



HIGH LANE PRIMARY SCHOOL

English Policy

Date policy was agreed with Governors	
Review Date	September 2023 (or earlier if necessary)
Person(s) Responsible	R Williams

At High Lane Primary School, we value every child as an individual and believe it is important for all children to reach their full potential in a happy, supportive and exciting environment. We seek to develop independent learners who are equipped with the necessary skills, knowledge and understanding to thrive within an ever-changing world. We seek excellence and enjoyment in everything we do.

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them.

National Curriculum: English Programme of Study (2014)

Aims

At High Lane Primary, we recognise that our children's chances of success are maximised if they develop high standards of language and literacy through a strong command of the spoken and written word, and a love of literature through widespread reading for enjoyment. As a result, our aim is to encourage our children to be curious about language in all its forms. We nurture creative and evaluative thinkers and teach them to communicate their ideas, opinions and suggestions confidently and with purpose. We believe it is essential to ensure English is an inclusive subject where all children have the opportunity to thrive.

Our curriculum aims:

- Through choosing quality texts, we want pupils to develop a love of reading and a good knowledge of a range of authors.
- Through the knowledge they've gained from reading texts, we want children to be able to understand more about the world in which they live.
- We want children to become fluent readers, early in their school life, and understand what they are reading.
- By providing regular opportunities, we allow children to explore high quality texts across the full range of genre and appreciate our rich and varied literary heritage.
- Through focussing on its use in context, we want our children to: acquire and use a wide vocabulary; acquire a thorough understanding of grammar and linguistic conventions and be able to apply them consistently.
- We want our children to speak, read and write with clear purpose and intent.

What is important to us in our English curriculum?

We want to develop the skills of oracy, reading and writing to enable our older children to be able to make informed choices about the style in which they speak and write. We strongly believe that enthusiastic, curious readers develop the tools to become creative, accomplished writers. We think it is essential to show children how to 'build up' their writing from words to sentence, sentences to paragraphs and paragraphs to a complete structure of a text. We do this through children's immersion in engaging stimulus which enables our pupils to be creative and demonstrate their skills independently. To do this, they need to be skilled at producing written and oral outcomes for a variety of purposes. We foster this by developing children's deep understanding of purpose within genres and learning about why the text and language features within these genres are needed.

Curriculum planning

Our school uses the National Curriculum in England 2014 Framework for English as the basis for its curriculum planning. Long-term plans identify individual English units taught across the year group phases. Medium term plans are developed using a consistent bespoke approach that addresses the particular needs of our setting and cohort of pupils. Links are made to termly themes and other curriculum subjects where appropriate and these are identified on the themed Curriculum Chunking Grids. Short term plans

make reference to specific resources that are required and any particular children that require adult support. While there are opportunities for children of all abilities to acquire their knowledge and skills in each teaching unit, the planned progression built into the English curriculum means that the children are increasingly challenged as they move through the school. Regular opportunities are built in to revisit previously taught content and to encourage deep learning. English is taught by individual class teachers who take responsibility for planning, resourcing and delivering this area of the curriculum.

Role of the subject leader

In ensuring the quality of provision across the school, the subject leader, Richard Williams, is responsible for the following:

- Ensuring class teachers understand statutory requires for their year group and general progression of the English curriculum
- Providing appropriate professional development, coaching and feedback for staff
- Leading whole-school monitoring and evaluation of teaching and learning in English
- Working alongside senior leaders in order to plan whole-school improvement projects
- Engaging with relevant statutory information and research on English, disseminating key messages to staff
- Ensuring resources are of high quality and recommending new resources within budgetary limitations
- Ensuring the school's senior leadership team and governors are informed about the quality of teaching and learning
- Working in partnership with the school's SENDCo to ensure the needs of all children in English are met effectively
- Ensuring the school's English policy and progression documents are regularly reviewed

Equal opportunities

All English lessons are made inclusive for all pupils. When planning lessons, teachers take into consideration any ITLPs or EHCPs for children in their class and ensure that their needs are considered and additional resources are sourced if required. Additionally, teachers take into consideration the range of learning styles in their classroom and adopt appropriate teaching strategies to suit.

Positive attitudes towards English are encouraged, so that all children, regardless of race, gender, ability or special needs, including those for whom English is a second language, develop an enjoyment and confidence with English. The aim is to ensure that everyone makes progress and gains positively from lessons and to plan inclusive lessons.

High Lane Primary

What English looks like in our school



Our philosophy

At High Lane, our English lessons:

- Develop confident children who can talk about the purpose of reading and writing
- Provide a range of reading and writing activities that stimulate children's curiosity and nurture their enjoyment
- Allow children to develop a deep understanding of the use of language through seeing it used – and using it – in context
- Ensure children, at every level, are given the key to unlocking their creative potential

What we do

In order to provide effective teaching and learning opportunities, we:

- Plan and teach lessons in EYFS to meet the Early Learning Goals
- Plan and teach lessons in line with the National Curriculum in KS1 and KS2
- Promote the benefits of reading for pleasure and create a culture of reading across the whole school
- Teach the terminology and concepts associated with SPaG in context so as to enhance children's understanding and their ability to implement it within their own work
- Ensure children are taught the explicit links between reading and writing
- Make effective use of teacher modelling to promote the profile and importance of reading and writing
- Encourage children to share their thoughts and opinions about their own and others' writing
- Use a range of groupings in class to ensure children get the support they require
- Provide challenge to all pupils through the use of high quality literature

How we teach English

We recognise that every class and child is unique, so English lessons may vary slightly based on the needs of our children. We also recognise that reading and writing are explicitly linked and, therefore, cannot be taught in isolation. However, there are some common foci within different English sessions outlined below.

How we teach Writing

During the writing process, we see all our children as authors writing for a particular purpose. We have a phased approach to the teaching of writing which is detailed in our 'Approach to Writing' document.

How we teach Reading

After the initial phases of teaching children to read words, we see it as important that our children are exposed to a rich range of literature in order to enhance their vocabulary and comprehension. We use a

variety of individual interventions, guided reading and whole class reading which are detailed in our 'Approach to Reading' document.

What English looks like in the EYFS

In the EYFS, children are immersed in English throughout a variety of continuous provision, play-based activities, more formal adult-led activities and whole class sessions.

In Nursery, children are given English experiences through story times and looking at books. Library sessions, songs and rhymes, synthetic Phonic sessions, sign and labels in the environment, a rich dialogue with adults and many role-play opportunities. There are also many opportunities to develop mark-making and letter formation.

In Reception, this approach to English is continued and built upon. Children have daily Phonics sessions, reading books are sent home and children take part in whole-class and smaller group guided reading sessions. There are also many writing based activities which develop children's ability to form letters, build CVC words and begin to move on to sentences and more extended pieces.

What a typical phonics session looks like

- Children work in small groups based on phonic level and need. (This is flexible and changes often)
- Children revisit/review previous taught graphemes
- New phonemes and/or related graphemes are taught
- Children read new words applying taught phoneme
- Children read pseudo words applying taught phoneme
- Maths, topic and vocabulary extension words are included where appropriate
- Children count sounds within 'real words'
- Children apply new phonemes in spelling
- 'Tricky words' linked to current phase may be read

What a typical guided reading session looks like

A typical reading session would include groups of children working at their level at some of the tasks detailed below

- Some children are pre-reading tricky/HFW before attempting to read a text
- Some children may read in pairs. One pointing to each word whilst the other reads
- Some children will read independently and discuss the text
- VIPERS are used for questioning/activity in order to develop their comprehension skills
- Some children may complete a follow up activity within the guided reading session or in the next guided reading session
- Some children may complete written responses based on assessment foci

What a typical whole class reading session looks like

Whole class reading sessions are either linked to the class novel or a specific themed text, including: poetry, fiction, non-fiction or picture book (more details of this can be found in our 'Approach to Reading' document. A whole class reading session might include:

- Initial shared reading of a high quality extract
- Modelling of reading by the class teacher
- Precise questioning based on VIPERS to prompt children's thinking, enabling them to develop their understanding of different aspects of a text or visual prompt
- Paired work to support all and challenge all children
- Opportunities for independent reading and completion of tasks independently
- Group discussion to develop speaking and listening skills
- Opportunities for children to review and build on their own work
- The use of visual prompts to support learning
- An opportunity to review prior learning

Spoken Language

We understand the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. We provide opportunities for children to develop their vocabulary, grammar and understanding of what they have read. These opportunities are integrated across the wider curriculum and include: the participation in drama, both scripted and improvised; the opportunity to reflect, refine and respond thoughtfully to drama performances; the opportunity to develop a capacity to explain their understanding of books; the teaching of the conventions for discussion and debate and the opportunity to participate in them; the opportunity to share their ideas verbally so as to enhance clarity and cohesion in their writing.

How we know our pupils are achieving

From EYFS through to Key Stage 2, we use a range of strategies to ensure our pupils are on track and lessons are effective. We:

- Use focus groups to work with and observe children's discussions, supported by the class teacher or TA/LSA
- Observe children independently working in a group, noting key points to add to children's learning journeys
- Use a range of AfL strategies in class – thumbs up, self-assessment, peer-assessment
- Share written and verbal feedback with the children
- Participate in standardised tests in all key stages
- Take photographic evidence of group activities, annotating where necessary
- Listen to pupil voice
- Utilise a range of assessment strategies that allow us to tailor intervention in order to address misconceptions

How intervention is used at High Lane

We recognise that sometimes children might require additional support or greater challenge to progress further in their learning. To support all pupils in their learning, we provide intervention in a number of ways:

- Integrated support within class with the class teacher or TA/LSA

- 1:1 or small group learning outside of the classroom with the class teacher or TA/LSA
- Write Away Together writing intervention, supporting children with proofreading, editing and improving their writing
- Pre-teaching vocabulary so children better understand texts to be used with the class
- Spelling lists and topic related vocabulary provided for children and displayed in classrooms