



'Let your light shine.'

Matthew 5.16

English Policy

Introduction

As stated in our School Vision, at Halebank C of E primary School, we are committed to educating 'the whole person' through the four basic elements of wisdom, hope, community and dignity.

We teach within a framework of Christian principles and values, emphasising respect, compassion, loving care and healthy, stable relationships with our core school values and strengths threading through the whole curriculum

In relation to the Church of England's vision, our aim is that all may flourish and have an abundant life. We have a duty to try to remove any factor that might represent a hindrance to a child's fulfilment. We want all pupils to willingly engage in learning in a safe and welcoming environment -all staff and pupils without exception or exclusion supporting diversity. (Valuing All God's children- The Church of England document)

Teachers should develop pupils' 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.' National Curriculum 2014

Aims/ Intent

At Halebank C of E Primary School, our English curriculum aims to inspire, engage and motivate pupils to enjoy reading and writing, while mastering the skills needed in order to communicate effectively.

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. 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.

Reading is securely at the heart of our curriculum, and pupils read for on a daily basis. Reading for pleasure is promoted in class and as a school. We want our pupils to have an understanding of our literary heritage and to be exposed to a wide range of authors, poets and genres.

Spoken Language

The spoken word is of central importance to the whole curriculum. It allows pupils to develop cognitively, socially and linguistically. It also underpins the development of reading and writing. Therefore, teachers ensure the continual development of pupil competence and confidence in spoken language and listening skills. Discussions amongst pupil's throughout many aspects of our curriculum. Pupils are also given opportunities to participate in drama activities and performances. Each child follows the objectives outlined in the London Academy of Dramatic Arts. Children have opportunities within the class and with the whole school to lead school assemblies and worship time.

What does this look like?

- Listening to and participating in stories, poems, rhymes and songs
- Questioning across the curriculum
- Reciting and reading aloud
- Drama activities
- Re-telling and role-play
- Opportunities for children to talk about and discuss their reading and writing
- Collaborative work and reporting back following group work
- Presenting in front of an audience

Phonics

We follow the DfE accredited Pearson Bug Club phonics scheme. This is taught from the beginning of Reception and continues until children are successful in reading and writing Phase 6 materials. Phonics are taught daily. Children are taught in year groups and are regularly assessed to provide formative information. Support and interventions are planned and delivered at all stages as necessary. It is supported with matching reading books and interactive games.

Reading

Reading is the lynchpin to learning and therefore it is vital that we ensure children have a love of reading whilst also having the skills to be able to be successful at it. Following the simple view of reading, we ensure that children have the decoding skills and comprehension skills whilst being in a language and vocabulary-rich environment which enables them to hopefully develop a love of books

As well as reading for pleasure and across the curriculum the direct teaching of reading is structured in text based units called Pathways2Read. The units cover a range of genres, both non-fiction and fiction and explicitly teach the skills needed to become a fluent, enthusiastic and knowledgeable reader. Shared and guided reading sessions deliver structured and progressive lessons and are differentiated to provide support and challenge to pupils. Critical thinking and vocabulary development are embedded into all reading activities.

We follow the Pathways2Read methodology.

Reading for Pleasure and Independent Reading

Our reading books are carefully matched to the phonics being taught in school. We use the Bug Club (Pearson) scheme books until the point where the children can fluently read books containing Phase 6 phonics, high frequency and irregular words. They then choose from carefully graded Book Banded books.

Once children are confidently reading Lime level books they progress to either PM Readers or the Accelerated reader scheme. This enables children to choose book from a wide range of quality authors, including both fiction and non-fiction. This enables children to follow favourite authors and interests. Accelerated Reader provides online quizzes, enabling us to monitor comprehension and progress and intervene if necessary. We also have certificates and raffles to encourage and reward independent reading.

Each class has a range of books including: poetry, plays, a wide range of fiction, non-fiction including texts linked to the subject areas being studied, books exploring diversity and from a range of cultures.

Writing

We use the Pathways2Write to deliver an exciting and stimulating text based curriculum. Texts are chosen carefully to ensure exposure to a wide range of literature which will support and develop our children. There is a balance between fiction, non-fiction and poetry with an emphasis on whole texts rather than extracts. We encourage creative writing whilst also teaching key writing skills explicitly and systematically.

Writing is taught as a carefully sequenced activity and is clearly modelled by the teachers. Grammar objectives are built into the progression and are regularly revisited to embed skills

We ensure progression in complexity of tasks and expectations, year on year and build stamina for writing by providing opportunities to write independently and for

extended periods. Editing and improving are skills that are developed as the children move up the school.

Teachers provide regular helpful feedback verbally and through marking. Our writing expectations build on previous year groups to ensure children are confident writers and can write for a range of purposes. Cross curricular opportunities are built into each topic.

Poetry is studied across each year group during focused poetry weeks. Children read, discuss and write poetry examining different themes, poets and genres

Spelling

Understanding how to spell correctly is important in supporting children to organise their thinking around language. Knowing how to apply spelling rules and recognising key words is empowering for children. Spelling plays a significant part of standardised assessment and is taught throughout the school. We use the 2014 National Curriculum as a guideline as to which spellings should be taught in which year group. We use the Spelling Shed scheme to follow the National Curriculum and explore spelling rules, conventions and exceptions and supplement it with rich topic vocabulary. Weekly spelling lists are taken home for parents to support where possible.

Handwriting

Regular handwriting lessons are incorporated into each week throughout the school. During this time, teachers teach children the conventions and rules of handwriting. Handwriting books are introduced to Year 1 pupils, as appropriate, with handwriting books used for all children from Year 2 onwards, initially to assist in the setting out and formation of letters. Children initially use print. Cursive writing is introduced during Year 3 for most children, at the discretion of the teacher in conjunction with the English Coordinator.

Inclusion

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. We identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. More able children are identified and suitable learning challenges provided. Children with identified SEND in English or as having additional needs receive tailored support and are monitored to ensure they reach their potential.

Assessment

Teachers are continually assessing children's work in English. The formative assessments that teachers make as part of every lesson, helps teachers to adjust their daily plans. Teachers use formative and summative assessments to measure progress against the key objectives, and to help them plan and adapt for the next unit of work. These assessments are also used to evaluate progress against school and national targets. At the end of each term, assessments of reading and writing are recorded and analyzed. Children undertake the national tests at the end of Year 2 and Year 6, the phonics screening in Year 1 and internal NFER assessments.

Equal Opportunities / Diversity Statement

The school is committed to deliver the provision to all of its pupils. Our curriculum aims to respond to the diversity of children's cultures, faiths and family backgrounds.

We believe that English is a key vehicle for promoting equality, inclusion and social justice. Our English curriculum is designed to promote gender equality through challenging gender stereotypes and sexism. We are also committed to make every pupil feel valued and included and deliver a curriculum that is relevant to them. This means we are committed to an LGBT+ inclusive and SEND inclusive curriculum and are mindful of the SEND Code of Practice 2014 when planning for this subject. We will also ensure that we take into account the religious and cultural background of all pupils. As a school we endeavor to bring forward topics and issues of equality and diversity that children may not have considered or encountered.

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