (spelling and handwriting)
  - Composition (articulating ideas and structuring them in speech and writing)

Spelling, vocabulary, grammar and punctuation are included in two statutory appendices and give an overview of the specific features to be taught.

In KS1 and KS2, all pupils take part in daily English lessons, which cover the programmes of study for English as set out in the New National Curriculum.

**In the Early Years Foundation Stage (Nursery and Reception)** English is taught as part of CCL.

Children are provided with opportunities to speak, listen, read and write on a daily basis. Learning takes place through adult-led activities and self-initiated activities.

**In Key Stage One (Years 1 and 2)** Children learn to speak confidently and listen to what others have to say. They begin to read and write independently and develop their enthusiasm and enjoyment with these. Language is used to explore personal experiences and imaginary worlds.

**In Key Stage Two (Years 3-6)** Children learn to adapt the way they speak and write to suit different situations, purposes and audiences. They read a wide range of texts, both for

enjoyment and for learning, and respond to different layers of meaning in them. Language use and structure is explored in greater detail in both fiction and non-fiction texts.

- Medium term plans are completed for each unit of writing and are based on the new National Curriculum.
- Teachers produce a short term plan each week which identifies learning objectives, differentiated activities, the role of other adults, speaking and listening opportunities and the use of ICT.
- Pupils are taught as a whole class by the class teacher using QFT.
- Additional adults are used to support individuals or small groups of children, and work under the guidance of the teacher.
- Multisensory approaches are adapted and integrated to meet the learning needs of individuals, and a flexible approach is taken in the use of different methodologies and materials.
- Ability and mixed groups are used for different purposes and planned to meet specific objectives.

**Cross-curricular** opportunities for pupils to practise and extend their literacy skills are planned and provided through our curriculum, as well as other curriculum areas, wherever possible. Teachers make these links explicit to pupils, and encourage them to apply their skills, knowledge and understanding acquired through English lessons.

## **SUBJECT ORGANISATION**

Early Years Foundation Stage - In the E.Y.F.S. children have daily discrete phonics lessons. Children have opportunities to develop their communication, language and literacy skills on a daily basis in both adult-led and child-initiated activities. There is a daily story time timetabled to develop the children's skills further. Each child will read to an adult on a weekly basis in school, reading their individual book which is also practised at home.

Key Stage 1 - In Key Stage 1, there are daily discrete phonics lessons (based on the 'Little Wandle' scheme) which are taught in mixed ability groups, while the children also have daily mixed ability English lessons with an emphasis on real texts. There are daily read aloud sessions to develop a love of reading with the use of the reading spine books. There is a weekly timetable for the teaching of reading with guided reading up to Year 1 and whole class shared reading starts in Year 2. During whole class shared reading lessons, children are taught as one class with adaptations made to support SEND learners. All children have exposure to the same text in these lessons. Literacy skills are also developed across the curriculum. Provision is made for children who require extra support through the Rapid Catch Up Phonics intervention. Each child will read to an adult on a weekly basis in school, reading their individual book which is also practised at home.

Key Stage 2 - In Key Stage 2 children have daily English Lessons, taught in mixed ability groups. There are daily read aloud sessions to develop a love of reading with the use of the reading spine books. In addition to this, there are daily whole class shared reading sessions where different reading strategies (focusing on VIPERS) are taught and the pupils' reading journals are used. During whole class shared reading lessons, children are taught as one class with adaptations made to support SEND learners. All children have exposure to the same text in these lessons. Literacy skills are also developed across the curriculum. Each child will read to an adult on a weekly basis in school, reading their individual book, which is also practised at home.

## **LIBRARY**

At both sites, we have a library with a selection of fiction, non-fiction and poetry books. All children visit the library once a week with their class and teacher. Children also have the opportunity to visit the library with their parents between 3:30-4:00 every evening after school to either change

their library books or simply share a story with an adult.

## **INCLUSION**

We place inclusion at the centre of our philosophy and aim to deliver a broad, balanced and inclusive curriculum. We achieve this by:

- having processes in place to support early identification of need including new arrivals
- ensuring collaborative working practices with relevant agencies are embraced
- employing effective strategies to support development of an active partnership between home and school
- flexible groupings and quality teaching with a range of opportunities for variable staff to pupil ratio to support individual needs, including dyslexia
- providing a range of enrichment opportunities in all key stages

Pupils with diverse learning needs are provided for through:

- teachers' planning for the pupils' full participation with varying levels of support
- setting high expectations
- providing opportunities for all pupils to achieve
- creating effective learning environments
- providing equality of opportunity through teaching approaches
- setting learning targets
- liaison with SENDCO and the development and delivery of appropriate IEPs.
- liaison with outside agencies, e.g. psychological services
- appropriate intervention (as set out in the Code of Practice)
- allowing pupils access to specialist equipment and approaches where necessary
- intervention programmes, such as 5 Minute Box, Beat Dyslexia and Daily 10 Minute Readers
- liaison with the adviser for gifted and talented pupils
- continuous consultation with and involvement of parents
- dyslexia friendly and communication friendly strategies

## **Speech and Language Centre (SLC)**

Language is the primary focus for children in the SLC and is embedded in all areas of the curriculum. Children are supported by a multi-disciplinary team who work collaboratively to develop programmes to meet their individual needs.

## **THE USE OF ICT**

Opportunities to use ICT to support teaching and learning in English, and to apply literacy skills in other areas, will be planned for and used as appropriate. This is an area we are continuing to develop, e.g. through the use of iPads, laptops and Chromebooks.

## **ASSESSMENT AND RECORDING**

A variety of methods are used in order to provide a broad and balanced picture of pupils' skills and learning needs.

- Assessments are made in line with the School's *Assessment Policy*.
- Further details of assessments are in the *APPENDICES*.
- Pupils are formally assessed at the end of the Foundation Stage and Key Stage 2.
- Parents are informed about progress and attainment during Parents' Evenings (three times a year), through termly report cards (3 times a year).
- Whole school/class numerical targets are set annually and pupil progress is tracked termly.

- Teachers regularly update A.L.P.S. to assess and track their class' progress and benchmark their attainment
  - Analysis of assessment data is used to set targets and inform future planning.

**Assessment for learning (AFL)** strategies are used by pupils and teachers on a daily basis. Pupils self-evaluate their learning against success criteria and consider their next steps for learning.

## THE ROLE OF THE SUBJECT LEADER

- Ensure continuity and progression with English throughout the school.
- Identify priorities for whole school development which contribute to the School Development Plan (SDP).
- Provide 'in-house' training through staff meetings and designated INSET days.
- Advise and support colleagues in the implementation and assessment of English throughout the school and provide coaching and mentoring, where necessary.
- Plan and carry out a programme of monitoring and evaluation (see below for further details).
- Develop appropriate assessment arrangements, including records.
- Oversee and monitor end of Key Stage and end of year assessments.
- Co-ordinate the purchase of resources and be responsible for their organisation.
- Liaise with the Headteacher and SLT on a regular basis.
- Liaise with the Subject Governor on an annual basis.
- Liaise with the SENDCO concerning intervention strategies and gifted and talented pupils.
- Keep up-to-date with recent English developments.

## Monitoring and Evaluation

The Headteacher and English Subject Leader manage a programme of monitoring and evaluation based on the SDP through:

- The monitoring of medium- and short-term planning
- Lesson observations
- Observations of reading sessions, e.g. read aloud, guided reading, shared reading
- Book scans
- Analysis of SATs results
- Moderation of teacher assessments
- Pupil Voice
- Staff questionnaires

## RESOURCES

- Each class has a range of fiction and non-fiction texts for children to read in school or to take home to share with their parents.
- **Independent reading books** are stored in each classroom. These are banded up to lime level and then 'free readers' after this level. Pupils, when past phonics phase 5, read phonetically decodable books.
- **Little Wandle Guided reading books** are available for Reception and Year 1.
- **Book areas** are a part of each classroom and these contain other reading literature also, such as First News newspapers and a selection of comics, and recommended texts.
- **'Wow Word Boards'** in each class which are used to record new words that the pupils encounter. Pupils in Key Stage 2 are encouraged to record any new vocabulary in their **Magpie Books**.
- **'Investigating Idioms'** boards in all classes from Year 4 to record and discuss idioms that are read.

- **ICT resources** to support learning are available within each classroom (IWB) and in the ICT suite. Site licences are obtained to allow all teachers and pupils to access relevant resources, e.g. Discovery Education and Education City
- **Burton Library** also work closely with the school and all classes are expected to visit the library at least once per year. Their staff come in to lead assemblies, e.g. concerning the Summer Reading Challenge, or to organise author visits.

## **PARENTAL INVOLVEMENT**

We encourage and value a home/school partnership through:

- providing curriculum workshops to share knowledge and skills
- celebration assemblies for achievement and progress
- 'open days' for parents and carers each term – when able to do so - to see how we teach reading and writing
- reading record books which are used to record when the pupils have read at home
- parents' evenings and reports
- book fairs
- celebrating events, such as World Book Day and National Poetry Day

## **GOVERNING BODY**

Regular reports are made to the governors on the progress of English provision, and to our English Governor. Governors are involved in the monitoring process and are invited to relevant school meetings and training sessions.

This policy was agreed by the Governing body on \_\_\_\_\_ and will be reviewed every year, or earlier in the light of changes to legal requirements.

Annabelle Martin  
English Subject Leader  
June 2024

This policy should be read in conjunction with the following:

- Assessment and Marking Policy
- Early Reading Policy (Phonics)
- Special Educational Needs Policy
- Equal Opportunities Policy
- Teaching and Learning Policy

## **APPENDICES**

- i. Spoken Language Policy
- ii. Reading Policy
- iii. Writing Policy (includes handwriting)

### **Appendix i**

#### **SPOKEN LANGUAGE POLICY**

## **AIMS**

At Samuel Allsopp, we appreciate the importance of effective communication, including non-verbal forms, and this is something that is developed in many lessons as the spoken language underpins the development of reading and writing also. It is essential that all children are able to communicate effectively with their peers and educators so this is at the heart of our learning, especially in the Early Years. We aim for our children to:

- Be confident communicators with others for a variety of purposes, such as to seek information or to show their emotions.
- Use discussion in order to learn by listening to, and valuing, other people's differing views and opinions.
- Acquire the necessary skills to elaborate and explain clearly their understanding and ideas.
- Be competent in the arts of speaking and listening, making formal presentations, taking part in plays and assemblies, demonstrating to others and participating in debate.

## **OPPORTUNITIES**

Spoken language is developed through:

- story telling
- describing and listening to events and experiences
- speaking and listening appropriately to different audiences including peers, teachers and other adults
- speaking and listening appropriately in a variety of contexts across the curriculum
- performing to large and small audiences, e.g. during assemblies, plays
- group discussion and interaction
- drama and role-play activities
- reading aloud
- debate and presentation
- worship and music
- reciting and performing poetry

## **TEACHING AND LEARNING**

- Teachers provide a wide range of contexts for speaking and listening throughout the school day.
- Interactive teaching strategies are used to engage all pupils in order to raise reading and writing standards.
- Speaking and listening is one of our key skills and is integral in all curriculum subjects.
- English and Creative Curriculum weekly plans indicate where speaking and listening activities are taking place, with drama being seen as an important tool for learning.
- Teachers model speaking clearly using correct grammar and challenging vocabulary.
- Listening is modelled as is the appropriate use of non-verbal communication, respecting the views of others.
- All children will be given the opportunity to participate in performances such as class assemblies, concerts and plays.
- Learning takes place in a variety of situations and group settings, e.g. reading aloud as an individual, working collaboratively on an investigation or responding to questions in class.

## **ASSESSMENT**

- Pupils' progress in spoken language is assessed throughout the year and in differing situations, e.g. independent and collaborative work, group and whole class discussion and interaction, debate and presentation, drama activities and independent play activities.
- Speech Therapy – formal assessments and intervention as necessary.

**SLC** – a small steps approach to assessment and monitoring through the use of PIVATS for children with SEND/SLC needs. This applies to all areas: S&L, reading and writing.



## Appendix ii

### READING POLICY

#### AIMS

At Samuel Allsopp, we believe that reading is at the very core of learning - in all subjects and at all stages. All children will learn to read with confidence, fluency and understanding, providing them with the skills required to achieve a lifetime of enjoyment through reading. We strive for the Samuel Allsopp Primary and Nursery School to:

- Develop a love of reading, through reading a variety of texts and genres for pleasure.
- Broaden their vocabulary when they encounter new words.
- Develop their phonic knowledge and use these skills to help them to decode to become fluent readers.
- Fully comprehend what they read through thorough questioning and discussion.
- Enjoy reading aloud to others and develop their performance voices.

#### OPPORTUNITIES

Reading is developed through:

- a systematic, synthetic approach to phonics
- individually reading aloud to a partner (early reading skill), e.g. adult or talking partner
- shared reading
- guided reading
- regular independent reading (linked with Reading Olympic awards)
- comprehension
- home/school links (reading records)
- class books read aloud daily
- selecting own books for enjoyment, e.g. library book, book fairs
- computing
- other curriculum subjects
- reading to an audience, e.g. in an assembly.

#### TEACHING AND LEARNING

**Early Years Foundation Stage** - In the E.Y.F.S. children have daily discrete phonics lessons. Children have opportunities to develop their communication, language and literacy skills on a daily basis in both adult-led and child-initiated activities. There is a daily story time timetabled and daily guided reading sessions to develop the children's skills further. Each child will read to an adult on a weekly basis in school, reading their individual book which is also practised at home.

**Key Stage 1** - In Key Stage 1 there are daily discrete phonics lessons (based on the 'Little Wandle' scheme) which continue and are taught in mixed ability groups, while the children have daily mixed ability English lessons with an emphasis on real texts. There are daily read aloud sessions to develop a love of reading with the use of the reading spine books. In Year 1, during guided reading sessions, children take part in Little Wandle Guided Reading Sessions three times per week focusing on, prosody and comprehension. Literacy skills are also developed across the curriculum. Each child will read to an adult on a weekly basis in school, reading their individual book which is also practised at home.

**Key Stage 2** - In Key Stage 2 children have daily English Lessons, including grammar for writing. There are read aloud sessions to develop a love of reading with the use of the

reading spine books. Each class has daily whole class shared reading sessions where the all children are taught in the class and adaptations are made for SEND learners. All genres are covered and a variety of reading strategies are taught, including inference, prediction and summarising, and there is a strong emphasis on the acquisition of new vocabulary. Literacy skills are also developed across the curriculum. Each child will read to an adult on a weekly basis in school, reading their individual book, which is also practised at home.

## **ASSESSMENT**

- Statutory assessment of reading occurs through EYFS assessment and SATs at the end of each Key Stage 2.
- Regular teacher assessment, including the use of A.L.P.S. from Year 1 to Year 6.
- Phonics screening check in Year 1.

## **Appendix iii**

### **WRITING POLICY**

#### **AIMS**

At Samuel Allsopp, we will provide the children with exciting, inspiring and real-life texts, materials and opportunities to support and challenge them. This encouragement will in turn enable them to become confident, capable and enthusiastic writers who develop a genuine love of writing. Writing opportunities will occur throughout the day in many lessons. We strive for our children to:

- Write clearly, accurately and coherently for a range of purposes and audiences.
- Adapt their language and style, as necessary, using a wide vocabulary and correct knowledge of linguistic conventions.
- Effectively evaluate their own and others' writing to revise and edit as required to improve.
- Understand the importance of fluent and legible handwriting, where appropriate.

#### **OPPORTUNITIES**

Writing is developed through:

- shared writing
- guided writing
- cross-curricular writing
- writing different formats and for different purposes and audiences
- planning, drafting and presenting
- editing and proof reading
- using ICT

#### **TEACHING AND LEARNING**

##### **HANDWRITING**

- Pupils are taught to form letters correctly and encouraged to develop a fluent, legible style. By following the Little Wandle phonics scheme, pupils learn how to form their letters correctly. Teachers model the agreed style consistently across the school.
- From Year 2, pupils are taught to join their letters correctly using the agreed style.
- Pupils are made aware of the importance of clear, neat presentation in order to communicate effectively.

##### **WRITING**

- Teachers provide a wide range of purposes for writing, e.g. explaining, organising, entertaining.
- Opportunities are also provided to write appropriately for a range of audiences.
- The features of different text types are explicitly taught, e.g. narrative, poetry, reports, and also Applied through different writing opportunities, e.g. during Creative Curriculum topics.
- Teachers model their ideas during shared writing sessions.
- Guided writing sessions are used to address and support particular needs.
- Sentence and word level skills are explicitly taught, e.g. sentence construction.
- Pupils are taught to use planning, drafting and editing processes to improve their work.

#### **ASSESSMENT**

- Pupils' writing is assessed regularly against the National Curriculum expectations

(See the 'Staffordshire Assessment Grids for Writing').

- Formative assessment of pupils' progress in writing is monitored through guided writing sessions.
- Pupils produce independent pieces of writing at least each half-term (using their Writing books) based on their English and Creative Curriculum work.
- Statutory assessment of writing through SATs at the end of Key Stage 2.
- Writing BIUB (from Year 1) are used to support children with their writing.
- Regular teacher assessment using A.L.P.S.