

St Osyth Church of England Primary School



Believe Succeed & Grow

English Policy

Adopted: Autumn 2020

Review Date: Autumn 2024

Our Christian vision

‘Love one another as I have loved you’ (John 15:12).

This is the Christian foundation for our high expectations for learning, achievement and behaviour for each and every pupil and for the way the school works with families, its parish and whole community.

“Literacy is the road to human progress and the mean through which every man, woman and child can realise his or her full potential.” Kofi Annan



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Respect Hope Trust Friendship Compassion Thankfulness

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1. Introduction

1.1 This policy is to be read in conjunction with our mission statement and our policies for assessment, marking and feedback, learning and teaching, special educational needs and disability, phonics and handwriting policies.

1.2 This policy has been drafted in consultation with staff, governors and parents.

2. Our intent for English

2.1 We want our children to discover their potential through developing their speaking, reading and writing skills in order to achieve their dreams and aspirations. We want them to be able to converse effectively with anyone they encounter in life and to know that they can continue to enjoy reading, in whatever form they choose, throughout their life.

2.2 It is our intention to nurture and develop the whole child.

We strive for all of our children to be Primary Literate Pupils. The overarching aim for English in the national curriculum is 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.

We aim to ensure that all pupils:

1. read easily, fluently and with good understanding.
2. develop the habit of reading widely and often, for both pleasure and information, knowing that reading is a wonderful relaxation tool and enhances mental health, as well as developing knowledge. We aim for them to be able to identify a number of authors and a genre/genres they enjoy reading.
3. acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
4. appreciate our rich and varied literary heritage, but locally and globally.
5. write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
6. use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.
7. are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.
8. Use drama and performance as a way of exploring characters, themes and poetic structures.

3. Our implementation of English

3.1 Curriculum

We follow the statutory guidance for the teaching of English, as set out in the National Curriculum 2014. We aim to develop the English skills children will need to equip them for everyday life in an everchanging society. We strive to create an engaging, language rich environment, where children can learn and develop skills in a purposeful manner, making strong links with other curriculum areas where appropriate.

Statutory requirements for the teaching and learning of English are laid out in the Primary National Curriculum English Document (2014) and in the Communication and Language and Literacy sections of the Statutory Framework for the Early Years Foundation Stage (2014). In KS1 and KS2, English is taught for an hour and fifteen minutes daily.



3.2 Pedagogy

3.2.1 To support the teaching of writing, we use 'The Write Stuff' system. This is an approach developed by Jane Considine, an Educational Consultant and author. Writing is split into 'learning chunks' and vocabulary development, figurative language and correct and effective grammatical sentence structures are at the heart. Known as the Fantastics, Boomtastics and Grammaristics. Our children will leave their primary education as informed and creative writers.

3.2.2 Three times a week, each class take part in 'Book Talk'. This is another Considine developed system that exposes our children to high quality fiction and non-fiction texts. Each half hour session requires children to decode, infer, comprehend, evidence and justify the answers to questions that are generated through the three zones of reading – The Fantastics, Stylistics and Analytics.

3.2.3 Handwriting is taught weekly using the Letter Join programme. We write using cursive script.

3.3 Reception

The EYFS framework is structured very differently to the National Curriculum as it is organised across seven areas of learning rather than subject areas. Early Years outcomes are prerequisite skills for writing within the National Curriculum. Writing and Physical Development are closely linked areas of learning. In Reception, we practise mark making and how to hold writing implements using different fine motor exercises; such as squiggle while you wiggle and dough gym. We also have access to scissors, jugs, wooden hammers etc. to use during continuous provision to support these skills. English is taught in daily phonics lessons and adult-led input using a toolkit called 'The Write Stuff'. This helps children to scaffold their talk through focussing on different lenses that then progress into their writing and recording. These strong foundations prepare the children for their learning journey in English throughout their time at St Osyth Primary.

3.4 Special Educational Needs and Disability:

Special educational provision is underpinned by high quality teaching that is differentiated and personalised to meet the individual needs of children enabling them to achieve their best and become confident individuals living fulfilling lives.

3.5 Assessment, marking and feedback

3.5.1 All written feedback, takes place in line with our assessment, marking and feedback policy.

3.5.2 Teaching and support staff assess throughout lessons, and adaptations – additional challenge or further explanation / clarification take place in the moment.

3.5.3 Formal assessments are carried out termly, using NFER papers and independent writing. All children in years two and six, are assessed using past SAT papers.



4. The impact of our English provision

4.1 We monitor and evaluate the implementation of our provision for English in various ways including:

- Learning observations
- Climate walks
- Work scrutiny
- Pupil perceptions
- Assessment analysis

4.2 The outcomes of our monitoring and evaluation work are used by the subject lead, senior leaders and governors.

4.3 We summarise the impact of our provision for English in this way – all children make strong progress, from their different starting points, in all aspects of English. This results in children being confident to and being able to speak, listen, read and write well.

5. Our roles and responsibilities for English

5.1 Our English subject lead is accountable for the strategic development of English - developing and implementing plans, policies and targets and practices within the context of the school and trust's aims, policies and circumstances. Specifically, through directed time and other time:

- To monitor and evaluate the standards of teaching.
- To monitor and evaluate the standards of learning.
- To contribute to whole school self-evaluation.
- To plan, including writing subject/ or phase priority/improvement plan, and implement improvement plan and work.
- To review priority/improvement plans and work, at least termly.
- To write and implement policies.
- To write and communicate progression documentation.
- To support and challenge colleagues, including through being active team members of leadership teams and participation in 'deep dive' weeks.
- To be a model of best practice.
- To keep up to date with latest developments in education especially in relation to the subject/phase.
- To report to and/or meet with governors when required.
- To manage the budget for this subject area following best value practice.
- To communicate and work effectively with colleagues.

5.2 Our children are responsible for choosing to work hard, in school and on trips, so that they can learn as well as they possibly can.

5.3 Our governance bodies are responsible for supporting and challenging staff so that children receive the best possible education.



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6. Our resources for English

Thankfulness



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6.1

- Write Stuff resources – Text map and sentence stacking walls.
- Fantastics lenses.
- Grammar rainbow.
- Boomtastics poster.
- Write Stuff online CPD package.
- High quality dictionaries and thesauruses.
- Letter Join programme.
- Interactive reading rainbow.
- Various electronic resources including some by Pearson.