Blofield Primary School

English Policy

Reviewed by: Freya Conway

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Aims

At Blofield Primary School, we aim for excellence in English achievement throughout the school. We aim to develop pupils' abilities within an integrated programme of Speaking and Listening and Reading and Writing. Pupils will be given opportunities to develop their use, knowledge and understanding of spoken and written English within a broad and balanced curriculum, with opportunities to consolidate and reinforce taught skills.

At Blofield Primary School, we aim to ensure all pupils:

- Read and write with confidence, fluency and understanding, using a range of independent strategies to take responsibility for their own learning including self-monitoring and correcting their own errors.
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- Develop an enjoyment of reading, choosing books of different genres and for different purposes.
- Write clearly, accurately and coherently, adapting their language and style to their audience, context and purpose.
- Become confident in using speaking and listening skills to make formal presentations, discuss and justify their ideas and participate in debates.

Delivering the English Curriculum

Spoken Language

We recognise the importance of spoken language in pupils' development across the whole curriculum as it underpins the development of reading and writing. Children are encouraged to develop effective communication skills in readiness for later life. Opportunities to develop these skills are provided across the curriculum and include: discussing and justifying their ideas about a text during guided reading; using drama to explore the feelings of characters; sharing ideas during mathematical and scientific investigations; participating in debates and preparing presentations related to topic work.

Reading

Teachers model reading strategies during shared reading within lessons whilst children have the opportunity to develop reading strategies and to discuss texts in detail during guided reading sessions.

A variety of book banded reading schemes are used in the Early Years, Key Stage 1 and lower Key Stage 2 to give children the opportunity to practise their developing reading skills with texts that have appropriate vocabulary and sentence structure. A strong emphasis is placed on the teaching of synthetic phonics and other word level skills in the Foundation Stage and Key Stage 1, with daily discrete phonics lessons to enable children to decode efficiently. This is continued into KS2 where necessary. Once they are competent independent readers, children can choose from a wide variety of books from the school library which consists of high quality fiction and non-fiction books.

Throughout the school, a reading log is kept by children as a way of maintaining close communication between the class teacher and adults at home. We encourage all readers to share a book at home with their parents/carers. We believe that this not only helps to develop inferential skills but also supports a lifelong love of reading. We recognise the value of adults (both in school and at home) reading aloud to children, in order to improve their grasp of story language, enthuse them with a love of books and inspire them as writers.

Writing

We aim to develop the children's ability to produce well structured, detailed writing in which the meaning is made clear and which engages the interest of the reader. Our approach to teaching writing covers the 'transcription' and 'composition' requirements of The National Curriculum. Children are given opportunities to write for a range of audiences and purposes and where relevant, writing may be linked to high quality texts or a topic that is being studied. Teachers model writing strategies and the application of phonics and spellings rules through shared writing. Guided writing sessions are used to target specific needs of both groups and individuals, whilst children also have opportunities to produce extended pieces of writing independently.

Spelling, grammar and punctuation

From Year 2 to Year 6, we teach spelling based around the No Nonsense spelling scheme which focuses on building children's awareness of spelling patterns in line with the requirements of the National Curriculum. Using this scheme ensures that children have the opportunity to apply their learning about spelling through participating in a range of engaging and interactive activities.

There is clear progression throughout the year groups for children's use of grammar and punctuation as outlined in the National Curriculum. We incorporate the teaching of these skills into our English lessons and where required, through discrete sessions. Starting from KS1, children are encouraged to become self-aware of their use of grammar and punctuation and our marking policy reflects the importance we place on children being able to edit and improve their work.

Role of the Subject Leaders

The Subject Leaders are responsible for improving the standards of teaching and learning in English through:

- Monitoring and evaluating
  - pupil progress
  - provision of Literacy
  - the quality of the Learning Environment;
- Auditing and supporting colleagues in their CPD;
- Purchasing and organising resources;
- Keeping up to date with recent developments in English

English is monitored by the English Curriculum leaders, who follow a rolling programme of monitoring, review and evaluation, to ensure that the subject is planned, taught, resourced and developed. Having identified priorities, the subject leader will construct an action plan which may form part of the School Development Plan. This will form the basis for monitoring and will identify how this is to be implemented.

Phonics Assessments (Year 1) and SATs results (Year2 and Year 6) are published in accordance with Government legislation.

This policy will be reviewed according to the emerging needs of our school.