



Let your light shine!

Frieth C.E.C. School English Policy

Date Revised: January 2023

Member of staff responsible: Krisztina Tyzack

Governing body committee responsible: Curriculum

Headteacher's signature

Chair of Governor's signature

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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.

Frieth School Vision statement

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

Matthew 5:16

We shine a light on individual success and open the doors to our future global citizens by developing potential without limitations.

Values:

*Kindness
Honesty
Creativity
Responsibility
Resilience
Respect*

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 creative 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 Statutory Framework for the Early Years Foundation Stage (September 2021).

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.

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 Statutory Framework for the Early Years Foundation Stage. Children will be given opportunities to speak, listen and represent their ideas in their activities. They will have opportunities to use communication, language and literacy across the seven main areas of the EYFS curriculum that prepares children for the English curriculum in Key Stage 1 and is consistent with the National Curriculum 2014.

Planning

The school uses the Communication and Language, and Literacy sections of the Early Years Foundation Stage Statutory Framework, and The National Curriculum for English 2014 to ensure continuity and progression from the Foundation Stage through to the National Curriculum 2014.

Teaching and Learning

Organisation, differentiation, teaching styles and strategies are detailed in the *Teaching and Learning Policy*.

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.)

Assessment

Work is assessed according to the school's *Assessment Policy*.

Monitoring and Evaluation

The Senior Leadership Team monitors the Reading and Writing Assessment Trackers (SIMS) on a termly basis in order to identify trends in pupil progress and identify any individual pupils who may need further support. Teachers also complete an Attainment and Progress Summary Report at the end of each term which informs their termly whole class Provision Map. The school follows a programme of monitoring that includes classroom visits, book scrutiny, planning 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.

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.

Related policies

Learning and teaching

Assessment

Curriculum

Marking

Health and Safety

Computing

Equal Opportunities