



Mauldeth Road Primary School

English Policy



Aims

Our aims in the teaching of English are

- To foster enjoyment and enquiry in all areas of literacy.
- To deliver the EYFS CLLD strand and the National Curriculum, covering Spoken Language, Reading and Writing.
- To raise levels of literacy in all children, increasing their access to all subjects of the curriculum.

The National Curriculum

English is a core subject in the curriculum and is delivered through daily taught sessions. We use the 2014 National Curriculum as the basis for implementing the statutory requirements of the programmes of study for English. In Key Stage 1, phonics is taught on a daily basis following the Read Write Inc. programme. Children are taught to read, using phonic, graphic, contextual and grammatical knowledge. In Key Stages 1 and 2, children are taught to read and respond to a range of different fiction, non-fiction and poetry texts. In writing, a variety of fiction and non-fiction styles are taught (e.g. adventure stories, traditional tales, reports, recounts, letters, instructions, persuasive writing etc.) Children are taught to use correct grammar, spelling, punctuation and letter formation.

Additional time within the curriculum timetable has to be found for guided reading, for silent reading, phonic work, the systematic teaching of handwriting and the assessment of children's progress. Pupil Premium is used to support learners in English where necessary.

Early Years and Foundation Stage

The Nursery provides a good oral basis for the teaching of English. As many of our children have limited English language skills on entry, great emphasis is placed on the acquisition of a wide oral vocabulary and on the learning of nursery rhymes, action rhymes and fairy tales. Children are encouraged to share books and become aware of words and letters through the use of captions and labels on the displays in the room.

In the EYFS, we relate the English aspects of the children's work to the objectives set out in the statutory framework, which underpins the curriculum planning for children aged three to five. We give all children the opportunity to talk and communicate in a range of situations, to respond to adults and to each other, to listen carefully, and to practise and extend their range of vocabulary and communication skills. They have the opportunity to explore, enjoy, learn about and use words and text in a range of situations. The children become immersed in an environment rich in print and possibilities for communication, where mark making and writing opportunities are widely available. Daily phonic lessons in EYFS also follow the Read Write Inc. programme.

Reading Aims

- To enjoy books – to find pleasure in reading for interest, information and entertainment.
- To be able to use a range of strategies to help them read with fluency, accuracy and understanding.
- To read, analyse and evaluate a variety of texts from a wide range of genres (fiction and non-fiction), cultures and traditions and to understand how the format and language changes with different genres.
- To see the purpose of reading both in and out of school – in their learning and in their personal lives.
- To feel successful and confident in their capacity as readers.

Writing Aims

- To use writing as a means to communicate ideas and information to a reader from the very earliest stages, encouraging children to develop an independent approach.
- To see writing as an enjoyable activity and approach tasks with confidence.
- To be able to write in a grammatically correct way, using spelling, punctuation and syntax accurately and confidently.
- To develop an increasingly wide vocabulary suited to the purpose and genre. To write in a particular genre with a good understanding of the features.
- To understand how writers can have an effect on the reader and incorporate ideas and skills of other authors into their own writing.
- To appreciate the tools of the writer and the techniques used to involve the reader in the text. To build these strategies into their own writing using Talk for writing techniques.
- To use correctly formed and legible handwriting.

Spoken Language

Speaking and listening skills are developed and encouraged across the whole curriculum. Opportunities are given in English, and in other subjects to justify ideas with reasons; ask questions to check understanding; develop vocabulary and build knowledge; negotiate; evaluate and build on the ideas of others. They are taught to give well-structured descriptions and explanations and to develop their understanding through exploring ideas, such as modelled sentence stems. This enables them to clarify their thinking as well as organise their ideas for writing. Teachers use good quality teacher talk, extending pupils' vocabulary, clear exposition and open-ended questioning.

Handwriting

Handwriting patterns are taught in Early Years to prepare for correct orientation and a sense of left/right flow. Children learn correct letter formation, as they learn graphemes in phonics sessions in Reception and KS1. Letter formation is reinforced as part of spelling practice to encourage consolidation of grapheme-phoneme correspondence. All children are taught and encouraged to fully join their handwriting from Year 3.

Contribution of English to teaching in other curriculum areas

The skills that children develop in English are linked to, and applied across, other subjects in our curriculum. The children's skills in reading, writing and spoken language enable them to communicate and express themselves in all areas of their work in school.

English as an additional language

Children for whom English is an additional language have diverse experiences of the language. Testing has shown that even children who become fluent readers may typically have persistent difficulties in comprehension, inference and precise understanding of vocabulary. Similarly, children able to produce extended pieces of writing will often need further support with vocabulary, syntax and the development of ideas. Additional adults work with class teachers to help children at the early stages of language acquisition to improve all aspects of literacy, including initial oral language acquisition for children new to the school at all ages.

Teaching English to Children with Special Educational Needs & Disabilities (SEND)

We teach English to all children, whatever their ability. English forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our English teaching, we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and

responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expectations. When progress falls significantly outside the expected range, the child may have SEND. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and adaptive learning – so that we can take some additional, or different, action or support to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

Equal Opportunities

Every child has equal access to the English curriculum regardless of ability, age, gender or cultural background. We provide all the children with a wide range of activities and encourage every child to develop their full potential. It is important that children develop their own sense of worth and an increasing sense of their own place in the community and the wider world. In addition, there are many opportunities in the teaching of English to challenge stereotypes and foster consideration, understanding and respect for others.

Assessment and Recording

Daily on-going assessment is made by teachers and teaching assistants. These short-term assessments, made as part of every lesson, help teachers to adjust their daily plans. Teachers match these short-term assessments closely to the teaching objectives. Formative marking and peer-assessment encourage children to revisit work and improve specific aspects, as part of a collaborative process.

Teachers use medium-term assessments to measure progress against the key objectives, and to help them plan for the next unit of work.

Formal tests in spelling and grammar are given each half term. Reading is continually assessed during Guided Reading Sessions. Writing is assessed over time using a wide range of genres and subjects. Targets in Reading and Writing are given to children, termly.

Children undertake a baseline assessment in Reception, phonics screening checks in Years 1 and 2 and national tests at ends of Key Stages. Half-termly teacher assessments are tracked, to monitor children's progress over time.

Resources

In addition to the reading resources in the new school library, each class has resources to support all aspects of the English Curriculum. Classes have a library of reading books (fiction, poetry and non-fiction), dictionaries and thesauruses. Classes also have a range of Guided Reading sets, home-reading books and supplementary materials to support spelling, grammar and phonics, including phonetically decodable books for early readers.

Reviewed By	Teaching and Learning Committee
Review	Annually
Last Reviewed	January 2024
Next Review	January 2025