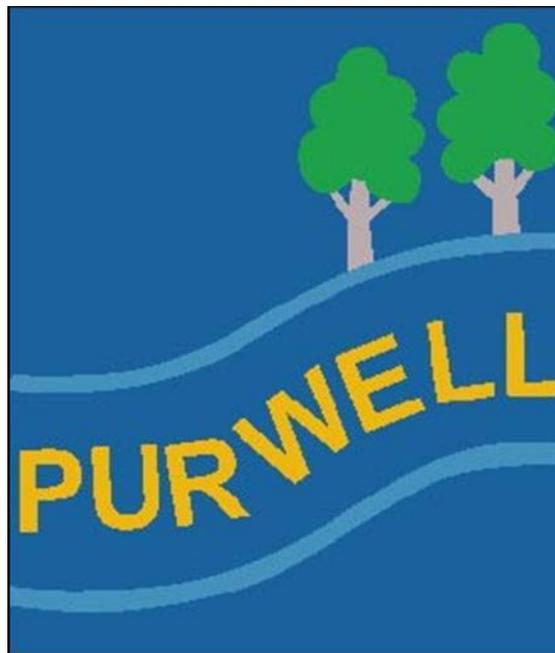


Purwell Primary School



English Policy

2022

Approved by the School Improvement Committee, on behalf of the Governing Body, for immediate implementation, in July 2022

To be reviewed – July 2024

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1. The aims of English at Purwell School

1.1 The school aims to promote high standards of language and literacy, by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature, through widespread reading for enjoyment.

1.2 We aim to ensure that all pupils:

- Read easily, fluently and with good understanding and comprehension.
- Develop the habit of reading widely, and often, for both pleasure and information.
- Acquire a wide vocabulary, an understanding of grammar, and knowledge of linguistic conventions for reading, writing and spoken language.
- Appreciate our rich and varied literary heritage.
- Write clearly, accurately and coherently, adapting their language and style for a range of contexts, purposes and audiences.
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.
- Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

2. The Role of the English Coordinator

It is the role of the English coordinator to provide leadership in the development of English learning throughout the school by:

- Providing advice, support and guidance in the field of English and Phonics.
- Assisting colleagues in their planning and assessment in accordance with the National Curriculum programme of study, Herts for Learning English Package, and with the school's policy to enhance the delivery of English.
- Keeping abreast of professional development in the field of English education, providing or organising INSET to staff to support their CPD.
- Ensuring that statutory requirements within the National Curriculum for English and assessment are met.
- Developing and maintaining links with parents, in order to increase the opportunity for parental expertise and skill to support English learning.
- Developing and maintaining links with outside agencies, in order to increase access to resources and expertise to support teaching and learning for English.
- Liaising with the Governing Body to keep it informed of standards of learning in English in the school and new developments in English education.
- Maintaining English resources to support teaching and learning.
- Managing the English budget effectively, ensuring expenditure represents value for money.

- Fostering cross curricular links and developing the use of ICT in English throughout the school.
- Raising the profile of English throughout the school, by making English come alive for children.
- Review current units of work to be undertaken annually.
- Review the policy for English to be undertaken annually.
- A whole school evaluation for progression in English to be undertaken annually.

3. Teaching and learning

3.1 At Purwell School, our principle aim is to develop children's knowledge, skills and understanding in English; to 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.

3.2 We use a variety of teaching and learning styles to meet the needs of all children. Children will be taught English, every day, in class through five English lessons per week. These sessions will give the children experience of whole class shared reading, writing or discussion activity, followed by independent or group work, to include role play or drama when appropriate. Provisions within these sessions are also made for spelling, punctuation and grammar. During lessons, there is an ongoing plenary and summary with references made to the learning intentions and success criteria. Children are also given opportunities to both self and peer-assess their work and make improvements to their initial written drafts.

3.3 In the Foundation Stage (EYFS), English is taught in line with the prime and specific areas as set out in the statutory framework for the Early Years Foundation Stage.

3.4 Key Stages 1 and 2 follow the National Curriculum in England framework document (Sept 2013) for English. This is followed through the Herts for Learning English units.

3.5 Across the school, the skills of communication, language and literacy are also taught through the delivery of texts through all subjects of Purwell's Curriculum.

4. Making English Inclusive

4.1 Teachers set high expectations for every pupil; they use appropriate assessment to give next steps to accelerate children's learning. There are children of differing abilities in all classes, therefore teachers ensure lessons are planned, and resources provided, to ensure that there are no barriers to every pupil achieving. Children use scaffolds to support their learning.

4.2 Activities will be appropriately differentiated to meet the needs of the less able and also to extend the more able children. Classes adopt a dyslexia friendly approach. There are suitable learning aids available in classrooms which children are encouraged to access with independence.

4.3 Teaching assistants are used to support children of all abilities, as appropriate. The class teacher will also ensure pupils from all groups are targeted to support and accelerate learning. Class teachers are responsible for identifying children who required additional support through regular pupil progress meetings. Work in English takes into account the targets set for children in their Learning Plans.

5. Planning Guidance for English

We use the National Curriculum (2013) framework document to deliver the core subject of English, following the programmes of study and attainment targets.

Teachers follow the Herts for Learning planning units which are set out in a progressive order allowing children to build on prior learning. As English is a spiral curriculum, learning intentions are continuous worked on and applied to many areas of writing.

6. Cross- curricular links

The delivery of our curriculum readily enables cross curricular links to be made to all subjects. Therefore, the skills that children develop in English are linked to, and applied, in every subject of the curriculum. The children's skills in reading, writing, speaking and listening, enable them to communicate and express themselves in all areas of their work in school.

Maths

English contributes significantly to the teaching of Maths in our school. Children in the Foundation Stage develop their understanding of number, pattern, shape and space by talking about these areas with adults and children. Children in Key Stage 1 use stories and rhymes that rely on counting, pattern and sequencing. Children in Key Stage 2 are encouraged to read and interpret problems to identify the maths involved. Opportunities exist for all children to explain and present work to others throughout teaching sessions, using mathematical language.

ICT

ICT enables children to use and apply their skills in English in a variety of ways. Younger children use ICT as a source of information and as a way of enabling them to present work effectively. All children may use the internet when searching for information. Children may use a word processor or desk top publishing package to present work. We encourage all children to use ICT as a resource for learning as appropriate. Cameras and iPads are used for picture taking and film making.

PSHE

English contributes to the teaching of PSHE and citizenship. Children are encouraged to take part in discussions on topical issues. Older children may first research, then debate, problems and events. Children meet and talk with visitors who work within school or the wider community.

Spiritual, moral, social and cultural

The teaching of English develops skills through which the children can discuss moral issues they may meet.

Children can work together to discuss ideas and results.

The children's experience of a range of texts met, in English, allows appreciation and comparison of texts from other cultures.

7. Resources

7.1 There are a range of resources to support the teaching of English across the school.

- All classes have dictionaries and a range of age-appropriate small apparatus.
- All classes have a selection of fiction and non-fiction texts.
- All classes have a teacher laptop connected to an interactive white board (IWB), which enables access to the internet and the use of a wide variety of stimulating programs and resources.
- The library contains a range of books to support the curriculum and children's interests.
- Audio-visual aids are available in each class: smart board, visualiser and cameras.
- **A class set of iPads are available in both Key Stages 1 and 2.**
- A class set of laptops are available for classes to use to support the teaching of English.

7.2 Resources for specific areas are as follows:

Spelling

The teaching of phonics and spelling in the Foundation Stage and Key Stage 1 is through Letters and Sounds and is supplemented with Phonics Play.

In Key Stage 2, Letters and Sounds may still be needed.

A variety of spelling strategies are used. Teachers in Key Stage 2 for the HfL Essential Spelling planning resources.

Additional resources are used to support children with SEN.

The teaching of spelling from years 2 to 6 is through the HFL scheme Essential Spelling.

The Early Years and Year 1 are taught spelling alongside the Little Wandle phonics scheme where they are introduced to the common exception words and graphemes to represent the phonemes they are learning.

Additional resources are used to support individuals where a separate need is identified.

Reading

Opportunities exist for all with individual reading outside the English lesson. These are provided from the selection of books within the classroom. Once the children are able to access books within the reading scheme, they take home a reading book which is closely aligned to their phonics phase. Children in years 2 and upwards will be PM benchmarked to support comprehension levels at least twice a year and their book band altered accordingly. Books are levelled according to a system used in most UK Primary schools, called 'book bands'. All books have been banded to provide a structure for children's reading development. There are also scheme books for those children who still need a rigid, very structured approach.

Guided reading is through following the National Curriculum objectives as set out for reading. When appropriate, children from Reception Class take part in small group guided reading activities, led by an adult. This may include an adult led session, a comprehension, and another activity. These activities are either small group or whole class depending on the focus needs of the cohorts.

Handwriting

In the EYFS and Year 1, the teachers provide handwriting linked to the week's sound/spelling pattern.

In line with the Handwriting Policy, children in Year 1 will begin cursive handwriting. Handwriting is practiced 3 times a week and small group interventions are provided where required.

Refer to separate policy for handwriting.

8. Assessment and Recording

8.1 Regular assessment of pupil progress will be made.

Teachers make short term assessments and adjust daily plans, as necessary.

Teachers follow the HfL writing TAFs (Teacher Assessment Frameworks) when assessing individual pieces of writing. This allows progress to be seen over time.

8.2 In the EYFS, pupil progress is recorded. The Early Years Foundation Stage Profile (EYFSP) is completed at the end of the key stage.

8.3 Teachers make assessments at three points in the year, November, March/April and June. These assessments are recorded on tracking sheets, where the progress of each child can be monitored.

8.4 Children undertake national tests at the end of Key Stage 2 (Year 6) Optional tests are completed at the end of Key Stage 1 (Year 2). Teachers also make ongoing and termly assessments of children's progress, as set out in the Hertfordshire TAFs (Teacher Assessment Framework) for English.

8.5 Written reports are sent to parents at the end of the year. Opportunities exist twice a year to discuss children's progress at parents' consultation evenings.

8.6 Data from SIMS (School Information Management System) is also used to track and assess results within school.

9. Governors

Governors are kept informed about Teaching and Learning in English at Purwell Primary School through the English Link Governor. The English Coordinator and the link governor meet at least once a year.

10. Monitoring and Review

English will be monitored through:

- The monitoring of lessons by the Headteacher and subject leader.
- Scrutiny of work by the Head and subject co-ordinator and by staff in meetings.
- The monitoring of planning by the subject leader.
- Questionnaires delivered to pupils and staff.