



# All Saints Benhilton C of E Primary School English Policy

## Mission Statement

*Together, within God's love, we nurture and inspire today's minds for tomorrow's challenges.*



## AIMS

We aim to develop pupils' abilities within an integrated programme of spoken language, reading and writing. Pupils will be given opportunities to interrelate the requirements of English within a broad and balanced approach to the teaching of English across the curriculum, with opportunities to consolidate and reinforce taught English skills.

In English, we aim -

- To teach children to read and write with confidence, fluency and understanding.
- To enable children to orchestrate a full range of reading cues (phonic, graphic, syntactic, contextual) to monitor their reading and correct their own mistakes.
- To ensure that children understand the sound and spelling system and use this to read and spell accurately.
- To encourage children to develop fluent and legible handwriting.
- To foster an interest in words and their meanings and a growing vocabulary in spoken and written forms.

- To understand a range of text types and genres and be able to write in a variety of styles and for different purposes.
- To teach children how to plan, draft, edit and proofread their own writing through the writing learning journey.
- To develop a suitable technical vocabulary through which to understand and discuss their reading and writing.
- To foster an interest in books, read with enjoyment and evaluate and justify their preferences.
- To develop children's powers of imagination, inventiveness and critical awareness through reading and writing.

## **STATUTORY REQUIREMENTS**

In Foundation Stage the children work towards the Early Learning Goals following the DfE non-statutory guide, the Early Years Outcomes. Statutory requirements for the teaching and learning of English are laid out in the Primary National Curriculum and in the Communication and Language and English section of the EYFS.

The overarching aim for English in the national curriculum is to promote high standards of language and English 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.

## **SUBJECT ORGANISATION**

Foundation Stage

Communication and language, with opportunities to explore reading and writing, underpins children's future learning. In Nursery and Reception, the daily routine will include planned and child initiated activities:

- a wealth of opportunities to develop and experience speaking and listening
- experiences that develop gross and fine motor skills both indoors and outdoors

- sharing and enjoying a range of rhymes, songs, stories and books
- immersion in a print rich environment with opportunities to see a variety of written communication
- focus activities that teach children early communication, language and English skills
- choosing books to take home and share
- synthetic phonics taught

### Key Stages One and Two

In KS1 and KS2, staff use and adapt the national curriculum for long, medium and weekly planning. The different text types and genres are taught through cross curriculum links to each Cornerstone's topic.

During the English lesson in KS1 and KS2, children may experience whole class shared/modelled reading and writing, whole class or group grammar punctuation and spelling work, extended writing time and guided group work. Differentiation is within lessons, where appropriate challenges and support are put in place, dependent on the needs of the pupils.

See Appendix

- Approaches to Spoken Language
- Approaches to Reading
- Approaches to Phonics
- Approaches to Writing

### CROSS CURRICULAR LINKS AND ICT

Teachers seek to take advantage of opportunities to make cross-curricular links where relevant. They plan for pupils to practise and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum. Opportunities to use ICT to support teaching and learning in English will be planned for and used as appropriate. Children will be expected to develop ICT and word processing skills to enable them to present their work in a variety of ways. Children are given access to the Accelerated Reading, Reading Cloud, J2E Blogging and Google Classroom.

### ASSESSMENT

Work will be assessed in line with the Assessment Policy

- Phonic skills will be assessed termly in YR and Year 1
- Up to book band 11 children's reading will be assessed using a range of methods such as the Benchmark Kit, Rising Star's reading test, guided reading sessions and independent reading tasks.
- From Band 11 onwards children will be assessed using Rising Star's reading test guided reading sessions, independent reading tasks and comprehension work.

- In KS2 AR STAR Tests are taken termly to provide children with a new reading range (Zone of Proximal Development).
- An unaided piece of writing will be assessed once termly in the 'pink book'. Other writing will be assessed weekly.
- In Reception symbols are used to assess and aid all adult focus writing. In KS1 and 2 when writing is being assessed 'writing stickers' will be used and children and adults can assess against the statements.

#### LINKS with PARENTS

In their first half term Reception parents are invited to a meeting where our approach to reading is explained and modelled. It is recommended for parents to take a free online course offered by Sounds Write called Help Your Child to Read and Write. In spring term, Year 1 parents are invited to a Phonics Workshop where the expectations for the phonic screening are outlined. During autumn term, KS2 parents are invited to learn about how the Accelerated Reading Programme works and how they can best support their child's progress in reading.

#### EQUAL OPPORTUNITIES

In the teaching and learning of English, every individual has the right to equal opportunities regardless of their gender, ethnicity or physical/mental ability. We ensure the individual is educated in an environment where she/he feels respected and valued: - ensuring equal access to equipment; delivering a curriculum free from stereotyped ideas; not using sexist or racist language and having equally high expectations of children regardless of their gender, ethnicity or ability.

#### MONITORING AND REVIEW

The subject leader will monitor the implementation of the policy through the ongoing role to ensure that procedures laid down are reflected in practice.

#### CONCLUSION:

This policy also needs to be in line with other school policies and therefore should be read in conjunction with the following school policies:

Assessment Policy  
 Equal Opportunities Policy  
 Feedback and Marking policy  
 Handwriting Policy  
 Health and Safety Policy  
 ICT Policy  
 Inclusion Policy  
 Special Educational Needs Policy  
 Teaching and Learning Policy

English subject leader: Ms J Farley

July 2018

Signature of Headteacher and Chair of Governors

\_\_\_\_\_ Headteacher

\_\_\_\_\_ Chair of Governors

The policy will be reviewed July 2020

To be ratified.