



**Great Easton Voluntary Aided C of E Primary  
School's**

# **English Policy**



This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

All staff consulted: May 2016

Agreed by Governors: June 15th 2016

To be reviewed by: May 2018

## Great Easton Primary School English Policy

### Rationale:

The National Curriculum (2014) clearly states that teaching the English language is an essential *'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.'*

At Great Easton, we recognise that without effective communication, little achievement can be made. We know that we have a duty to ensure that English teaching is a priority through discrete subject teaching and cross-curricular teaching.

We are an inclusive school, we set high expectations and recognise the importance of accurate and regular assessment in order to support individuals at every part of their learning journey and in whatever circumstances. We use one to one support and small groups to help with this. We agree with the statement of the National Curriculum, that *'pupils...who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.'*

### 1. Spoken Language:

The National Curriculum states that pupils should be *'taught to speak clearly and convey ideas confidently in Standard English'*. They should:

- Justify ideas with reasons
- Ask questions to check understanding
- Develop vocabulary and build knowledge
- Negotiate
- Evaluate and build on the ideas of others
- Select the appropriate register for effective communication
- Give well structured descriptions and explanations
- Speculate, hypothesise and explore ideas
- Organise their ideas prior to writing

Our aims:

We encourage our pupils to speak clearly and confidently and articulate their views and opinions. We teach that children need to express themselves orally in an appropriate way, matching their style and response to audience and purpose. Listening and responding to literature, giving and receiving instructions. They develop the skills of participating effectively in group discussions.

Ways in which we support this include:

- Children with specific speech and language and auditory problems will be identified and specialist help sought, where appropriate
- Encouraging talk-time at home through the change in our homework policy to 'SMART'
- Public speaking competition- year 6
- School Plays
- Worship led by children
- Events within the community
- School Council
- Learning partners
- Shared reading sessions
- Drama / role play
- PSHE and circle time

## 2. Reading:

The National Curriculum states that pupils should be taught to read fluently, understand extended prose and be encouraged to read for pleasure. Reading allows pupils to '*acquire knowledge*' and to '*build on what they already know*'.

The 2014 Curriculum divides reading skills into two dimensions:

- Word reading/ decoding
- Comprehension

We recognise that both these elements are essential to success and we support the acquisition of both sets of skills through various methods.

We recognise that these areas are clearly linked to the other aspects of

English learning: speaking and listening, writing, grammar and vocabulary. We also understand that reading is a developmental process and part of life-long learning and we encourage and praise children at every stage of it.

Our aims:

- Pupils learn to read easily and fluently through daily phonics in Key Stage One, regular reading to adults in school, reading partners and incentives to read at home.
- Pupils are encouraged to read widely, through our use of differing class texts and library visits.
- Pupils are encouraged to read for pleasure using reading partners, quiet reading time and listening to an adult read.
- Pupils also need to read to find information in all lessons and comprehension is assessed in a formal way every term.
- Each class has a daily reading session where an adult reads their 'class book'.
- We have a 'Reading Champions' scheme where pupils are rewarded for regular reading, progress in reading and demonstrating a growing love for reading. Our superheroes "Major Read" and 'Paige Turner' visit from Planet Thesaurus to award certificates and book marks as prizes. They also take year groups to the library bus every two weeks.

### 3. Writing:

The National Curriculum states that pupils should:

- Develop the stamina and skills to write at length
- Use accurate spelling and punctuation
- Be grammatically correct
- Write in a range of ways and purposes including narratives, explanations, descriptions, comparisons, summaries and evaluations
- Write to support their understanding and consolidation of what they have heard or read.

The 2014 Curriculum divides writing skills into two dimensions:

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

We recognise that both these elements are essential to success and we support the acquisition of both sets of skills through various methods.

We recognise that these areas are clearly linked to the other aspects of English learning: speaking and listening, reading, grammar and vocabulary.

Our aims:

- We correct both oral grammatical errors and errors in written work.
- We have a systematic approach, we revisit key learning and build upon it in all areas from phonics, through to grammar and spelling.
- We use high quality texts, modelling and shared writing to demonstrate good practice.
- We are currently training as a Talk for Writing (T4W) school and developing our English curriculum for this approach.
- We provide pupils the time for planning, editing and revising.
- We provide regular opportunities for pupils to self assess and peer assess their work.
- We encourage joined handwriting to support spelling and speed.
- We use drama and hot-seating to help pupils to think about another point of view.
- Support for pupils with learning and motor difficulties through gym trail, one to one support and small group support.

#### 4. Vocabulary Development:

The National Curriculum makes clear that learning vocabulary is key to '*learning and progress across the whole curriculum*' since it allows pupils to access a wider range of words when writing and for them to understand and comprehend texts efficiently.

Vocabulary teaching needs to be:

- Active
- Progressive/ systematic
- Making links from known words
- Develop understanding of shades of meaning
- Include 'instruction verbs' used in examinations
- Subject specific- accurate mathematical and scientific words

Our aims:

We encourage our pupils to have a wide and growing vocabulary in a number of ways, these include:

- Spelling lists/ key words to take home and learn
- Display of key words linked to topics and subjects

- Using the correct vocabulary orally.
- Using dictionaries and thesaurus.
- Carrying out systematic testing and providing feedback to pupils.
- Targeted one to one or small group support, where appropriate.

5. Assessment:

- Staff assess pupils' learning during and as part of every session, they adapt their practice accordingly
- Children are assessed termly for reading comprehension using PiRA tests and half termly using Rising Stars Reading tests.
- Children are assessed half termly using Rising Stars grammar, punctuation and spelling tests. These results are fed back to parents at consultation meetings and used to identify which pupils need interventions the following half term.