



English Policy

Members of staff responsible for this policy:	Mrs Akers, Ms Staples & Ms Lowen
Reviewed:	Biennially
Next review:	January 2022

Aims:

- To read, write and speak with confidence, fluency, accuracy, understanding and expression
- To develop listening skills which enable children to access all spoken dialogue
- To develop language skills across *all* curriculum areas
- To recognise the language experiences of pupils both at home and in the wider community and to appreciate that these experiences are brought into the classroom
- To take part in a variety of language-based activities including role-play, drama, debates, discussions and play scripts
- To participate where possible in a theatre visit, live drama, a book week, a visiting author or storyteller, for example

Teaching and Learning

Our planning for English, follows the revised National Curriculum for English guidelines September 2014.

English is taught daily from Foundation Stage through to Year 6.

Phonics

Phonics begins in Foundation Stage, using the highly successful Read, Write, Inc. phonics programme. Once children have learnt all the sounds in one group, they move on to sound-blending the letters in that group to read words. Once children can blend sounds together to read words, they practise reading 'Ditties' once a week during their phonics sessions. These Ditties contain the phonics and tricky words they know. Explicit phonics teaching continues throughout Years 1 and 2 however, children will continue to access Read, Write, Inc. if there is a need for further consolidation and development of reading skills, as they progress through school.

Reading

We believe that Reading is the cornerstone to all children's learning particularly as without it, other learning can be difficult to access. At Bloxham CE Primary School, we aim to develop a love of books as well as develop children's ability to read. More in-depth information about can be found in our **Reading at Bloxham CE Primary School** booklet, located on our school website.

Writing

We recognise the invaluable relationship between Reading and Writing. The language and structural features of texts are explored through reading in the first instance and then used as a model to develop writing.

There is clear progression in the teaching of writing:

Modelled writing:

The teacher verbalises the thought processes as a writer and makes explicit the structure, language features, spelling and punctuation of the text type as appropriate.

Shared writing:

This is a collaborative process, which involves the pupils sharing their thoughts and ideas with the rest of the class. The teacher selects the most appropriate response(s) ensuring they give reasons for why they have made that choice as well as using teaching opportunities to refine and edit the piece of writing.

Guided writing:

The teacher or teaching assistant works with a group of children during a focused writing activity with a clear objective. Guided writing aims to provide an appropriate level of challenge and will focus on a particular aspect of the writing process e.g. planning, composition, editing, that will both support and move the children forward in their writing skills.

Independent writing:

Children are given the opportunity to apply their understanding of the text type in their own writing. This will take place as an independent task

Extended writing:

Opportunities for extended writing must be planned for. This extended writing may, at times, form a cross-curricular link with another subject, for example, a recount of an historical event such as The Great Fire of London. Extended writing may extend the skills taught in shared writing or create an independent writing time to assess the children's progress and understanding.

All the above stages of writing progression are informed by the Talk4Writing philosophy, where pupils work through the stages of Imitation, Innovation and Invention; otherwise known as the three Is.

SPaG

Beginning in Year 1, our children follow the Rising Stars Spelling & Vocabulary and Rising Stars Grammar & Punctuation programme.

Teachers are encouraged to teach English through interdisciplinary learning. Interdisciplinary learning is a planned approach to learning which uses links across different subjects to enhance learning.

This enables our children

- to make connections between subjects.
- to transfer key skills and knowledge to deepen understanding.

We design our own units of learning, customising them to meet the needs of our pupils; including those who have learning difficulties and those who are gifted and talented. This ensures our teaching and learning meets the demands and interests of the full range of learners and keeps pace with changes.

We believe in quality first teaching which involves:

- highly focused lesson design with sharp learning intentions.
- high demands of pupil involvement and engagement with their learning.
- high levels of interaction for all pupils.
- appropriate use of teacher questioning, modelling and explaining.
- an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups.
- an expectation that pupils will accept responsibility for their own learning and work independently.
- regular use of encouragement and authentic praise to engage and motivate pupils.

Disadvantaged

Our moral purpose is also to do something extra for our disadvantaged children AND our big challenge is to make certain that our disadvantaged children make at least good progress compared to their peers. All our teachers recognise and accept that the vast majority of pupils' progress comes out of good teaching and learning on a day to day basis. As a school we receive funding for disadvantaged pupils. This is used to increase the attainment of pupil premium children, looked after children and armed forces children.

We ensure as a non-negotiable that:

- we know who our disadvantaged children are.
- our TAs know who they are.
- when planning these children have that little bit extra.
- we mark their work first when we are fresher.
- we talk to these children about their learning not regularly but **frequently**.
- we monitor the progress of these children not regularly but **frequently**.

Children with special educational needs and disabilities (SEND)

At Bloxham Primary school English is all- inclusive.

We do this in a number of ways including:

- teachers adapting planning so that individuals have specific learning outcomes.
- teachers working specifically with children with SEND.
- providing extra adult support in class so that children are focused on accessing the curriculum.
- meeting regularly in staff teams to discuss provision and if it needs to be adapted.
- liaising with outside agencies to receive the best advice on how to help children learn.
- adapting buildings and furniture if necessary so that children are not restricted from using the school fully.

Accessibility

At Bloxham CE Primary School we are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional, sexual orientation and cultural needs. We are also

committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Differentiation

Differentiation is the process of matching learning tasks to particular groups or individuals. Teachers have to consider differences when planning and teaching lessons in order to ensure that all abilities in the class are catered for.

Blake & Hanley (1995:50) in English & Newton (2005)

Assessment

English is continually assessed against children's individual Assessment Bookmarks. The targets on these bookmarks are linked explicitly to the English National Curriculum 2014. Adults routinely record evidence of attainment on these bookmarks as and when demonstrated by the children following e.g., a piece of writing, reading activities, a SPaG session, and so on.

Samples of children's writing are kept by the English Subject Leaders in the Subject Leaders' folder to show the expected level of achievement in each year group in the school.

Parents and Carers are informed of their child's English progress on a weekly basis when the Assessment Bookmarks are sent home for the evening. At the end of the year, Parents and Carers are informed of their child's summative progress in their annual report.

Health and Safety

All staff are aware of the requirements of the school's Health and Safety Policy. Risk assessments are carried out for all activities, taking into account medical issues, where needed. Visits to off-school sites are arranged in line with the school visits policy.

Monitoring and Evaluating

Monitoring the standards of children's learning and the quality of teaching in English is the responsibility of the English Subject Leaders. The English Subject Leaders monitor the quality of writing and planning, carry out learning walks when appropriate and a subject audit. The work of the English Subject Leaders also involves supporting colleagues in the teaching of Reading, Writing, Phonics and SPaG, and keeping them informed about developments in the subject.

Wider opportunities

- School House Challenges
- World Book Day (March)
- Book Fairs