



Caldecote Primary School

English Policy

April 2020

1. Aims

We strive to ensure pupils' are fully literate and articulate, and are prepared for their secondary education and later life. Through engaging lessons, we aim to foster a love of English and language and an enjoyment of learning. We challenge children of all abilities and in order to make good progress in all areas of the English National Curriculum. They are encouraged to have a growth mind-set and to develop the skills of perseverance and resilience. Through reading and writing pupils are given a chance to develop culturally, emotionally, intellectually, socially and spiritually.

At Caldecote Primary School we strive for pupils to be 'Primary Literate Pupils' who are able to:

- Read with confidence, fluency and understanding.
- Have an interest in books, reading widely and often, for both study and pleasure
- Appreciate our rich and varied literary heritage and those from other parts of the world.
- Have an interest in words and their meanings and develop a wide vocabulary.
- Acquire an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences across the curriculum.
- Develop the power of their imaginations, inventiveness and critical awareness.
- Have a suitable technical vocabulary to articulate their understanding and ideas clearly during discussions, debates and presentations.

2. Reading

Our Philosophy:

Reading is primarily a skill which allows our children to enter a world of imagination, adventure, fantasy, facts, instructions, poetry and so much more. It is a life skill that opens doors to the world. Through our rich topic led curriculum and our school reading spine, pupils will develop the skills of decoding, fluency, inference, prediction and retrieval. They will be exposed to the etymology and morphology of words. As well as teach the key skills, it is the responsibility of staff and school community to foster a love of reading in our primary children that can be continued for the rest of their lives.

We aim to enable pupils to:

- Develop a love and enthusiasm for the reading of both fiction and non-fiction texts across the curriculum, to increase their knowledge of themselves and the world in which they live.
- Read fluently, confidently and with understanding in any subject.
- Become proficient at skilled word pronunciation – decoding and the speedy recognition of familiar printed words through the teaching of phonics.
- Promote curiosity when reading unfamiliar words (investigate their origin and meaning)
- Use all the available clues in texts to search for meaning.
- Engage in high-quality discussions about a range of stories, poems and non-fiction.
- Recognise that texts are written for a variety of purposes.
- Read for different purposes (e.g. pleasure, to find information, to discover models for own writing, to feed their imaginations and to explore the views and attitudes of others, etc.).
- Make significant progress as readers.
- Become increasingly reflective of their reading development.

We will do this by providing opportunities for:

- Shared reading – across the curriculum
- Guided reading – daily class sessions lead by class teachers and TAs
- Independent reading
- High quality phonics teaching – daily
- Caldecote Reading Spine
- Reading partners and reading buddies
- Book clubs

- Resources – providing access to a wide range of good-quality texts and use of ICT (online books, internet, digital books, teaching resources)
- Links to parents – including home learning, home-school liaison/communication books, Accelerated Reader
- Wider reading (including Library; class novel, etc.)
- Story time events – whole school (eg, World Book Day)
- Visits by authors/story-tellers
- Home reading

3. Writing

Our Philosophy:

Through our topic-led curriculum, we foster pupils' interests and offer reasons and contexts for writing which encourages them to write for purpose and audience. All pupils from Reception to Year 6 are taken on a writing journey which provides opportunities for them to explore a variety of genres, planning, drafting and re-drafting their writing. It is our intention to broaden pupils' exposure to high level vocabulary to support them applying their understanding of vocabulary and grammatical features within and across the whole curriculum. We expect the highest standards in cursive handwriting every time a child writes in any subject

We aim to enable pupils to:

- Enjoy and explore the possibilities for and value the process of writing.
- Become confident and competent at transcription (spelling and handwriting) and composition (vocabulary, grammar and punctuation).
- Use cursive handwriting
- Understand and secure the necessary knowledge of grammar and punctuation to facilitate accurate composition.
- Recognise that writing has a clear purpose and audience.
- Write in recognisable genres and text types across the curriculum.

- Use model texts as guides for their own writing.
- Write clearly and legibly in Standard English, as appropriate, across all areas of the curriculum.
- Articulate why they have made their particular choices in writing.
- Make progress as writers by planning, editing, checking, correcting and evaluating their own work.
- Become increasingly reflective of their writing progress, including using teacher and peer feedback and assessment to improve their work.

We will do this by providing opportunities for:

- Writing based on personal experiences and in response to stimulating and exciting topic areas/quality texts, across our broad and varied curriculum
- Writing where topics are carefully considered so there is a balanced different topics that inspire both boys and girls equally
- Writing for a purpose that is determined by teachers, pupils and jointly
- Using 'Talk for Writing' techniques to inspire and support writing.
- Shared writing, guided writing and independent writing.
- High quality, **daily** teaching of focused sessions teaching basic skills which covers :

Composition skills:

- Vocabulary, grammar and punctuation (this includes phonics)
- Structure and purpose

Transcription skills:

- Handwriting
- Spelling

4. Spelling

Spelling is taught daily.

We aim to enable pupils to:

- Acquire a secure knowledge of phonics which will underpin the acquisition of spelling skills.
- Develop pupil's confidence in their ability to write/spell.
- Enable pupils to become effective communicators of writing.
- Not be afraid to use a word because they cannot spell it.
- Develop an informed interest in words.
- Improve the speed of writing and spelling accuracy by developing a cursive style of writing.
- Learn strategies to spell unknown words correctly.
- Identify their own misspellings.
- Learn spelling systematically.

We will do this by providing opportunities for:

- Regular and systematic practice of phonics and spellings both in school and at home
- Identification of 'gaps' in children's own spelling knowledge which can be targeted by support at school and at home
- Sharing the key lists with parents so they are able to support their child's learning
- Opportunities for children to apply spelling learnt in the free and guided writing
- Opportunities to explore different spelling patterns, etymology, word classes and antonyms / synonyms etc

5. Speaking and Listening**We aim to enable pupils to:**

- Communicate effectively by speaking with increasing confidence, clarity and fluency.
- Speak appropriately in a variety of settings, for a range of audiences.
- Develop a wide range of speaking skills on increasingly complex subjects.
- Think carefully and organise thinking before speaking.

- Listen attentively to understand what is being said.
- Respect each other when communicating, even when views differ.

Through all areas of the curriculum, our pupils are taught the skills of:

- Expressing themselves confidently and clearly.
- Organising what they have to say.
- Using a rich and varied vocabulary that gives clarity and interest to conversations.
- Making a range of contributions to discussion from the tentative to the evaluative and the summative.
- Evaluating and reflecting on their own conversations.
- Recalling and representing important features of what has been heard in different contexts.
- Recognising the gist of argument and discussion, and evaluating what has been said.
- Questioning for clarification and extension of meaning.
- Qualifying and justifying their own opinion, after hearing the points of others, and responding appropriately.

6. Handwriting

See the separate Handwriting Policy.

7. Home Learning

Please refer to the Home Learning Policy.

8. Planning

The New National Curriculum Framework 2014 is used as a basis for planning for years 1 – 6. Reception use the Foundation Stage Framework as a basis for their planning.

The Caldecote writing curriculum ensures effective progression and curriculum coverage across the whole school. Weekly plans are then developed by teachers for each year group. All texts used and writing opportunities are linked to the topic. Although carefully structured, all planning allows flexibility so that plans are responsive to the needs and interests of particular cohorts.

Weekly/daily lesson plans, created by the class teacher, provide details of the learning objectives, teaching activities, differentiation (shallow, depth and greater depth learning), progression and use of adults and resources.

9. Assessment

Please refer to the Assessment Policy

10. English Resources

English resources are mainly kept in the age-appropriate classrooms. Resources are freely shared by staff to secure progression and to ensure that appropriate resources are available to all pupils regardless of year group. Additional resources are stored in the library and communal areas.

Reception and Key Stage 1 classes use a variety of different books dependent on the ability and need of the pupils. The majority of books are colour-banded, which is closely matched to ability and supports progression.

Key Stage 2 children join the Accelerated Reading Programme when ready. They undertake a Star Reading Test (at least annually) which determines their level and then their progress is monitored weekly. Certificates are awarded and displayed to celebrate 'milestone' achievements which both motivate and inspire pupils to read more frequently and widely.

We aim to incorporate the use of technology into our lessons whenever possible and where appropriate. Across the school, pupils are able to access a range of software programmes and hardware devices which reinforce the English skills being taught in the classroom.

10. Equal Opportunities and Inclusion

All teaching and non-teaching staff at Caldecote Primary School are responsible for ensuring that all pupils, irrespective of gender, ability, ethnic origin and social circumstances, have access to the whole curriculum. We aim to give every pupil the opportunity to experience success and achieve as highly as possible.

Pupils with Special Educational and/or Disabilities Needs

Our approach and programme of daily discreet basic skills sessions supports pupils who struggle in English to achieve. Additionally, our live marking approach to feedback aids progress every lesson. Each day, pupils are assessed during the English lesson and may be identified for 'catch up' during or before the next lesson.

However, for some pupils with special educational needs and disabilities (SEND) additional or different support is needed for them to successfully access the English curriculum. Pupils with SEND will have a support plan or EHCP which sets out the provision they need, for example small group or 1:1 sessions or pre teaching.

Greater Depth

More able pupils are challenged to deepen their learning by knowing 'why' and 'how' as well as 'that', together with the ability to use knowledge flexibly and creatively and apply it to new and unfamiliar situations.

11. Parents/Carers

We believe that parents have a fundamental role to play in helping pupils to learn. We do all we can to inform parents about what and how their children are learning by:

- Holding parents' evenings twice a year to discuss progress
- Sending an annual report to parents in which we explain the progress made by and indicate how they can develop their learning
- Explaining to parents how they can support with homework and English learning.
- Running workshops for parents to equip them with knowledge and skills
- Organising open mornings for parents to come in and see teaching and learning in action

12. The Role of the Subject Leader

The Subject Leader should be responsible for improving the standard of teaching and learning in English by:

- Having an impact on raising standards of attainment for English across the whole school.
- Adapting and using the Programme of Study for English across the whole school that meets the needs of our children.
- Monitoring the whole school and individual needs to be able to assess individual professional development opportunities and needs.
- Maintaining the availability of high quality resources.
- Ensuring they have an overview of current trends and developments within the subject.
- Ensuring a rigorous and effective programme of moderation of assessments.
- Ensuring a regular and effective programme of analysis of children's work sample monitoring is in place.

- Ensuring a regular and effective programme of analysis of short-term planning is in place.
- Creating an action plan which feeds into the school's Raising Achievement Plan (RAP). This provides a strategic plan and direction for the subject in the school.
- A named member of the Governing Body oversees the school's strategic plan for English and regularly meets with the subject leader.

13. Policy Review

This Policy will be reviewed by the Pupil & Curriculum Committee and staff members in line with the rolling programme of Policy reviews. They will report any changes in the Policy to the Governing Body.

Headteacher:

Date:

Chair of Governors:

Date: