



Manor Primary School
English Policy



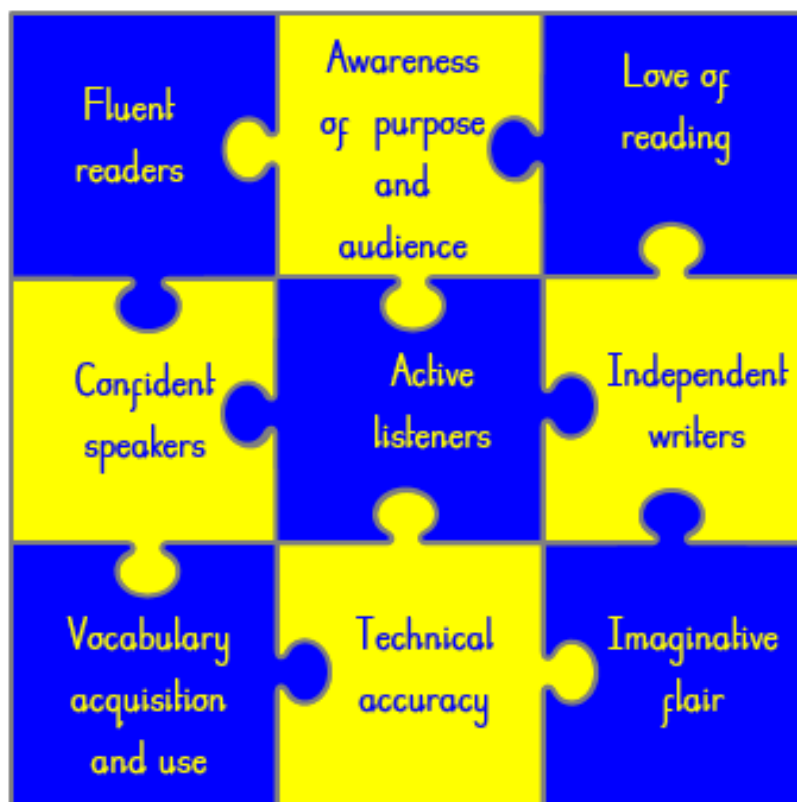
MANOR PRIMARY SCHOOL

English Policy

INTENT

At Manor Primary School our English curriculum is the vehicle that drives teaching and learning across all subjects. In all lessons, and through a wide range of learning opportunities, children are given the chance to embed and extend their fluency and application of the strands that make up the English curriculum.

English contributes to the social, emotional and educational development of each child. Children need to be able to communicate effectively through speaking and writing and to be able to read confidently, fluently and accurately; with understanding and enjoyment. Communication through written and spoken language should show understanding of audience and purpose and demonstrate both imagination and technical accuracy in the use of spelling, punctuation, grammar and choice of vocabulary.





Our curriculum is designed to enable each pupil to:

- Achieve the best possible qualifications and standards, whatever their starting point or ability.
- Develop communication skills for life.
- Access a broad and balanced English curriculum that develops oracy, writing and reading skills in all lessons and learning opportunities across the curriculum
- Make rapid and sustained progress in diminishing the vocabulary gap

IMPLEMENTATION

At Manor Primary School we are committed to the delivery of excellence in the teaching of English. We aim for each child to be able to read with fluency, understanding and enjoyment and to be able to communicate effectively both orally and in written form to any given audience. These skills are essential foundations for literacy development and the effective teaching of English will offer opportunities to promote these skills across the curriculum.

Statutory requirements for the teaching and learning of English are laid out in The National Curriculum in England Framework Document for Teaching, September 2014 and the Statutory Framework for the Early Years Foundation Stage, September 2014.

In line with the School's policy and commitment to excellence in English, each class will spend 7.5 hours each week on direct English teaching. The structure of each lesson and the journey of English across the week enables all aspects of the National Curriculum for English to be taught; lessons are uniquely planned and tailored to meet the needs of all our learners.

In addition, literacy and the teaching of English permeate the whole curriculum. There is a clear emphasis on the teaching of Standard English across the curriculum to ensure that children have opportunities to confidently read, write and talk in a range of contexts to at least national age-related expectations.

Teachers aim to provide stimulating experiences and opportunities to motivate children, using a range of resources to engage individuals and groups of children and by providing real-life and open-ended learning opportunities.



THE STRANDS

ORACY

Aim: To encourage every child to listen attentively and communicate clearly in response. To be able to communicate confidently in ways which are appropriate to a range of audiences and purposes, using Standard English, body language and a wide range of vocabulary.

Objectives: This aim will be achieved by:

- modelling the use of Standard English, articulation and clarity
- encouraging children to become active listeners in response to both adults and their peers
- providing opportunities for children to formulate, clarify and express their ideas in a range of contexts and to speculate, hypothesise and explore ideas
- developing an awareness of a widening range of purposes and audiences by adapting speech and language appropriately

READING

Aim: To enable each child to become an accurate, fluent reader and to encourage a lifelong love of reading for pleasure.

Objectives This aim will be achieved by:

- providing children with access to a wide range of high-quality engaging texts
- providing a variety of learning opportunities in a learning environment that promotes high standards in reading
- reading regularly to children and role modelling good reading habits and a love of reading
- equipping children with the necessary skills needed to become independent, accurate and fluent readers
- high-quality phonics teaching to promote the recognition of letters and their phoneme/grapheme correspondence, the acquisition of decoding skills and the teaching of a variety of strategies to tackle non-decodable words
- enabling children to develop strategies to be able to acquire information e.g., scanning, skimming, information retrieval and inference.



- giving opportunities for children to develop an appreciation of literature and to engage in depth with a wide range of highly-quality model texts during shared/guided/independent reading opportunities.
- providing opportunities to read for a range of purposes e.g., to gain information, for their own pleasure and to support their learning across the curriculum

WRITING

Aim: To ensure each child can use writing as a means of communication to express thoughts, opinions and information. To develop the stamina and skills to write at length, with accurate grammar, punctuation and spelling. To use a wide range of vocabulary for interest and effect.

Objectives: This will be achieved by:

- providing opportunities for children to identify, deconstruct and analyse the style and construction of different types of writing
- providing writing opportunities for different purposes and audiences
- encouraging the correct use of grammar, punctuation and spelling.
- enabling children to write with increasing independence using talk for writing, rehearsal, drafting, editing and improving.
- modelling and practising correct letter formation in line with the school's handwriting policy
- giving children opportunities to reflect upon their written work through the use of verbal and written self and peer-assessment.

ENGLISH ACROSS THE CURRICULUM

Whilst English, and its strands of reading and writing, are taught as discrete subjects the skills permeate and are embedded across the curriculum as a whole. Reading enables children to access learning; writing enables children to communicate their learning. As the driver of all learning, every opportunity is maximised to develop reading and writing skills in every foundation subject. Children are given opportunities to read high-quality age-appropriate texts to support their learning in all subjects and to further develop their skimming, scanning, retrieval and inference skills. In response to sources of information, children communicate



their ideas and opinions verbally and in writing using the structures and features of text types studied in English lessons.

PROGRESSION, BALANCE, BREADTH

Careful planning assures balance, coverage and progression throughout each academic year and year on year. It is important that pupils have opportunities to learn and revise the skills necessary for new progress. Real-life contexts must be created for learning and once learnt, skills need to be applied and integrated in other areas of the curriculum so that they do not become isolated. English is paramount in the teaching of other subjects in the primary curriculum.

Communication and Language and Literacy are taught in Nursery and Reception as an integral part of the School's curriculum. The format for the daily lesson is developed across a six-term continuum in order to meet the needs of learners and in order to aid transition. In Early Years, we relate the English aspects of the children's work to the objectives set out in the Statutory Framework for the Early Years in the Foundation Stage, which provides children with appropriate transition into National Curriculum and the Development Matters in the Early Years Foundation Stage. Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children are given access to a wide range of reading materials to ignite their interest.

We engage in high quality adult-led interactions to encourage, support and extend children's speech and language development. We promote an ethos where listening to children's ideas and feelings is important, where books are treated with respect and stimulate anticipation, and where children's attempts at mark marking and early writing are valued and encouraged.

Children's early reading is supported through enjoyable, fun learning opportunities using Floppy's Phonics scheme we ensure that they have daily experience of action rhymes, songs and stories. We have a print rich environment with signs for children to read and an attractive book corner that houses a good range of stories, poetry and non-fiction books. Children are able to interact and recreate stories with props from Story Sacks and puppets. We model the process of reading and writing for children. For example, when preparing the following day's cooking activity, we read the recipe and write a shopping list together for the ingredients we need.

Swirling ribbons on sticks, painting with decorators' brushes outside and stirring mixtures in cooking are amongst the activities to help develop children's shoulder and arm movements for



writing. Fine motor skills and hand-eye co-ordination are encouraged through finger rhymes, bead threading, pouring water in the tray and using tweezers to pick up small items. Opportunities for mark making are provided in sensory trays with soapy sand, gloop and finger paints. The children can access a well-equipped writing table to encourage emergent writing.

OUR CHILDREN'S CHARTER

Our children are entitled to a world class curriculum which enables them to:

- Develop excellent phonological awareness in order to decode, blend and segment words to become fluent readers
- Acquire and develop reading skills such as skimming, scanning, visualising, summarising, understanding and inferring.
- Have exposure to high-quality model texts from a range of cultures, times and genres
- Develop their knowledge and use of an extensive and rich vocabulary
- Have a life-long love of reading for pleasure
- Experience and access the wider world to develop their cultural capital through reading a rich and varied range of texts
- Become active and reflective listeners who show an awareness of their audience
- Use and manipulate language appropriate to a range of audiences and purposes
- Have an excellent grasp of the rules that govern Standard English, both written and spoken; including the use of tenses and the grammatical structure of sentences: syntax and semantics

IMPACT

The agreed programme of work will ensure continuity, progression and differentiation. The whole school approach to long, medium and short-term planning for English reflects the recommendations and statutory requirements of the National Curriculum. Assessment is ongoing and informs future planning; it is in line with the guidelines set out in the School's assessment policy.

ASSESSMENT AND RECORDING

Teachers assess children's work in English in three phases. The short-term assessments that teachers make as part of every lesson help teachers to adjust their daily plans. Teachers match these short-term assessments closely to the teaching objectives. They use medium-term



assessments to measure progress against the key objectives, and to help them plan for the next unit of work. Teachers make long-term assessments towards the end of the school year, and they use these to assess progress against school and national age-related expectations. With the help of these long-term assessments, teachers are able to set targets for the next school year and summarise the progress of each child before discussing it with the child's parents. The next teacher also uses these long-term assessments as the basis for planning work for the new school year. These long-term assessments are made using a range of test materials and teacher assessments. Children undertake the national tests at the end of Year 2 and Year 6. Teachers also make annual assessments of children's progress using age-related expectations that are set out in the National Curriculum. Teachers meet regularly to moderate samples of work using age-related expectations and national exemplification material

MONITORING AND REVIEW

Monitoring of the standards of the children's work and of the quality of teaching in English is the responsibility of the English subject leader and Senior Leadership Team. The work of the subject leader also involves supporting colleagues in the teaching of English, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

INCLUSION

English is taught to all our children, irrespective of their backgrounds or ability. Through our English teaching we provide learning opportunities that enable all pupils to make progress, including SEND pupils, EAL learners and Pupil Premium children. We do this by matching teaching and learning to the relative starting point of the child and by tailoring teaching strategies to meet different learning behaviours and styles, setting suitable learning challenges and responding to each child's different needs.

When progress falls significantly below the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

Children with SEND will have a bespoke Individual Education Plan (IEP) which identifies their areas of need, and the strategies and interventions that will be provided to address



them. This will be written in consultation with the school's SENCO and, where applicable, any outside support agencies. The IEP may include, as appropriate, specific targets relating to English. Provision is made for EAL learners and Pupil Premium children.

We enable all pupils to have access to the full range of learning opportunities offered through the teaching of English. Where children are to participate in activities outside the classroom, for example, a theatre trip, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils and their social, emotional and physical needs.

Review

This policy will be reviewed annually by staff and governors

Date of next review

September 2021