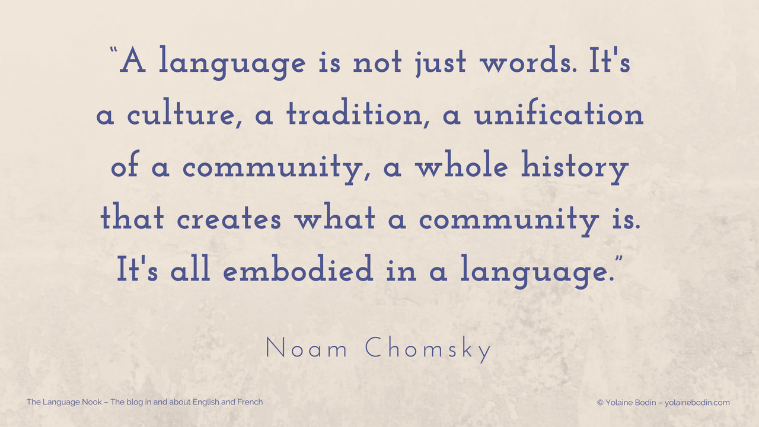


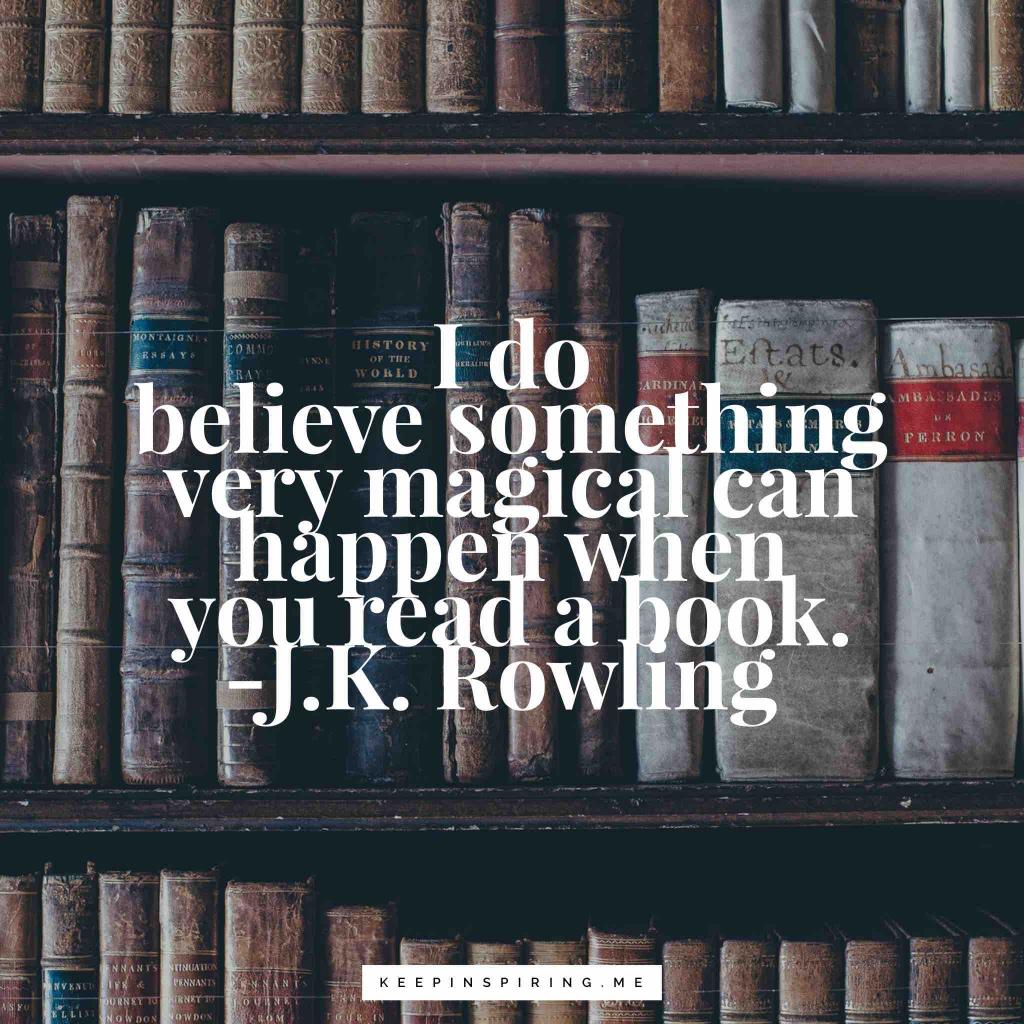
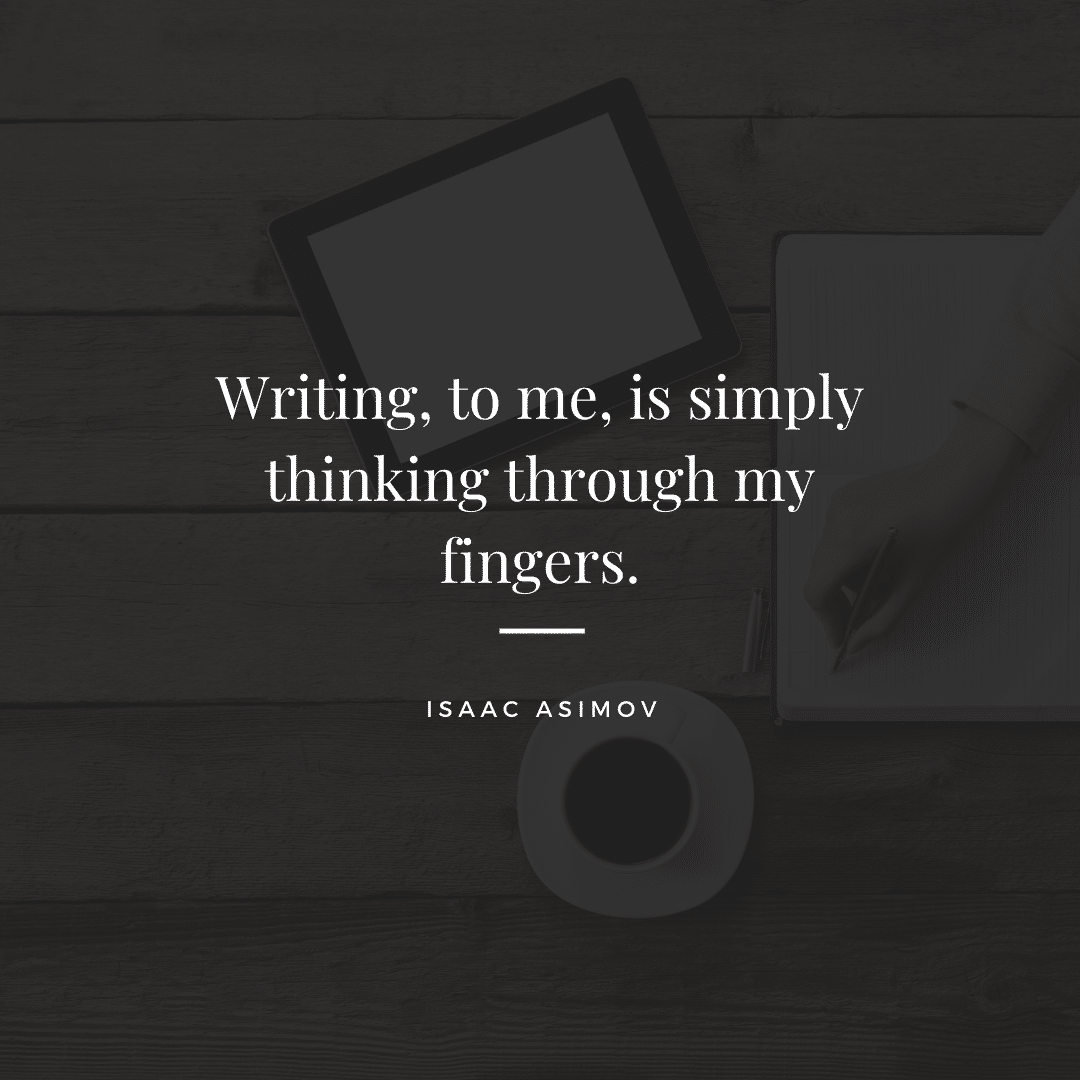
**A Vision for English**

English plays an important role in both education and in society as a whole. In order to participate fully as a member of society, all the skills of language are essential. Therefore, at Lidget Green, we believe our pupils should be given every opportunity possible to develop their reading, writing, speaking and listening skills so that they may cultivate the tools necessary for a happy and successful life.

We are committed to ensuring that our pupils are able to read and write with confidence, fluency, understanding and enjoyment and are successful in transferring knowledge, ideas and skills between subjects. By promoting high standards of literacy, our aim is to equip our learners with a strong command of the written and spoken word, thus enabling them to use Standard English correctly to express themselves imaginatively and clearly.

We develop their love of literature through widespread reading for enjoyment. By encouraging our pupils to appreciate our rich and varied literary heritage we aim to support their literacy development beyond their primary school career.







**English Policy**

**Lidget Green Primary School**

This policy is for the staff in our school. It aims to set out:

* Our approach to teaching, monitoring and assessing English and literacy knowledge and skills
* How we will make sure our provision for the teaching of English and literacy is of consistently high quality

This policy reflects the requirements and expectations set out in:

* The [National Curriculum programmes of study for English](https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study)
* The [Special Educational Needs and Disability (SEND) Code of Practice 2014](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25)
* The [Equality Act 2010](https://www.legislation.gov.uk/ukpga/2010/15/contents)

The development of language and literacy skills is of the highest priority, as language is the main tool of learning and communication in all aspects of school life and the world beyond. The study of English helps pupils understand how language works by looking at its patterns, structures and origins. Using this knowledge, pupils can choose and adapt what they say and write to different situations.

At Lidget Green, we aim to place Literacy at the heart of the curriculum and as the main starting point for our subjects. Pupils will use their English skills to communicate and work effectively with others, to develop as independent learners.

**Intent**

​At Lidget Green Primary School, English and the teaching of English is the foundation of our curriculum. Our main aim is to ensure all pupils become primary literate and progress to the best of their ability in the areas of reading, writing, speaking and listening by the time they leave our school in Year 6. Within our English curriculum, we want all of our pupils to enjoy reading and writing through developing a love of literature and texts which motivate and inspire.

Our curriculum intent is to provide all pupils with the ability to confidently communicate their thoughts, feelings and ideas through both written and spoken language. Our curriculum is designed around ensuring maximum exposure to good quality texts which allow pupils to enjoy immersing themselves in the stories and subjects covered. We want our pupils to talk and write passionately as they develop independence through expressing and celebrating their own unique personalities.

At Lidget Green Primary School we aim to:

* Equip pupils with a strong command of the written and spoken word, and to develop their love of literature through widespread reading for enjoyment.
* Ensure that all pupils read easily, fluently and with good understanding of the text.
* Develop the habit of reading widely and often, for both pleasure and information.
* Ensure that all pupils acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
* Ensure that pupils appreciate the importance of different word classes and structures considering how language choices and punctuation impact the overall feel and tone of writing and the resulting impact this has upon the reader.
* A good grasp of phonics, spelling, vocabulary, grammar and punctuation.
* Ensure our pupils are supported to write clearly, accurately and coherently, adapting language and style in and for a range of contexts, purposes and audiences.
* Use discussion in order to learn; children should be able to elaborate and explain clearly their understanding and ideas.
* Support our pupils to become competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.
* Hold the highest aspirations for our pupils, we do not put ceilings on what our pupils can achieve in writing and we do not hold pre-conceptions about any pupils’ ability to make progress. Our pupils’ written and spoken achievements are celebrated across our school.

**Implementation**

When planning for English, all teachers will:

* Promote a love of reading through both English and guided-reading lessons. Our English curriculum is built around an inclusive structured plan of high-quality core texts which expose pupils to a wide variety of writing lessons in which they are given opportunities to discuss, explore and understand various texts and genres of writing.
* Prioritise reading, writing and speaking and listening at every opportunity.
* Follow a text-based learning approach within English lessons, linking texts to class topics where suitable.
* Through daily exposure to high quality texts, ensure pupils’ attention is drawn to vocabulary and the language choices made by various authors and the resulting impact upon the audience and the reader.  Through this approach, pupils build a varied cumulative vocabulary of topic specific and broadened language which they are then able to apply within their written work.
* Ensure daily writing lessons incorporate reading skills including identifying literal information, using deductions and clues to identify characters actions, feelings and motives and drawing inferences around mood, tone and feeling of writing. Through developing these core reading skills, pupils’ understanding of language and approaches to writing in context are developed allowing them to further understand the importance of both spoken and written language.
* Ensure pupils are encouraged to express themselves through their writing developing both independence and stamina as writers.
* Incorporate lessons which provide pupils with maximum exposure to high quality teacher modelled writing
* Allow pupils with opportunities to write for a wide range of genres and purpose to develop their appreciation for the function and importance of different writing forms.
* Provide opportunities in the writing process when pupils are taught how to edit and improve their own work.

**Equal Opportunities**

At Lidget Green Primary, we ensure that all children are provided with the same learningopportunities whatever their social class, gender, culture, race, disability or learningdifficulties. All pupils have equal access to English. Resources for SEN children and Gifted & Talented are made available to support and challenge appropriately.

**Planning**

The Early Years Foundation Stage Curriculum is followed to ensure continuity and progression from entering Nursery & then through to the National Curriculum in KS1 & KS2. Planning guidelines for Years 1-6 are taken from the 2014 National Curriculum (published 2013). Teachers will work within their year groups to create weekly skeleton plans which will outline the objectives to be covered during the week. Lesson objectives will be differentiated to meet the needs of all learners. The weekly plan can be adapted/amended by each class teacher as the week goes on through daily evaluations thus ensuring that lessons are tailored to meet the needs of our pupils. This will ensure that the needs of the pupils are being met, for example either through more consolidation and practice or challenge activities. Teachers feel confident in choosing their own texts and materials to best support the teaching of a specific unit or to help achieve a learning objective.

**Early Years Foundation Stage**

English in Nursery and Reception is taught in both teacher focus learning and across all areas of provision, as an integral part of the pupil’s work. The children have experience of aspects of English every day. In Nursery they are taught the different levels and aspects of phonological awareness including general sound discrimination, body percussion, rhythm and rhyme, recognition and production of syllables and oral blending and segmenting. Phonics is taught using the Oxford Owl, Essential Letters and Sounds Programme in Reception, Year One and Two.

Our Nursery and Reception classes follow the Development Matters 2020 document. At the end of the Reception year the children are assessed against the Early Learning Goals. Prime areas of English development are Communication and Language (Listening and attention, understanding and speaking) and Literacy Development (Reading comprehension, word reading and writing.) Pupils are given the opportunity to talk and communicate in a widening range of situations, to respond to adults and to each other, to listen carefully and to practice and exchange their range of vocabulary and communication skills.

Nursery and Reception teach discreet daily phonic lessons. By the summer term in Reception, pupils begin to follow a more structured literacy lesson to aid with their transition into year 1.

They have the opportunity to explore, enjoy, learn about and use words and text in a range of situations, through the carefully planned learning environment. We encourage the love of reading by continually updating our reading areas, through reading as a whole class and hearing children read individually at least twice a week.

**Spellings**

Spellings are taught in separate spelling sessions but also continuously throughout the school day. All children are taught their year group word list (using Twinkl weekly plans in KS2), whilst also revising the previous year’s lists.

**Handwriting**

We aim for our pupils to develop a neat, legible, speedy handwriting style. By the end of Year 6 pupils will understand the importance of neat presentation and the need for different letterforms (cursive, printed or capital letters) to help communicate meaning clearly.Handwriting is to be taught regularly through short, focused sessions and may be linked with spelling, grammar or phonics objectives. Teaching generally occurs outside English lessons, although shared and guided writing provides additional opportunities for the modelling and monitoring of handwriting.

**Assessment**

Assessment is on a continuous basis, considering the pupil’s work throughout the year. Effective assessment in English involves careful observation, analysis and review by teachers of each pupil’s knowledge, skills and understanding. In order to track pupil progress and make informed decisions about planning for the next steps of learning the following combination of formative and summative assessment is applied:

* Daily marking of the pupil’s work allows teachers to see if the children have understood the objective being taught.
* Teachers annotate weekly lesson plans/Smart notebooks each day to inform the weeks teaching.
* Children in Years 1 to 6 will sit termly test papers to assess their learning and progress. These will provide the class teacher with a gaps analysis to inform their future planning.
* At the end of each assessment point, the class teacher updates the school’s tracking system (Target Tracker) to record the steps of the learning journey.
* The school’s tracking system and summative assessments enable teachers to identify pupils who would benefit from more support in an area of their English learning, and deliver small intervention groups for targeted support to aid their progress and attainment. We will monitor these closely to move pupils in and out of these groups as needed. The identified intervention will take place within the English lesson and outside; these sessions may be delivered by the teacher or teaching assistant and may involve individual or small group work to support the learning needs of all children.
* Assessment data is analysed by the Assessment Lead termly in-line with the school’s assessment schedule.
* English data is monitored by the English Subject Leader and SLT.
* A scrutiny of pupil work is carried out in SLT meetings.
* Teachers meet regularly to review individual examples of work against the national exemplification material.

Termly, teachers’ moderate pupils work in key stage phase meetings and in cluster meetings with other schools to ensure accurate assessments are being made. The quality of writing in English and curriculum books is evaluated by learning walks, drop ins, pupil voice interviews and work scrutinies. These inform future areas for improvement and the impact of new initiatives in school.

Our pupils will sit the following formal assessments:

* The phonics screening check at the end of year 1
* National Curriculum tests in the summer terms at the end of KS1 and 2

Teachers will provide regular targets for pupils and verbal feedback on how to achieve or improve upon their target. Termly verbal reports will be provided to parents at parents’ evening meetings and accurate data will be provided for the pupils next teacher

**Monitoring**

The English subject lead is responsible for monitoring the standards of pupils’ work and the quality of teaching. The English Lead reports to the SLT and and governing body. The leader supports colleagues in the teaching of English by providing a strategic lead and direction for the subject in the school and offering practical support where appropriate. The subject leader is also responsible for reviewing developments for English identified on the School Improvement Plan, evaluating strengths and weaknesses in the subject, and indicating areas for further improvement through book reviews and lesson observations.

**Resources**

Our children will have access to a wide range of physical and digital resources they need to inspire and develop their knowledge and skills of English. Pupils will learn English and literacy in spaces that are well-organised and contain appropriate and good-quality resources for pupils to access. We will provide suitable resources to make sure that every pupil makes progress in English and literacy, by:

* Displaying letter cards and posters showing grapheme-phoneme correspondences that match our school’s phonics teaching programme
* Providing resources such as phonics mats and writing frames to scaffold pupils’ learning
* Ensure pupils have access to dictionaries and thesauruses in the classroom to support with writing and spelling
* Allow pupils to use the iPads during lessons to look up: spellings, word meanings and synonyms

**Homework**

Every week, children are set homework that adheres to the school’s Homework Policy. The main task varies but one of the three staples, writing and reading. Writing comes in the form of spelling practise for in-school application and reading in the form of independent or parent/guardian-led reading.

**Statutory Requirements**

Statutory requirements for the teaching and learning of English are laid out in the Programmes of Study of the National Curriculum English Document (2014) and in the Communication and Language and Literacy sections of the Foundation Stage (2021).

**Expectations**

By the end of the Foundation stage, we expect most of our pupils to have achieved the Early Learning Goals in line with at least national average. By the end of key stage 1, the performance of pupils should be in the range of ‘working at’ age related expectations with some pupils achieving ‘greater depth’ By the end of key stage 2, the performance of the pupils should be in the range of ‘working at’ age related expectations with some achieving ‘greater depth’.

**Marking and Feedback**

Marking and feedback will clearly explain to pupils what they’re doing well, and what they need to do next to continue to improve upon their work. It will be given verbally, in pupils’ books or via the digital learning platform- Google Classroom.

* See Marking and Feedback Policy

**Role of the teacher**

* Ensure lesson covers all English National Curriculum objectives
* A high level of presentation is expected across all subjects when writing
* Guided group work is planned for and delivered
* Writing is published at least once every half-term in Writing Portfolios
* Skills taught in English are reinforced and embedded throughout all other areas of learning; this is evidenced in all work
* English to be taught every day for 1 hour.
* Guided Reading to be taught for an hour followed by four 20-minute sessions of comprehension work
* Extended writing taught across the curriculum.
* Punctuation and grammar should be embedded in all English teaching and should be evident within planning.
* Spelling lessons are delivered every week.

**Roles of the English Lead**

It is expected that the English Lead will fulfil the following role:

* Support colleagues in planning, teaching and assessing English
* Undertake any training, courses, etc. to keep teaching practice and knowledge of new initiatives up-to-date
* Keep colleagues informed of any changes in practice, providing training and/or information when appropriate.
* Monitor the planning and teaching of English throughout the school.
* Ensure that resources are appropriate, available and of good quality.
* Liaise with the head teacher, governors, SENCO and SLT when necessary.

**Impact**

The impact on our pupils at Lidget Green is clear: progress, sustained learning and transferrable skills. By the end of KS2 the majority of our pupils have made considerable progress from their starting points in EYFS. With the implementation of the writing journey being well established and taught thoroughly in both key stages, pupils are becoming more confident writers and by the time they are in upper Key Stage 2, most genres of writing are familiar to them and the teaching can focus on creativity, writer’s craft, sustained writing and manipulation of grammar and punctuation skills. Our pupils are also becoming more confident readers and they realise the importance of reading for pleasure along with reading for information.

As all aspects of English are an integral part of the curriculum, cross curricular writing standards have also improved and skills taught in the English lesson are transferred into other subjects; this shows consolidation of skills and a deeper understanding of how and when to use specific grammar, punctuation and grammar objectives. Our aim is that as children move on from us to further their education and learning that their creativity, passion for English and high aspirations travel with them and continue to grow and develop as they do.

**Naheed Akhtar** (Assistant Head/English Leader)

**Date:** January 2023

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| **Review date:** September 2023  **Approved by:** SLT |