

E21C Trust Primary School

English Policy

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English Policy

Status and Aims of the English Policy

This policy is a statement of our intentions and practices regarding all areas of English within our primary schools.

The overall aim of language development in the school is to enable children to become articulate, literate and independent learners in all areas of the school curriculum. They will achieve this by:

- becoming competent readers at each stage of learning
- regarding language as a necessary tool of education
- enjoying reading for its own sake
- having the ability to express ideas and to seek information
- being an attentive and discerning audience
- communicating in speech and writing with fluency, clarity and effectiveness performing to an audience with enjoyment and confidence

Content

The statutory requirement of the National Curriculum Guidelines are set out for each year in 12 strands in the Primary National Strategy Primary Framework for English. There are three main areas of study- Speaking, Listening, Reading and Writing.

Further work is expected through focused, meaningful cross-curricular activities developing the children's knowledge and understanding of the different aspects of the English curriculum.

The need to plan work aimed at the differing abilities and needs of groups, and sometimes individuals, is seen as essential if children are to be happy, make progress and achieve their potential.

Speaking and Listening

The aim is to help children to become effective, confident speakers, and attentive and discerning listeners in diverse situations, and to speak and listen for a wide range of purposes in different contexts.

At the end of every half-term, children complete the Salford Reading test in order to analyse their reading age against their chronological age. This analysis enables teachers at Pupil Progress Review Meetings to consider appropriate interventions if necessary. Children with a reading age of 10.6 years plus are not to take the Salford Reading Test.

Reading

The aim is to help children to become competent readers of differing types of text, on both screen and paper, at different levels according to age and ability, and to encourage the children to enjoy reading as a chosen leisure pursuit. Reading starts on entry at Foundation Stage with practitioners using Letters and Sounds document, incorporating the Jolly Phonics scheme.

Children Reading with the Teacher

Every child should read with their Class Teacher at least once a week during guided reading sessions. This is in addition to Teaching Assistants and parents reading. Lower ability children in Year 6 should be read with by the Class Teacher once a week. Comments by staff should be recorded in the class' guiding reading file.

Reading at Home

Children throughout the school are expected to spend time at home each evening reading; and in the case of the earlier readers, to an adult. This is seen as an important and necessary reading practice and experience.

Progress at home is monitored through the children's Reading Journal. Parents with younger children are encouraged to add their comments on their child's progress.

Reading stamps are awarded every time a child reads at home. At the end of every half-term, the stamps are added together and equate to a prize. This is to provide extra motivation for the children to read.

One class library book of the child's choice and one reading scheme book is recommended to be taken home at the teacher's discretion.

Writing

The aim is to help and encourage children to view writing as a means of recording and communicating, to teach them to write independently with confidence, fluency and accuracy. When writing is used in lessons outside of English, the same standard as that expected in a English lesson should be set.

Individual Writing targets

Every half term, teachers write individual writing targets with individual children in their class. They must be SMART and in child speak. Targets are to be easily visible by the child throughout lessons. Teachers should plan for children to work towards these targets in English lessons, extended writing sessions and cross-curricular work. Class Teachers assess the progress each child has made against their targets and review them regularly with the child.

Handwriting

Correct letter formation must be taught from Reception onwards. Children from Reception should be encouraged to use the cursive style to correctly form each letter, although this decision is left to the discretion of the class teacher with regards to the needs of individuals. As soon as children are secure in the movements of each letter, joined up writing should be introduced. Children from Year 1 onwards have either an exercise book specifically for handwriting or handwriting sheets according to their stage of development.

Spelling

In all age groups, spelling lists should be differentiated according to each child's level. Spelling lists can be given to practise and consolidate patterns, blends, rules of spelling. In the vast majority of cases, children should be

given a weekly spelling list, although this may not be appropriate for certain pupils and is left to the discretion of the class teacher. Tests should be administered weekly again where appropriate. For children in the Foundation Stage tests will only be administered at the discretion of the class teacher and the ability of the individual child.

At the end of Years 2 and 6, SATs tests are administered. The final teacher assessment of the year takes into account the test results and becomes the year start level for the proceeding year. Optional QCA tests are given to Years 3, 4 and 5.

This policy should be read in conjunction with the school's:
Assessment Policy
Equal Opportunities Policy
Teaching and Learning Policy