



ENGLISH POLICY

Reviewed: November 2024

Next Review: November 2026



1 INTRODUCTION

- 1.1 This policy outlines the purpose, nature and management of the English taught and learned in our school.
- 1.2 It has been drawn up as a result of staff discussion and has the full agreement of the governing body.
- 1.3 The implementation of this policy is the responsibility of all the teaching staff.

2. NATURE

- 2.1 English has a pre-eminent place in education and in society. 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. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised. (National Curriculum 2014)

3. INTENT

Our reading curriculum intends to: -

- Secure foundations in phonics and language
- Promote a love of reading
- Develop fluent and expressive readers
- Develop secure comprehension skills which enable engagement

Our writing curriculum intends to: -

- Develop a rich vocabulary and bold language choices
- Enable the communication of facts, ideas and emotions to others
- Enable accurate punctuation, grammar and a sound knowledge of spelling
- Ensure children can write accurately for a range of purposes
- Ensure that presentation and organisation of texts are appropriate and effective

4. ENTITLEMENT

- 4.1 English is a vital way of communicating in school, in public life and internationally. Literature in English is rich and influential, reflecting the experience of people from many countries.

In studying English pupils develop skills in speaking, listening, reading and writing, enabling them to express themselves and communicate with others effectively.



5 IMPLEMENTATION

- 5.1 English is a core subject in the National Curriculum. We follow the Programs of Study for KS1 and KS2 in order to implement the statutory requirements.
- 5.2 At The Tedder School, we use a variety of teaching and learning approaches in English lessons. Our principal aim is to develop children's knowledge, skills, and understanding in English. We do this through a daily lesson during which children experience:
- a starter focussing on SPAG skills;
 - focussed teaching as a whole class or small group;
 - feedback throughout the lesson to assess progress and address misconceptions;
 - a plenary to assess progress and set targets for improvement.
- 5.3 In order to allow children to develop their ability to write independently and at length, Exciting writing takes place twice per half term. The children complete an independent piece of writing based on a topic or theme the children have focussed on in English.
- 5.4 The children are also given the opportunity to explore and write for a wide variety of purposes and audiences, such as letters, chronological reports, stories and poems.
- 5.5 The children are given regular opportunities to apply their learning in English across the curriculum.
- 5.6 They have the opportunity to experience a wide range of texts and use a range of resources such as dictionaries, thesauruses and ICT. The use of ICT is embedded in the teaching of English and is used when it enhances teaching and learning.
- 5.7 The Programs of Study for KS1 and KS2 detail what is taught in the long term. Teachers develop a long term plan to ensure coverage of a range of genres, knowledge and skills.
- 5.8 A detailed skills progression document sets out the knowledge and skills that we expect the children to know in each year group. This supports teachers to complete short term plans.
- 5.9 Class teachers complete a weekly (short-term) plan for the teaching of English, which gives details of the daily lessons. These plans include: learning objectives and success criteria; details of basic skills to be covered; opportunities to develop vocabulary; what each group of children will be learning, including guided work; the use of other adults to support individuals or groups; and how the plenary will assess learning. The Head teacher monitors these plans and the class teacher and subject leader often discuss them on an informal basis.
- 5.9 Handwriting skills are taught throughout school based on the Nelson Handwriting Scheme. Children are encouraged to develop legible, fluent handwriting from an early age. Handwriting is taught discretely in all classes each week.
- 5.10 We teach Literacy to the reception children based on the EYFS Framework supported by Development matters. We give all children the opportunity to talk and communicate in a wide 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. We teach reading through the Rocket Phonics scheme.



- 5.11 In KS1, daily phonics forms the basis of early reading based on the Rocket Phonics scheme. A discrete reading lesson is taught once a week alternating between Cracking Comprehension and Rocket Phonics Target Practice Readers

In KS2, we teach reading four times a week. The focuses include vocabulary, fluency and reading a wide range of texts linked to the class topic and answering questions about them. This is supported by the Cracking Comprehension scheme to ensure consistency across school.

In KS1, children are provided with phonetically decodable books to match current learning. In addition, they choose a 'Freedom Friday' book to read alongside to develop a love of reading.

In KS2, the children choose from a recommended reading list for their year group. In addition, short reads are available to those who cannot yet access year group texts. They are also encouraged to choose from a wide range of fiction, non-fiction, poetry and magazines alongside their recommended read to develop reading for pleasure.

- 5.12 All teachers will be responsible for the planning and teaching of English and can refer to the English co-ordinator for support.
- 5.13 Teachers will group their children in a variety of ways according to the nature of the activity, including some grouping by ability and mixed ability groups.
- 5.14 Children are taught in their normal class group.
- 5.15 Activities are planned in such a way as to encourage full and active participation by all children irrespective of ability.
- 5.16 All English activities will ensure an equal interest and participation level for both boys and girls.

6 SEND

- 6.1 At the Tedder School we teach English to all children, whatever their current level of attainment. English forms part of the school curriculum policy to provide a broad and balanced education to all children. Teachers provide learning opportunities matched to the needs of children with learning difficulties. Work in English takes into account the targets set for individual children in their Individual Education Plans (IEPs). Teachers provide help with communication and English through:

- using texts that children can read and understand;
- using visual and written materials in different formats;
- working with other agencies e.g. Speech and Language;
- targeted intervention delivered by trained teaching assistants e.g. precision teaching, Active Spelling, phonics intervention, daily reading intervention.

7 ASSESSMENT, RECORDING, MONITORING



- 7.1 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.
- 7.2 In Y1,3,4 and 5, we complete PIRA and GAPS tests to assess reading comprehension and grammar/spelling termly. In Year 2 and 6, we use past SATs papers each term. This supports termly teacher assessment against KPIs in reading and writing.
- 7.3 The results of these assessments are analysed by class teachers, the subject leader, the assessment leader, HT and discussed during pupil progress meetings.
- 7.5 End of year assessments are made towards the end of the school year using both testing and teacher assessments. They are used to set targets for the following year and to track progress against school and national targets. Assessments are reported to parents in the end of year report for their child and discussed during parent/teacher consultations throughout the year.
- 7.6 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. 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. The subject leader develops an action plan for the subject to set targets for future development. These are reviewed termly. The leader has specially-allocated regular management time in order to enable him/her to carry out work scrutiny, pupil voice, observe lessons and read with the lowest 20%. The named governor responsible for English meets regularly with the subject leader in order to review progress.

8 RESOURCES

- 8.1 There is a range of resources to support the teaching of English across the school. All classrooms have dictionaries and thesauruses, a range of word banks and displays and a wide variety of age-appropriate fiction and non-fiction texts. Children make use of iPads and laptops to enhance learning. The library contains a range of books to support children's individual research and is accessed regularly.