



Eccleston C.E. Primary School
Let Our Light Shine

English Policy

Teaching, Learning and Personnel Committee

Reviewed: Autumn 2019

Approved by Teaching, Learning and Personnel Committee:

Approved by Full Governing Board: Autumn 2019

Signed by Chair of Governors:

Review Date: Autumn 2022

ECCLESTON C.E. PRIMARY SCHOOL

English Policy

Introduction

The English curriculum should provide a rich environment in which children can flourish as readers, writers and speaker of the English language. Teaching and learning in English should be a source of pleasure and enjoyment. It should develop confidence and self-esteem and give children an understanding and appreciation of the English language that provides them with a life-long means of partaking in a range of activities in both their personal lives and as part of the community.

Intent

- We provide every opportunity for our pupils to become fluent readers, able to understand and assimilate what they have read and to use their experiences from reading to enhance their writing skills
- We aim to have all our children writing efficiently, both for practical purposes and for pleasure in a variety of different genres
- Our pupils are given opportunities to develop the ability to speak, listen and respond appropriately to others in a variety of different contexts that underpin their reading and writing development
- Our children bring with them to school a variety of attitudes, understanding and experiences of the English language. We need to recognise this diversity in our approaches to teaching and learning and to work with our children, their families and the community to enable individuals to maximise their own potential.
- To develop children's confidence in themselves as speakers, listeners, readers and as writers
- To develop children's key skills so that they will be able to read with fluency, understanding and enjoyment
- To develop enthusiastic and reflective readers through contact with challenging, appropriate and substantial texts
- To foster the enjoyment of writing and a recognition of its value
- To encourage accurate and meaningful writing, be it fiction or non-fiction

- To improve the planning, drafting and editing of written work
- To develop children's ability to write effectively in different genres, using National Curriculum guidelines
- To develop speaking and listening skills to facilitate learning through all aspects of the English curriculum and the wider curriculum, e.g. through readings in collective worship or in church, through formal and informal presentations in class, through class and group discussion and through strategies such as think, pair, share, drama and role play exercises
- To ensure that all children have a broad experience of all aspects of English that includes and adds value to the teaching and learning of literary skills through the National Curriculum and differentiated approaches
- To involve parents and carers in their children's learning
- To support parents and carers as partners in their children's learning through information workshops

Implementation

The following objectives are taught and developed within the Literacy curriculum of Ecclestone C.E. Primary School and throughout other areas across the curriculum.

Speaking and Listening

- The importance of structured informal talk as part of the process of learning is recognised
- Pupils are given confidence to be speakers and encouraged to be respectful and attentive listeners
- Pupils are taught how to justify a point of view and to appreciate the viewpoints of others
- Pupils take part in role play and drama activities in which they develop their oral skills

Reading

- Pupils are taught to read using a variety of methods, including a carefully structured reading system that helps build reading confidence and encourages success. They are taught to use a variety of skills and

strategies; phonological, contextual, graphic and grammatical knowledge to work out unfamiliar words and make sense of what they read.

- Pupils experience a wide range of texts, fiction, non-fiction and poetry in the classrooms and in the library
- Pupils have the opportunity to enjoy silent, private reading, as well as guided group reading and shared texts
- Parents are involved with their children's reading progress, in partnership with children and teachers
- Eccleston CE Primary encourages reading at home and invite theatre groups into school to support work in the language curriculum throughout the school
- Children are taught library skills and make use of our well resourced library

Writing

- Literacy lessons will provide a range of stimulating context, audiences and purposes for writing
- Phonics lessons will take place daily (except Friday) across EYFS and KS1. Children will be grouped according to their ability
- Teachers will model different forms of writing to extend pupils' repertoire and encourage experimentation and risk taking
- Spelling, Punctuation and Grammar will be taught both discreetly and as part of the wider writing curriculum according to National Curriculum guidelines
- Emergent writing is valued, and staff will intervene appropriately to encourage confidence and development. Drafting and re-drafting are introduced as pupils develop in competence in order to improve depth and quality
- Academic guidance will be sensitive and provide ways forward for each individual child
- Pupils are taught how to use punctuation correctly and effectively, to organise their ideas, to construct their sentences and to use appropriate and interesting vocabulary

- Classrooms reflect the ethos of a literacy rich environment, providing a range of interactive displays that impact directly on children's progress and learning

Impact

The majority of children will move through the National Curriculum programmes of study at broadly the same pace. Most children will be working at the expected level for their year group, with some working at above the expected level, greater depth. Those children who are not sufficiently fluent with earlier objectives will consolidate their learning before moving on, using a range of resources and support strategies. Teaching staff will take the decision about when to progress based on each child's understanding and readiness.

Marking and Assessment

English books are marked as stated in our Marking Policy document. Children in Classes 2, 3 and 4 are encouraged to evaluate their own work and that of their peers as appropriate. Comments or questions to extend the children's learning may be included as part of the marking process and children are encouraged to respond to these.

Assessment for learning lies at the heart of promoting learning and in raising standards of attainment. Assessments are made in several ways at Ecclestone CE Primary School. These include;

- Through immediate verbal responses to questioning and discussion, particularly to respond to misconceptions
- Notes made by staff
- Marking
- Moderation of books
- Termly written assessments
- Y2/6 SATs tests
- Foundation Stage Profiles

Assessments are used for adjusting planning, allowing teaching to be tailored for each pupil's individual needs, regardless of ability, and the tracking of each pupil's progress through the school using Target Tracker.

Parental Involvement

Parents are encouraged to support their child's learning in reading and writing at home through;

- Assisting their children with English work in their Learning Logs
- Reading regularly to their child
- Regularly listening to their child read a range of books
- Attending parent's evening for up-dates on their child's progress in the Autumn and Spring terms and through end of year reports