

Statement of intent

Sound English skills are essential for progress across the curriculum and to prepare pupils effectively for tasks of adult life.

All teachers have a responsibility to develop pupils' competence in reading, writing, speaking and listening in their own subjects and to ensure that pupils become competent users of language, and can access the curriculum effectively and achieve their potential.

Dussindale Primary School:

- Recognises the effect that a confident, fluent and coherent understanding of English will have on a pupil's progress, both inside and outside of the school environment.
- Understands how a strong grounding in English will impact the future learning and development of a pupil in all aspects of their life
- Provides a balanced and broad curriculum which encompasses writing practice, including handwriting, spelling, widening vocabulary, and writing for different styles, purposes, and audiences, as well as focussing on spoken English, reading, grammar and pronunciation.
- Ensures that all staff members are aware of planning, assessment, teaching and learning requirements for the English curriculum.
- Ensures that all pupils know how to plan, practise and evaluate their work.
- Ensures that all pupils understand all elements of English, as per the national curriculum.

Legal framework

This policy has been created with regard to the following statutory guidance:

- DfE (2013) 'English programmes of study: key stages 1 and 2'
- DfE (2017) 'Statutory framework for the early years foundation stage'

Roles and responsibilities

The headteacher is responsible for:

- Appointing an appropriate subject leader.
- Ensuring that appropriate procedures are in place for reporting and managing accidents.
- Ensuring that effective health and safety procedures are in place.
- Completing a risk assessment.

The subject leader is responsible for:

- Encouraging staff to provide effective learning opportunities for pupils.
- Help to expand on colleagues' areas of expertise in English.
Organising the deployment of resources and carrying out an annual audit of all related resources.
- Liaising with teachers across all phases.
- Communicating developments in the subject to all teaching staff and the senior leadership team (SLT), as appropriate.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities regarding English skills.
- Ensuring common standards are met for recording and assessing pupils' performance.
- Advising on the contribution of English in other curriculum areas, including cross-curricular and extra-curricular activities.
- Collating assessment data and setting new priorities for the development of English in subsequent years.

The classroom teachers are responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' English skills, with due regard to the national curriculum.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum.
- Liaising with the subject leader about key topics, resources and support for individual pupils.
- Monitoring the progress of pupils in their class and reporting this on a termly basis.
- Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the SLT.
- Undertaking any training that is necessary in order to effectively teach English.

The pupil is responsible for:

- Ensuring they complete work on time and to the best of their ability.
- Ensuring they behave in accordance with the School Code.

Early years foundation stage (EYFS)

All pupils within the EYFS are taught to develop their English skills as an integral part of the work covered during the academic year.

All English objectives are underpinned by the areas of learning and development that are required to shape educational programmes in early years settings.

In accordance with the English area of the early learning goals outlined in the 'Statutory framework for the early years foundation stage' (2017), pupils will be taught to:



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- Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.
- Answer 'how' and 'why' questions about their experiences and in response to stories or events.
- Use past, present and future forms accurately when talking about events that have happened or are to happen in the future.
- Develop their own narratives and explanations by connecting ideas or events.
- Be confident with speaking in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.
- Work as part of a group or class, and understand and follow the rules.
- Read and understand simple sentences.
- Use phonic knowledge to decode regular words and read them aloud accurately.
- Read some common irregular words.
- Demonstrate understanding when talking with others about what they have read.
- Use their phonic knowledge to write words in ways which match their spoken sounds.
- Write some irregular common words.
- Write simple sentences which can be read by themselves and others.
- Spell some words correctly and others are phonetically plausible.
- Use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.
- Follow Talk for writing process.

Teaching and learning

The English curriculum is delivered daily.

Grammatical errors are corrected on written work by classroom teachers, and discussed orally with pupils.

Classroom teachers will use high-quality resources which effectively model English skills and demonstrate good practice.

Pupils will be encouraged, by their classroom teachers, to discuss their English skills with their peers and with the whole class before beginning their written work.

Pupils will be given sufficient time to discuss, plan and edit their work.

In regards to handwriting, writing frames and scaffolds will be provided for pupils who are less confident, in order to develop their handwriting skills.

To broaden pupils' vocabulary and improve understanding, the following teaching methods will be implemented by classroom teachers:

- Talk for Writing process
- Spelling lists and key words to take home and practise.
- Using displays of key words linked to topics and subjects.



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- Encouraging the use of dictionaries and thesauruses.
- Reading a variety of examples of texts to explore new vocabulary.
- Providing one-to-one support, where necessary.

Classroom teachers will encourage the development of speaking and listening through activities within each English lesson.

Systems such as 'collaborative group work' structures are to be used to ensure active participation in group and class discussions.

Pupils will be provided with checklists to self-assess their work and the work of peers, so they can share ideas and evaluate work effectively.

The classroom teacher, in collaboration with the English subject leader, will ensure that every pupils' needs are met by:

- Setting tasks which can have a variety of responses.
- Providing resources of differing complexity, according to the ability of the pupils.
- Utilising TAs to ensure that all pupils are satisfactorily supported.

Planning

Planning of the English curriculum is focussed on five core areas:

- Teaching pupils to read easily, fluently and with good understanding.
- Developing the habit of reading widely and often, for both pleasure and information, which in turn will develop an appreciation for our literary heritage.
- Pupils will acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- Pupils will write clearly, accurately and coherently, adapting language and style in and for a range of contexts, purposes and audiences.
- Ensuring pupils feel confident with discussion; pupils should be able to elaborate and explain clearly their understanding and ideas, in order to learn.

The school creates long-term, medium-term, and short-term plans for delivery of the writing curriculum - these are as follows:

- Long-term: includes the topics studied in each term during the key stage.
- Medium-term: takes the Talk for writing format and includes the details of work studied during each term.
- Short-term: includes the details of work studied during each lesson.

The subject leader is responsible for reviewing and updating long-term and medium-term plans, and communicating those to teachers.

Teachers are responsible for reviewing and updating short-term plans, building on the medium-term plans, taking into account pupils' needs and identifying the methods in which topics could be taught.



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All relevant staff members are briefed on the school's planning procedures as part of their staff training.

In the school, English is taught both as a singular lesson and as part of cross-cultural themes where appropriate.

Teachers will use the key learning content in the DfE's statutory guidance 'English programmes of study: key stages 1 and 2', published in 2013.

Lesson plans will demonstrate a balance of interactive and independent elements through the Talk for Writing process, ensuring that all pupils engage with their learning.

There will be a clear focus on direct, instructional teaching and interactive oral work with the whole class and targeted groups.

Long-term planning will be used to outline the units to be taught within each year group.

Medium-term planning using the Talk for writing process will be used to outline the vocabulary and skills that will be taught in each unit of work, as well as highlight the opportunities for assessment.

Medium-term plans will identify learning objectives, main learning activities and differentiation between units of work.

Medium-term plans using the Talk for writing process will be shared with the subject leader to ensure there is a progression between years.

Short-term planning will be used flexibly to reflect the objectives of the lesson, the success criteria and the aims of the next lesson.

Schemes of works for phonics, grammar and spelling are used when developing lesson plans to ensure developmental learning, building on pupils' prior knowledge.

All English activities are built so that they build upon a pupil's prior knowledge. All pupils of all abilities are provided with the opportunity to develop their skills, knowledge and confidence, ensuring progression through increasing class challenges.

All lessons will have clear learning objectives, which are shared and reviewed with pupils.

Teachers will plan homework that will take a variety of formats, including reading, writing, speaking, and comprehension tasks, which will ensure positive learning for pupils through different teaching techniques.

Homework

All children are expected to read daily at home.

Homework will be set on a weekly basis and will follow and build upon the week's lesson objectives.



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Homework will be varied according to the different abilities of pupil - this includes difficulty and the time required to complete work.

Homework will focus on numerous aspects of English, for example, handwriting practice, reading, expanding vocabulary etc.

Cross-curricular links

The English skills that are developed in English lessons are applied to and in every lesson that is conducted in accordance to the national curriculum. English skills make up the basis for all other future skills.

This policy should be read in line with all other school policies.



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