



SARRATT CHURCH OF ENGLAND PRIMARY SCHOOL

Policy for English

Laying the foundations for our children to be confident, respectful and to achieve their full potential.

Aims of this policy:

At Sarratt Church of England Primary School, we aim for excellence in English achievement throughout the school. We aim to develop pupils' abilities within an integrated programme of Speaking & Listening, Reading & Writing. Pupils will be given opportunities to develop their use, knowledge and understanding of spoken and written English within a broad and balanced curriculum, with opportunities to consolidate and reinforce taught English skills.

It is our aim that all pupils in Sarratt will:

- read and write with confidence, fluency, enjoyment and understanding, using a range of independent strategies to take responsibility for their own learning including self-monitoring and correcting their own errors
- develop a love of reading and a desire to read for enjoyment, with an interest in words and their meanings, developing a growing vocabulary in relation to grammatical terminology
- understand a range of text types, media types and genres
- be able to write in a variety of styles and forms appropriate to the situation using their developing creativity, imagination, inventiveness and critical awareness alongside their technical accuracy in Spelling, Punctuation and Grammar
- have a suitable technical vocabulary to respectfully articulate their responses in any discussion
- transfer and apply these skills to all areas of the curriculum

Delivering these aims:

We follow the statutory requirements for the teaching and learning of English as set out in the National Curriculum 2014 and in the Communication and Language and Literacy sections of the statutory frameworks for the EYFS. We use Herts for Learning Long-, Medium- and Short-Term planning structures as the basis for implementing the statutory requirements of the programme of study for English.

Speaking and Listening:

- Children are given a range of purposes for speaking and listening, using conventions of speech e.g. manners. We encourage using a variety of different sized audiences to contrast purpose. Speaking and listening will sometimes be taught discretely, but more often it will be taught within other areas of the National Curriculum.

Reading:

Reading will be taught discretely, as well as in conjunction with other subjects in the National Curriculum and the Early Learning Goals. Children will read to and be read to by teachers, other adults and each other during English lessons and daily Guided Reading sessions as well as at many other times during the school day on a regular basis as part of a broad and balanced curriculum according to their individual needs.

- English resources are organised effectively to develop a stimulating and literate environment throughout the school. This encompasses individual classrooms as well as the whole school environment.
- Children in the Foundation Stage select books to take home to share with their families as often as they wish. Gradually they start to participate in the reading scheme and are heard regularly in the class. The reading books and key words are also taken home to share. This is all recorded in their home/school reading record book.
- The value of parents and other family members helping children with their reading cannot be overestimated Children will take books home regularly from the class library and book boxes in Key Stage 1, with progress and frequency detailed in the Home/school reading record book in key stage 1. Each class will ensure that there is their own reward system for reading integral to fostering a love of reading.

Writing:

- Children are taught writing skills in daily English lessons which encompass the sequence of writing e.g. model, analyse, compare, practise, demonstrate, plan, synthesise, evaluate. Teachers encourage children to use their writing skills across a range of subjects and situations.
- Children write in a variety of contexts including in discreet literacy lessons, through the creative curriculum, topics and cross-curricular writing

- Children study language through shared texts and learn the compositional skills of drafting, grammar and punctuation
- Grammar is taught as part of the writing process; it is integrated into the main teaching of English and may be focused on in whole class teaching or small group guided reading sessions

Spelling:

- Spelling is taught discreetly or in conjunction with other subjects.
- The Letters and Sounds programme is used in the EYFS and KS1 to teach the key skills of phonics and early spelling.
- When children are ready, likely to be during Year 2, the 'No Nonsense Spelling Programme' is used to deliver NC spelling requirements

Handwriting:

- Please see separate handwriting policy

Assessment:

- Formative Assessments - The short-term assessments (AfL) that teachers make as part of every lesson help them to adjust their daily plans. They match these short-term assessments closely to the teaching intentions. Written or verbal feedback is given to help guide children's progress. Older children are encouraged to make judgements about how they can improve their own work through continued self-evaluation of assessment and new learning. Guided reading is assessed and recorded using school pro forma
- Summative Assessments – These are used to measure progress against the key objectives and help to plan future units of work. Summative assessment towards the end of each term is used to assess the progress and attainment of children against Age Related Expectations. The school uses the Herts for Learning assessment criteria. Summative progress is shared with SLT in termly Pupil Progress Meetings.

Roles and Responsibilities:

It is the responsibility of all staff to ensure that they are following the policy. The subject leader and SLT will monitor and evaluate the application of the policy

Other references:

Where relevant, this policy should be considered alongside and in accordance with the Marking and Feedback policy, Presentation policy, SEN policy, Inclusion policy, Assessment policy, Teaching and Learning Policy, Homework Policy, Planning policy, Handwriting policy.