



BROAD HEATH PRIMARY SCHOOL

ENGLISH POLICY JUNE 2021

INTENT

At Broad Heath Primary School, we believe that a quality English curriculum should develop children's love of reading, writing and discussion. We aim to inspire an appreciation of our rich and varied literary heritage and a habit of reading widely and often. We recognise the importance of nurturing a culture where children take pride in their writing, can write clearly and accurately, and adapt their language and style for a range of contexts. We want to inspire children to be confident in the art of speaking and listening and enable them to use discussion to communicate and further their learning.

We believe that children need to develop a secure knowledge-base in English, which follows a clear pathway of progression as they advance through the primary curriculum. We believe that a secure basis in English skills is crucial to a high-quality education and will give our children the tools they need to participate fully as a member of society.

IMPLEMENTATION

These aims are embedded across our English lessons and the wider curriculum. We have a rigorous and well-organised English curriculum that provides many purposeful opportunities for reading, writing and discussion. These English skills are also applied across the curriculum so the children's learning is embedded securely. An example of this is how we develop focused English skills through project weeks.

The national curriculum for English aims to ensure that all pupils:

- Read easily, fluently and with good understanding
- Develop the habit of reading widely and often, for both pleasure and information
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- Appreciate our rich and varied literary heritage
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

SPEAKING AND LISTENING

AIMS

1. To develop the pupils listening skills so that they can listen with understanding and respond appropriately to a variety of people.
2. To develop the pupil's ability to speak with confidence, clarity and fluency using the forms of speech appropriate for the situation and the audience.
3. To encourage pupils to use talk as a means of communicating and developing their ideas. They should be able to take part in a discussion politely and constructively.
4. To recognise the valuable contribution that the bilingual abilities of many of our pupils makes to their understanding of language and its uses.
5. To give pupils the opportunity to participate in drama activities and to respond to drama they have watched.
6. To enable the pupils to develop their understanding of the use, vocabulary and grammatical forms of Standard English.

The development of a child's listening skills is of prime importance. Without this the children will not be able to respond appropriately in a variety of situations. Teachers need to ensure that all the pupils are provided with a wide range of oral activities which enhance pupils' thought processes and ensure that the children to express and clarify their ideas in a range of subjects. Talk sessions and "partner talk" within the classroom need careful planning and definite rules if they are to be of maximum benefit to the pupils. Drama and role play activities need to be provided in accordance with the age of the children.

READING

AIMS

1. To enable pupils to develop the ability to read all forms of English confidently, accurately, fluently and with understanding.
2. To ensure that pupils have the reading skills necessary to allow them to participate fully in all areas of the curriculum.
3. To ensure that pupils know how to select and use the information in books and online sources.
4. To give pupils of every age the expectation that reading is enjoyable, desirable and essential to them in their everyday life.
5. To enable pupils to use the knowledge they gain from their reading to develop their understanding of the structure, vocabulary and grammar of Standard English.

All children should have the opportunity to experience the wide range of literature in a variety of genres that is specified in the English Curriculum. All pupils should read a variety of texts through home reading, guided reading and reading throughout the curriculum. They will be taught the reading skills that they need to enable them to read fluently, accurately and with understanding. These skills should enhance their reading and enable them to make further progress through the school's book banding system. Children should be given a range of reading stimulus including images, videos etc to apply their skills. In

addition, children need to develop research skills so that they can use reference books, dictionaries and IT based sources as an aid in their work.

Children should have the opportunity to read silently and aloud and should be heard by their teacher or LSA at least once a week. All children have a reading book and journal to take home. Please refer to the Book Banding Policy for further guidance.

Pupils are also encouraged to read for pleasure and class reading corners promote this. Children are also able to access our school library and all children have a library book of their choice to read at home.

More able learners are part of a 'Reading Gladiator' intervention programme to ensure they are appropriately challenged.

PHONICS

In addition to daily English lessons, children excel in early reading through the use of the Read Write Inc programme from Reception – Year 2 and continue to develop a range of reading skills, as well as a love of reading throughout the school. RWI is used as an effective intervention programme within KS2, particularly for those with English as an additional language. These sessions comprise of learning different graphemes, focussing on oral and aural phonological skills and sight vocabulary. During these sessions children are also explicitly shown how to apply their developing skills to their writing. All children are grouped in accordance to their individual needs.

In Early Years and KS1, children's reading books match their phonic ability.

WRITING

AIMS

1. To enable pupils to write with confidence, fluency and accuracy on paper and on screen varying the style with the purpose of the writing.
2. To develop the pupils understanding of the punctuation, spelling rules and vocabulary that can enhance their writing.
3. To develop the presentation of all pupils' work so that handwriting is legible in a cursive style.
4. To ensure that pupils can plan, draft and improve their written work on paper and on screen.
5. To develop the pupils' ability to write using the structures, vocabulary and grammar of Standard English.

Pupils need to have the opportunity to write in a variety of ways depending on the audience and purpose. Where possible, children should be given the chance to write with a real purpose and audience. If necessary, pupils should use writing frames to help them structure their work in different genres.

Early attempts or "emergent writing" by younger pupils needs to be valued and encouraged. As children's work develops, they need to be encouraged to look at their writing and think about how it could be improved using success criteria.

To prepare children for their writing, speaking and listening activities, such as drama should be used by class teachers. These ensure that the children are fully prepared for what they are going to write.

Pupils need to be taught to practice correct letter formation using cursive and joined up script. Please refer to the Handwriting policy for further guidance. This ensures progression in handwriting skills from Foundation Stage to Year 6.

All pupils need to learn to spell the High Frequency Words and use phonic knowledge and spelling rules taught in class. Older pupils should be able to check the accuracy of their spelling and practice difficult spellings independently. Pupils should be taught how to structure their work in accordance with the rules of Standard English.

Vocabulary is important for the development on English skills. Broad Heath is a language-rich environment with vocabulary on display, and used, in all classrooms. At Broad Heath, key activities are provided for children to play with language, explore language to help them to acquire new vocabulary in and out of regular literacy lessons. All teachers and LSAs in the school should model the use of good vocabulary and draw attention to new vocabulary when reading and modelling writing. Vocabulary books are used throughout Key Stage 2 for children to record new vocabulary to practice using it in their own reading, speaking and listening and writing.

MANAGEMENT, ORGANISATION AND PLANNING

- The English curriculum is delivered through carefully planning English lessons which cater for the needs of all learners and meet the expectations of the 2014 National Curriculum.
- All pupils have the opportunity to practise their reading, writing and speaking and listening skills within the Basic Skills session at the start of each day. Guided reading and comprehension activities take place during this time.
- The teachers, in partnership with Learning Support Assistants, are responsible for covering the objectives of the National Curriculum and ensuring all pupils have access to the necessary range of literature, information books, IT and practical resources.
- Progression and continuity within the English curriculum are achieved as a result of rigorous planning by the teachers and quality lessons which include auditory, visual and kinaesthetic experiences.
- Realistic targets are set that should enable pupils to improve their attainment in different areas of the English curriculum. These targets need to be understood and shared with the pupils and parents.
- All pupils, including those pupils with Special Educational Needs and those identified as More Able, are given suitable tasks to ensure maximum progress is made.
- Detailed records of pupils' progress need to be kept and this is carefully monitored by teachers and the management team.
- Parents need to be kept fully informed of their child's progress.

HOME, SCHOOL AND COMMUNITY RELATIONSHIPS

- Parents are encouraged to take part in their child's education by helping with their homework, sharing books with their children and listening to them read. Parents should comment in their child's reading journals.
- Parents are encouraged to support children to practise their spellings and complete their weekly English homework.
- Workshops are delivered by the pastoral team to help parents to support their children.
- Parents are given regular opportunities to discuss their child's progress. This is usually at consultation sessions, but parents are welcome to make arrangements to see teachers at any agreed time if they have issues they wish to discuss.
- Parents are given a yearly written report on their child's progress which includes their National Curriculum attainment level for English.
- Parents are required to pay for any damaged reading or library books.

INCLUSION AND EQUALITY OF OPPORTUNITY

- All the language resources in the school should reflect the multicultural, multi-ethnic and multi-faith nature of the pupils.
- All the children in the school should be given equal access to the language resources appropriate to them.
- Texts in books should provide children with a good and a positive self-image and be free of harmful race or gender bias.
- Teachers should acknowledge and value the language experiences that children have outside school.
- In oral work, all children regardless of gender should be given an equal opportunity to speak.

ASSESSMENT AND RECORDING

- Regular monitoring of children's progress in English should be used to diagnose any difficulties and plan their future learning.
- Each term, results are submitted for Reading and Writing using Cornerstones. These results are analysed by SLT and Year Leaders and, as a result, action plans are put into place to further support the children's learning.
- The next teacher of a child should be informed of the 'best fit' level of a pupils work in English and be informed of the next steps that need to be taken to advance the learning process for that child.
- The spelling attainment of all pupils in Year 1 and above is monitored half termly. Children in Years 1-6 also have a weekly spelling test which supports the spelling curriculum.
- Children's phonic ability is assessed each half term using Read Write Inc assessments.
- Children with identified special needs have individual educational plans to help them overcome their difficulties. These are reviewed in Week 6 and new I.E.P. targets are set termly.

STAFF DEVELOPMENT

- Staff meetings and Teacher Days to discuss the whole school approach to the teaching and learning of various aspects of the English curriculum need to be held on a regular basis. These should include regular reviews in line with new guidelines and resources.
- Staff will be asked to attend relevant training courses.
- Lesson observations which included feedback will be used to monitor and improve lessons.
- Regular moderation exercises need to be held to check the teacher assessments of pupils' work across the school and updating the 'School English Portfolio.'

IMPACT

- Enthusiastic and happy readers and writers across schools with a wide range of knowledge and skills to support their learning.

- Consistently high attainment achieved by children across the school.
- The vast majority of children making expected progress with a good amount making better than expected progress.
- Children are confident to take risks with their learning and discuss their ideas.
- Confident and skilled staff to deliver creative and strong lessons with a high impact on learning outcomes.
- Assessment data for the end of EYFS, KS1 and KS2 is above that of Coventry and the national average.
- A wealth of learning resources used and available to support the English curriculum.
- English is embedded across the curriculum.

This policy was revised in June 2021

Policy Accepted by Governors _____