
**Totley All Saints
Church of England Primary School**

English Policy



Subject Leader: Emily Scarpello

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English Policy

Our Philosophy:

At Totley All Saints, we aim to provide a caring environment where every child can thrive and is supported to achieve their unique & amazing potential as a child of God. As such, this means that we aim to equip all of our children with a love of learning and an enquiring mind. We place the child & their rights, as written in the UN Convention on the Rights of the Child, at the centre of our school practice. This means that: “All children have the right to an education” (Article 28) & that we must “develop every child’s personality, talents & abilities to the full” (Article 29). For us, learning in English is a means of measuring & evidencing that we fulfil these important obligations.

- We aim to develop a love for the English language in its written and spoken forms.
- We encourage children to develop skills to communicate effectively in speech and writing, to listen with understanding and to be responsive, enthusiastic and knowledgeable readers.
- We recognise English as a core subject in the National Curriculum and as a pre-requisite for educational and social progress empowering children to communicate effectively, creatively and imaginatively.
- We aim to provide an environment for language development that is stimulating and is characterised by high expectations of success so that the fullest potential of each individual may be achieved.

Aims of the Policy:

At TASS we strive to provide children with access to an integral programme of speaking and listening, reading and writing to foster a love of language, a curiosity about how language works and to strive for excellence in all areas.

We aim:

- To deliver the statutory National Curriculum's requirements in a fun and engaging way which engages all children from whatever background and of whatever ability;
- To provide children with the necessary skills to become competent, creative and efficient users of the English Language to prepare them for secondary school and to enable them to become successful in their later lives;
- To provide children with successful role models to increase aspiration;
- To provide children with meaningful, engaging contexts for reading and writing;
- To link children's development and application of skills, in English, to every subject of our curriculum so that their reading, writing, speaking and listening enable them to communicate and express themselves in all areas of their learning at school.

Spoken Language

In English lessons, and across the curriculum, we:

- expose children to rich and quality language experiences so that pupils develop their vocabulary and grammar;
- use discussion in order to learn; giving opportunities for children to elaborate and explain clearly their understanding and ideas;
- plan opportunities for children to make presentations and participate in debate;
- engage children through participation and responding to drama and performances.

Reading

Children learn to read by following a programme of synthetic phonics, reading carefully graded books (following national book banding levels), on a 1:1 basis at school and home until they are competent enough to select their own texts from a suggested range, taking part in daily guided reading activities (Book Club), and through whole class reading and book study sessions to develop:

- higher order reading skills including deduction and inference through the use of text referral, assessment of authors' intentions, justification of their opinions and judgements in the pursuit of critical awareness;
- reading a range of texts both fiction and non-fiction with confidence, fluency, enjoyment and understanding;

Writing

Daily English lessons will enable pupils to:

- use talk to develop ideas;
- use grammar and punctuation correctly to attain high levels of English writing;
- understand and use technical vocabulary when discussing their reading and writing;
- understand the sound and spelling system and use this to read and spell accurately - daily phonics lessons in KS1;
- write to a high standard in a variety of styles and forms showing an awareness of audience and purpose;
- write with fluent, legible joined handwriting and take pride in the presentation of all of their work.

Cross-curricular Writing

- Pupils will be given regular opportunities to use and transfer the skills that they are learning, in order to read and write competently throughout the range of subjects taught in school by using a cross curricular approach where themes are linked.

Phonics

Daily synthetic phonics teaching in FS2 and KS1 uses the Letters & Sounds guidance for the order and sequence of teaching by using phases and a review, practice, model, apply approach to individual lessons. This is enhanced by Jolly Phonics to ensure our phonics teaching is embedded in a multi-sensory approach. Children who do not pass the phonics screening test are included in interventions in Y2 and KS2, to ensure they can continue to make progress.

We aim for all children by the age of 11 to be able to:

- Be effective, competent communicators within a range of groups in both formal and informal contexts;
- Develop key skills in all areas of language including speech.
- Listen carefully with good concentration and be able to respond thoughtfully and appropriately;

- Read a range of texts both fiction and non-fiction with confidence, fluency, enjoyment and understanding to enable them to develop preferences and make informed choices.
- Write to a high standard in a variety of styles and forms showing an awareness of audience and purpose;
- Write with fluent, legible joined handwriting and take pride in the presentation of all of their work.

Assessment:

In line with the Assessment policy, pupil's reading, writing and SPaG skills are assessed through:

- Ongoing formative assessment within lessons and across units. Children record a smiley, traffic light colour or number from 1-10 to indicate their confidence levels against each lesson's WALT both at the beginning and end of the lesson. Children also give themselves learning scores against targets at the beginning and end of each unit of work in English. Pupils can also track their progress in English by colouring in leaning ladders in reading and writing.
- NTS Assessments papers are used termly to inform judgments made about reading.
- Termly summative assessments, in line with our assessment calendar, which are recorded using Arbour.
- Y2 & Y6 are assessed at the end of the key stage by the national tests.
- FS2 use the "Ages & stages" document working towards the Early Learning Goals.
- Y1 are assessed using the Phonics Screening Check.

Inclusion:

- At TASS we will ensure that all children receive quality English teaching on a daily basis.
- All children are given equal access to the English curriculum. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details see separate policy for Special Educational Needs

- We will strive to provide a range of texts and activities which reflect the diversity of our society.
- Activities and learning targets will be differentiated to take account of individual abilities and learning styles.
- Gifted children will be identified and suitable learning challenges provided.

Role of the English Leader

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

- Monitoring and evaluating:
 - Pupil achievement and progress
 - Provision of English
 - The quality of the Learning Environment
- Taking the lead in policy development
- Auditing and supporting colleagues in their CPD, and purchasing and organising resources
- Keeping up to date with recent developments

Monitoring and review

English teaching and learning is monitored in school by the senior management team, governors, the English subject leader, SENCo and class teachers. Monitoring takes place in the form of staff group 'walk-about' to monitor the learning environment and quality of books, display monitoring, planning monitoring, work scrutiny, observations, SDP, termly pupil attainment and progress reports and pupil progress meetings. This policy will be reviewed in 2022, or in line with any curriculum changes should these take place before then.

The role of Governors:

There is a designated English Governor, who works closely with the English Leader to monitor an agreed agenda regarding the children's attainment and achievement in English. Furthermore, all governors are fully involved in the promotion of this policy in school and receive a termly report on pupils' achievement and attainment including in English which informs them of:

- recent development work
- performance analysis in relation to the School Development Plan

- pupil outcomes in relation to development priorities and their impact upon teaching and learning
- future developments in accordance with the School Development Plan

Marking & Target Setting

Children are involved in their own target setting and use target assessments, where appropriate, to show their own understanding and confidence levels when revising skills or learning new concepts. This may be done over a week, or a unit of work, depending on the age and ability of the child or class. These are then completed by the teacher using the school marking policy. Feedback marking is utilised to identify next steps. Self and Peer marking is also used to develop children's evaluative skills.

Homework

Our curriculum newsletter informs parents of the objectives to be covered each week, including the mental & oral objectives. Recommended weekly maths practice, such as number bonds and multiplication facts is also expected. As children progress through school, additional weekly maths activities are sent home to consolidate learning that has taken place in school.

Parental involvement

At TASS we recognise the role parental involvement plays in the development of children's skills (Article 5 UNCRC). We believe that a strong Home /School partnership actively promotes progress and achievement.

Reading at home is vital – initially with an adult then increasingly alone. Reading at home with parents, grandparents or brothers/sisters should be seen as an enjoyable activity which fosters a love of books. Reading and the enjoyment of reading is the key to success at school.

Younger children (Y1 – Y4) will have a reading record for parents to note and comment on reading done at home. Older children (Y5-6) have a Reading Passport where they can record any reading done at home, independently or with others.

Homework is also an important part of developing children's English skills and children will have spelling rules to learn in context each week, and a weekly English homework task in KS2.

Progress is shared with parents and carers in termly progress booklets and our annual report to parents/carers. Strengths and targets are also shared to enable children to be supported at home.

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