



Beaupré
COMMUNITY PRIMARY SCHOOL

English Policy

This policy was approved

December 2019

This policy should be reviewed annually

“Together unlocking the potential of every child; inspiring children and improving lives”

ENGLISH POLICY 2019 – 20

1. AIMS

We aim to develop pupils' abilities within an integrated programme of Speaking & Listening, Reading & 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 English skills.

Pupils at Beaupré Community Primary School will leave Year 6:

- reading and writing with confidence, fluency and understanding, using a range of independent strategies to self-monitor and correct;
- with a love of reading and a desire to read for enjoyment;
- with an interest in words and their meanings; developing a growing vocabulary in spoken and written forms;
- understanding a range of text types, media types and genres;
- developing a deepened understanding of texts and genre types through regular opportunities to use their comprehension skills;
- able to write in a variety of styles and forms appropriate to the situation;
- using their developing imagination, inventiveness and critical awareness;
- having a suitable technical vocabulary to articulate their responses.

2. STATUTORY REQUIREMENTS

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Document and in the Communication and Language and Literacy sections of the Statutory Framework for the Early Years Foundation Stage.

In the Foundation Stage children are given opportunities to:

- speak and listen and represent ideas in all their learning opportunities;
- use communication, language and literacy in every part of the curriculum;
- become immersed in an environment rich in print and opportunities to communicate.

At Key Stage One (Years 1 and 2) children learn to speak confidently and listen to what others have to say. They learn to read and write independently and with enthusiasm. They learn to use language to explore their own experiences and imaginary worlds.

At Key Stage Two (Years 3-6) children learn to change the way they speak and write to suit different situations, purposes and audiences. They read a range of texts and respond to different layers of meaning in them. They explore the use of language in literary and non-literary texts and learn how the structure of language works.

The Governing Body receive regular reports on the progress of the English provision.

3. SUBJECT ORGANISATION

Foundation Stage

In Reception, children have opportunities to develop their communication, language and English skills on a daily basis in both adult led and child initiated activities. They have opportunities to develop and apply their phonic skills across a range of contexts.

Key Stage 1

In Key Stage, 1 daily discreet phonics lessons continue and are taught in ability groups, while children have daily mixed ability English lessons with an emphasis on real texts. Children take part in both guided and individual reading sessions and have regular story times to develop a love of reading. Additional English sessions include handwriting and Grammar, Punctuation and Spelling (GPS) and English skills are developed across the curriculum. Provision is made for children who require extra support through intervention programmes and differentiated class teaching.

Key Stage 2

In Key Stage 2, children have daily English lessons including spelling, grammar and punctuation input. Additional English sessions include Guided Reading, handwriting, class novel and Grammar, Punctuation and Spelling (GPS) and English skills are developed across the curriculum. Provision is made for children who require extra support through intervention programmes and differentiated class teaching.

4. APPROACHES TO SPEAKING AND LISTENING

Speaking; listening; group discussion and interaction, and drama permeate the whole curriculum. Interactive teaching strategies are used to engage all pupils in order to raise reading and writing standards. Children are encouraged to develop effective communication skills in readiness for later life.

Opportunities to develop these skills include: class assemblies, class discussions, talk partners, drama and other performances.

We recognise the need for all pupils to speak, read and write Standard English fluently and accurately, while acknowledging that a pupil's own dialect, or other language is of prime importance and that there are expectations for teachers to model and support correction to Standard Spoken English.

5. APPROACHES TO PHONICS

We follow the 'Letters and Sounds' programme, through the 6 phases throughout the Foundation Stage and Key Stage 1. Daily discreet phonics lessons in FS and KS1 enable children to decode efficiently and apply phoneme recognition to segment and blend words to aid reading and writing. Phonic sessions are taught in a fun and engaging way to motivate and commit learning to memory. This is supplemented with actions and books to help reinforce phoneme recognition and retention. In Key Stage 2, phonics teaching through the 'Letters and Sounds' programme is continued where necessary through targeted interventions.

6. APPROACHES TO READING

Teachers model reading strategies during shared reading sessions, whilst children have the opportunity to develop reading strategies and to discuss texts in detail during guided reading sessions. Independent reading provides time for both assessment and 1-1 teaching.

There are a variety of ways children access reading in school, e.g. 1-1 reading, protected reading time, home reading, guided reading, shared reading, reading across the curriculum, and targeted interventions. Class teachers monitor reading at home and rewards are in place to encourage daily reading.

Reading books are banded for readers in line with teacher assessments (including phonics and reading ages).

Many exciting and rewarding activities are arranged in school to promote the pleasure and knowledge that can be gained from books, e.g 'World Book Day', Library Club. Whole school assemblies, protected adult reading time.

In addition to this children have the opportunity to choose a book from the class reading area and school library. Each child has a home school reading record that teachers and parents can use to share information about a child's reading. Parents are encouraged to read with their child daily. Information is given on how to support their child in reading.

We still encourage all readers to share a book at home with their grown-ups. We believe that this not only helps to develop inferential skills, but also supports a lifelong love of reading. Throughout the Key Stages children become more independent in recording what they have read in their reading journals or book reviews.

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. Protective reading time throughout the school ensures this.

7. APPROACHES TO 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. Attention is paid throughout the school to the formal structures of English, grammatical detail, punctuation and spelling. Teachers model writing strategies and the use of phonics and spelling strategies in shared writing sessions. Children have opportunities to write at length in extended independent writing sessions.

The children are given frequent opportunities in school to write in different contexts using quality texts as a model and for a variety of purposes and audiences across the curriculum. They may be asked to produce their writing on their own or as part of group. Children will also be given the opportunity to use ICT for their writing. We use cursive handwriting in school to help children develop fluent, clear and legible joined up writing. A pen licence is awarded to children in years 1 – 3, when children can demonstrate consistent fluent use of legible, joined up handwriting. In year 4 – 6, children are expected to use a pen and demonstrate consistent joined up handwriting and rewards such as pen toppers are used to engage handwriting.

Independent writing enables children to demonstrate their progress across a range of text types, curriculum areas and contexts.

8. GRAMMAR, PUNCTUATION AND SPELLING

Opportunities for teachers to enhance pupils' vocabulary arise naturally from their reading and writing. As vocabulary increases, teachers show pupils how 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. They also teach pupils how to work out and clarify the meanings of unknown words and words with more than one meaning.

Pupils should be taught to control their speaking and writing consciously and to use Standard English as well as being taught to use the elements of spelling, grammar, punctuation.

Throughout the programmes of study, teachers should teach pupils the vocabulary they need to discuss their reading, writing and spoken language. It is important that pupils learn the correct grammatical terms in English and that these terms are integrated within teaching across the curriculum.

GPS is taught regularly through mental oral starters in English lessons and is taught throughout the school in line with the new National Literacy Curriculum as follows:

Foundation Stage and Year 1

Children will be taught through the Foundation Stage and Year 1 as emergent writers, being encouraged to use full stops when writing sentences and to use their phonics to support the writing of words, progressing through to writing short paragraphs.

Year 2 to Year 6

The teaching of Punctuation, Grammar and Spelling skills will be integrated into the genre of work being taught, enabling children to practise the taught skills in their own writing opportunities. Regular discrete GPS lessons may also be taught to ensure pupils' progress.

9. 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.

10. THE USE OF ICT

We recognise the important role ICT has to play in our school in the development of English skills. ICT is used to enhance the teaching of English and to give all children the opportunity to experience, read and write using different forms of media to develop their visual literacy.

11. ASSESSMENT AND TARGET SETTING

Work will be assessed in line with the Teaching, Learning and Assessment Policy.

12. INCLUSION

We aim to provide for all children so that they achieve potential in English according to their individual abilities and needs. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. Gifted children will be identified and suitable learning challenges provided.

13. EQUAL OPPORTUNITIES

Beaupré is ambitious for every child, whatever their background or circumstances. Children learn and thrive when they are healthy, safe and engaged.

In order to engage all children, cultural diversity, home languages, gender and religious beliefs are all celebrated. Our curriculum includes a wide range of texts and other resources which represent the diversity and backgrounds of all our children. We celebrate other languages and cultures, particularly those represented in our own Community.

We believe in 'valuing what the child brings to school' and recognise the importance of supporting a child's first language, not only to foster self-esteem, but to assist in the learning of English.

14. ROLE OF SUBJECT LEADER

The Subject Leader is responsible for improving the standards of teaching and learning in English through:

- Monitoring and evaluating English:
 - pupil progress
 - provision of English
 - quality of English Lessons
 - the quality of the Learning Environment
- Taking the lead in policy development
- Monitoring and feedback to staff
- Monitoring and contributing to the Schools Development Plans
- Auditing and supporting colleagues in their CPD
- Purchasing and organising resources
- Keeping up to date with recent English developments

14. PARENTAL INVOLVEMENT

We aim to involve parents directly in the life of the school, and thus in the development of children's skills, knowledge and understanding in English. There are opportunities throughout the year when parents can discuss their children's progress with their teacher. Parents are encouraged to read both with and to their children at home in order to promote reading. Parents are welcomed into school to support reading in the classroom.

SATs results are published in accordance with Government legislation.

This policy should be read in conjunction with the following school policies:

- Teaching and Learning Policy
- Assessment and Record Keeping
- Marking policy
- Handwriting Policy
- Special Educational Needs Policy
- ICT Policy
- Equal Opportunities Policy



This policy will be reviewed annually or in the light of changes to legal requirements.