



"Let Your Light Shine"

**Frieth C.E.C. School
English Policy**

Date implemented: February 2020
Member of staff responsible: Krisztina Tyzack
Designated Governor: Jill Dean

Headteacher's signature

Review date: April 2024	signed:	date:
Review date:	signed:	date:
Review date:	signed:	date:
Review date:	signed:	date:

Frieth School Vision statement:

'...Your light must shine before people, so that they see the good things you do.'

Matthew 5:16

English Vision Statement:

We support children to let their light shine by developing a strong command of the spoken and written language so that pupils can grow culturally, emotionally, intellectually, socially and spiritually.

Values:

These are the Christian Values that you believe are both taught and learnt in our school.

Kindness
Honesty
Creativity
Responsibility
Resilience
Respect

Intent

Introduction

The principle aim of the English curriculum at Frieth CEC School is to enable all pupils to develop their full potential and their ability to communicate effectively and confidently through the spoken and written word. We recognise that English is a core subject within the 2014 National Curriculum and a pre-requisite for educational and social progress.

Mastery over language empowers children to communicate creatively and imaginatively, as well as allowing them engagement with the world at large.

Aims

We are committed to:

- High standards of English in our school, particularly in the 'basic skills' of reading, writing and speaking and listening.
- Giving children a safe and secure environment, which provides engagement for the development of all aspects of English.
- Ensuring equality of access and opportunity for all children to develop their English skills.
- Developing a close partnership between school and parents in order to maximise the learning potential of every pupil.

Objectives

We aim to develop pupils' abilities within an integrated programme of speaking and listening, reading and writing linked to our curriculum so that they:

1. Read, write and speak with confidence, fluency and understanding.

2. Read widely and often, for both pleasure and information.
3. Speak confidently and clearly, adapting what they say and how they say it to the purpose and audience.
4. Use discussion in order to learn.
5. Listen, understand and respond appropriately to what others have to say.
6. Understand the connections between the spoken and written word.
7. Are able to orchestrate a full range of strategies and cues (phonic, graphic, syntactic, contextual) to monitor their own reading and writing and to correct mistakes.
8. Understand a full range of text types and genres (fiction and non-fiction) and be able to write in a variety of styles and forms appropriate to the audience and purpose.
9. Are able to plan, draft, revise and edit their own writing.
10. Develop fluent and legible handwriting.
11. Have an interest in words and their meanings, developing a growing vocabulary in spoken and written form.
12. Read with enjoyment and understanding, evaluating and justifying their preferences.
13. Discuss reading and writing comprehensively, expressing opinions, explaining techniques and justifying choices about a wide range of fiction and non-fiction texts, using suitable technical vocabulary.
14. Develop their powers of imagination, inventiveness and critical awareness.

Statutory Requirements

Statutory requirements for the teaching and learning of English are set out in the 2014 National Curriculum for English document and the Early Years Foundation Stage Statutory Framework (January 2024).

Implementation

Early Years Foundation Stage

Children entering school will be expected, by the end of their first year, to have reached or made good progress towards (and where appropriate beyond) the Early Learning Goals as outlined in the Early Years Foundation Stage Statutory Framework. Children will be given opportunities to speak, listen and represent their ideas in their activities. They will have opportunities to use 'Communication and Language' and 'Literacy' across the seven areas of learning and development.

National Curriculum

At Key Stages 1 and 2 the programmes of study set out what the children should be taught and are expected to know by the end of each Key Stage. The Programme of Study for each key stage identifies four areas of English that children study.

- Spoken language
- Reading
- Writing

- Spelling, vocabulary, grammar and glossary
- English is also supported through the use of ICT.

Planning

- The school uses the Communication and Language, and Literacy sections of the Early Years Foundation Stage Statutory Framework, and Key Stages 1 and 2 programmes of study of The National Curriculum for English 2014 to ensure continuity and progression.
- Teachers have access to a range of schemes of work to aid their planning, such as Hamilton Brookes, Twinkl and Classroom Secrets.
- Short term planning is flexible. Teachers adapt their weekly plans as appropriate to the needs of the children they are teaching.
- Learning support assistants take an active role in accessing daily plans and providing feedback for future planning.
- Teachers follow the school's long-term curriculum plan which indicates a key text for each half-term in Key Stages 1 and 2.
- In each year group, particular texts have been selected which highlight experiences from a range of different ethnic backgrounds and cultures around the world to address gaps in pupils' knowledge and experiences due to the school's local context:

Year 1	'Mixed' by Arree Chung 'Martha Maps It Out' by Leigh Hodgkinson 'Speak Up!' by Nathan Bryon
Year 2	'The Magic Paintbrush' by Julia Donaldson 'Lila and the Secret of Rain' by David Conway
Year 3	'Festival Poems from Around the World' by Debjani Chatterjee and Brian D'Arcy
Year 4	'My Name is not Refugee' by Kate Milner
Year 5	'Asha and the Spirit Bird' by Jasbinder Bilan 'The Arrival' by Shaun Tan 'Diver's Daughter' by Patrice Lawrence
Year 6	'Pig Heart Boy' by Malorie Blackman

Resources

- All teachers organise an area within the classroom dedicated to dictionaries, thesauruses and other practical resources that support the teaching of reading and writing. This area is easily accessible to all children and allows them to become familiar with these resources.
- Each class is equipped with a set of fiction or non-fiction books for each half-term to support the schools' text-based approach to teaching English.
- Each child has their own Big Write Folder for their end of unit assessment pieces.
- Relevant courses are attended by all staff. Feedback is given and appropriate information is shared with staff

Intervention Programmes

We are an inclusive school. All children receive Quality First Teaching. We aim to raise the standards for all children.

Wave 2

Some children need extra support beyond the daily English teaching in the classroom. We provide a range of Wave 2 intervention programmes to support children to make progress, and wherever possible, to enable them to catch up with their peers.

Wave 3

This includes specific and individual Occupational Therapy Programmes and Speech and Language interventions.

(The word Wave means level/phase.)

Attainment

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Equal Opportunities

All children are valued for themselves and taught as equals regardless of race, gender, ability or disability. Through planning the English curriculum with differentiated tasks, either by task or outcome, all children have access to the curriculum, including children with Special Educational Needs.

Impact

Recording

Pupils record their work in a range of ways on whiteboards, in books and in their Big Write folders. There is a presentation policy for formal English work in English books.

Assessment

- The Frieth C.E.C School Reading and Writing progression documents enable staff to understand what pupils have learnt before, what they need to learn now and what they will learn next.
- The school follows the 'Big Write' approach in the teaching of Writing and the pupils complete a piece of independent writing at the end of each unit which is assessed.
- At the end of the school year, all pupils will be teacher assessed as: working towards the expected standard; at the expected standard; or working at greater depth. The school records this on Insight Assessment. Pupils will be expected to demonstrate all the core skills on the progression table relevant to their year group and attain a standardised score of 100 in NFER and SAT assessments to be assessed as being at the expected standard. Pupils working at greater depth will attain a standardised score of 120 in NFER summative assessments or a standardised score of 110 in SATs to be assessed as greater depth (higher standard).

KS1 and KS2 Nationally Standardised Summative Assessments in English

- Year 1 Phonics Check
- National Curriculum teacher assessments at the end of Key Stage 1
- National Curriculum tests at the end of Key Stage 2

KS1 and KS2 In School Summative Assessments in English

- Termly NFER tests: Reading and Spelling, Punctuation and Grammar (SPaG)
- SATs assessments (past papers) for Year 6 and Year 2
- Annual VR tests for Years 4-5
- End of Year Summative Assessments in Reading and Writing
- Ongoing: PM Benchmarking for individual readers

Reporting

- A final summative assessment for Reading and Writing will be reported to parents within the annual school report. Parents are given opportunity to discuss their child's progress if required. Parents are also given feedback at parents' evenings twice a year.
- Children are given regular feedback; during lessons, after lessons verbally or in the marking of books. Peer feedback is also utilised, and lessons start with time to edit and improve their work or respond to teacher feedback.

Monitoring and Evaluation

- Teachers complete an Attainment and Progress Summary Report at the end of each term which informs their termly whole class Provision Map.
- Pupil progress meetings are held on a termly basis in order to identify trends in pupil progress and any individual pupils who may need further support.
- The Senior Leadership Team monitors the Reading and Writing Assessment Trackers (Insight Assessment) each term.
- The school follows a programme of monitoring that includes classroom visits, book scrutiny and learning walks.
- A governor responsible for monitoring English will work alongside the co-ordinator to ensure the policy is being followed to successfully deliver the planned outcomes.

Related policies

Learning and teaching

Assessment

Curriculum

Marking

Health and Safety

Computing

Equal Opportunities