



Edith Cavell Primary School

English Policy

Signed: A Heavey (On behalf of ...) Chair of Governors

Signed: H Cooke Headteacher

Date: April 2019

Review date: April 2022

EDITH CAVELL PRIMARY SCHOOL

English Policy

Aims of the Policy

English has a pre-eminent place in education and in society. A high quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and, through their reading and listening, others can communicate with them.

Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually; literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know.

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 language, 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.

At Edith Cavell Primary School we follow a creatively connected approach to learning. While appropriate English skills are taught discretely, English is mostly taught through topic work, which allows children to immerse themselves fully into the subject. Topic-specific texts are chosen in order to engage the children and spark their enthusiasm for learning.

Grammar and spellings are taught both discretely and through our connected curriculum.

We use a variety of teaching and learning styles in English lessons, following our Teaching and Learning policy which stresses creativity and personalised learning. Our principal aim is to develop children's knowledge, skills, and understanding in English and their ability to apply these skills in all areas of learning.

Children will study a range of fiction genres including prose, poetry and plays, and non-fiction texts. They will develop skills in writing for a variety of purposes. As part of their English lessons, children will develop their phonic knowledge, spelling strategies, vocabulary, grammar and punctuation.

Inclusion and Differentiation: (also see SEND policy)

All children must have regular access to English, appropriate to their stage of development. Challenge for all is integral to our teaching and we aim to encourage all pupils to reach their full potential through the provision of varied opportunities. Work must be differentiated to aid children's learning. Also, more-able children should be given opportunities for further research and challenging studies.

Statutory Requirements

Statutory requirements for the teaching and learning of English are laid out in the English section of The National Curriculum (2014) and in the Development Matters guidance for EYFS document (2014).

In the Foundation Stage children are given opportunities to:

- Speak and listen and represent ideas in their activities;
- Use communication, language and English in every part of the curriculum;
- Become immersed in an environment rich in print and possibilities for communication.

At Key Stage One children are taught to speak confidently and listen to what others have to say. They will begin to read and write independently and with enthusiasm. They will use language to explore their own experiences and imaginary worlds.

In Key Stage Two children will learn to change the way they speak and write to suit different situations, purposes and audiences. They will read a range of texts and begin to respond to different layers of meaning in them. They should explore the use of language in literary and non-literary texts and learn how the structure of language works.

Assessment and Recording

Formative assessment (Teacher assessments) forms the basis of our assessment in English. Summative assessment (tests) are also employed at the end of each term to corroborate Formative assessments. Summative assessments for pupils in Years 2 and 6 take the form of 'SATs' assessments. In Year 2 SATs, the pupils sit 2 reading papers and a grammar, punctuation and spelling test. This GPaS test is optional for Key Stage 1 to carry out, however we employ this to corroborate and moderate our teacher assessment judgements. In the Year 6 SATs, the pupils sit one reading paper, one spelling test and a Grammar and punctuation test. Writing is assessed in both Years 2 and 6 against the Teacher Assessment Frameworks (2018-19), which are then moderated across key stages, whole-school and local schools. All year groups also assess independent writing each half term against the KPIs, whilst having an understanding of the criteria of the Teacher Assessment Frameworks (TAFs).

Formative assessment is made on a daily basis and planning is adjusted accordingly to meet the pupils' changing needs. Assessments are closely matched to the teaching objectives.

The Governing Body

Regular reports are made to the Governor body on the progress of English within the school.

Subject Organisation

The English Curriculum is delivered following The National Curriculum (England 2014). The Early Learning Goals are followed to ensure continuity and progression from the Foundation Stage through to the National Curriculum.

Reading

The programmes of study for reading at Key Stages 1 and 2 consist of two dimensions:

- Word reading
- Comprehension (both listening and reading).

Writing

The programmes of study for writing at Key Stages 1 and 2 are constructed as follows:

- Transcription (spelling and handwriting)
- Composition (articulating ideas and structuring them in speech and writing).

Teaching will aim to develop pupils' competence in these two dimensions. In addition, pupils' will be taught how to plan, revise and evaluate their writing.

Spelling, vocabulary, grammar and punctuation

Opportunity for teachers to enhance pupils' vocabulary arise from reading and writing. As vocabulary increases, children will be encouraged to understand the relationships between words, how to understand nuances in meaning and how to develop their understanding of, and ability to use, figurative language.

Cross-Curricular English Opportunities

Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum. A high standard of English is embedded within the curriculum and is at the heart of all learning.

Opportunities to use ICT to support teaching and learning in English will be planned for and used as appropriate.

Role of Subject Leader

The Subject Leader is responsible for monitoring the standards of teaching and ensuring high standards of English taught through:

Monitoring and evaluating English:

- Pupil progress;
- Provision of English (including Intervention and Support programmes);
- The quality of the Learning Environment;
- Taking the lead in policy development;
- Auditing and supporting colleagues in their CPD;
- Purchasing and organising resources;
- Keeping up to date with recent English developments.

Related Policies

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

- Teaching and Learning Policy
- Assessment Policy
- Marking Policy
- SEND Policy