



White Cliffs

Primary School

Unique - Confident - Valued

English Policy

White Cliffs Primary School English Policy	
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Statement of intent

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

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

White Cliffs 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.

1. Legal framework

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

- DfE (2013) 'English programmes of study: key stages 1 and 2'
- DfE (2021) 'Statutory framework for the early years foundation stage'

2. Roles and responsibilities

2.1. The Curriculum Subject Lead (CSL) 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.
- Collating assessment data and setting new priorities for the development of English in subsequent years.

2.2. 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.
- Monitoring the progress of pupils in their class and reporting on this.

- Undertaking any training that is necessary in order to effectively teach English.

2.3. The special educational needs coordinator (SENCO) is responsible for:

- Liaising with the CSL to implement and develop specialist English-based learning throughout the school.
- Organising and providing training for staff regarding the English curriculum for pupils with special educational needs and disabilities (SEND).
- Advising staff on the inclusion of English objectives in pupils' individual educational plans.
- Advising staff on the use of support staff to meet pupils' needs.

3. Early years foundation stage (EYFS)

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

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

3.3. In accordance with the English area of the early learning goals outlined in the 'Statutory framework for the early years foundation stage' (2021), pupils will be taught to:

- 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 that are phonetically plausible.

4. Teaching and learning

- 4.1. The English curriculum is delivered daily in both KS1 and KS2.
- 4.2. Grammatical errors are corrected on written work by classroom teachers, and discussed orally with pupils where necessary.
- 4.3. Classroom teachers will use high-quality resources which effectively model English skills and demonstrate good practice.
- 4.4. Pupils will be encouraged to discuss their English skills with their peers and with the whole class as part of the writing process.
- 4.5. Pupils will be given sufficient time to discuss, plan and edit their work.
- 4.6. In regards to handwriting, writing frames and scaffolds will be provided for pupils who are less confident, in order to develop their handwriting skills.
- 4.7. To broaden pupils' vocabulary and improve understanding, the following teaching methods will be implemented by teachers:
 - Spelling lists and key words to take home and practise.
 - Using displays of key words linked to topics and subjects.
 - Practising using the correct vocabulary orally.
 - 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.
- 4.8. Classroom teachers will encourage the development of speaking and listening through activities within English lessons.

5. Planning

- 5.1. 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 rich 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 clearly explain their understanding and ideas, in order to learn.
- 5.2. The school creates long-term, medium-term, and short-term plans for delivery of the English Curriculum – these are as follows:
- Long-term: includes the topics studied in each term during the key stage.
 - Medium-term: includes the details of work studied during each term.
 - Short-term: includes the details of work studied during each lesson.
- 5.3. The CSL is responsible for reviewing long-term and medium-term plans.
- 5.4. Teachers are responsible for reviewing and updating medium-term and short-term plans, taking into account pupils' needs and identifying the methods in which topics will be taught.
- 5.5. Long-term planning will be used to outline the units to be taught within each year group.
- 5.6. Medium-term planning will be used to outline the vocabulary and skills that will be taught in each unit of work. These will identify targets, progression in skills and learning activities.
- 5.7. Short-term planning will be used flexibly to reflect the lesson targets, the steps to success, differentiation and learning activities.
- 5.8. 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.

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

5.10. All lessons will have clear targets, which are shared and reviewed with pupils.

6. Homework

6.1. Pupils will be set daily reading to practise their reading skills and develop their engagement of reading for pleasure.

6.2. Spelling homework is set in accordance with the relevant statutory spelling lists.

7. Assessment and reporting

7.1. Assessment in English will be undertaken and measured against specified assessment criteria.

7.2. Children aged between two and three will be assessed in accordance with the 'Statutory framework for the early years foundation stage' 2021, in order to identify each child's strengths and identify any areas where progress is below the age expected level.

7.3. An EYFS Profile will be completed for each pupil in the final term of the year in which they reach age five.

7.4. The progress and development of pupils within the EYFS is assessed against the early learning goals outlined in the 'Statutory framework for the early years foundation stage'.

7.5. Assessments will be undertaken in various forms, including the following:

- Talking to pupils and asking questions.
- Discussing pupils' work with them.
- Marking work against the targets and steps to success.
- Pupils' self-evaluation of their work and their peers' work.
- Classroom assessment including testing.

7.6. Assessment, which is carried out throughout the year, enables teachers to identify pupils' understanding and inform their immediate lesson planning.

7.7. Parents will be provided with a written report about their child's progress once every year. These will include information on pupils' attitudes towards English and their

progress. An opportunity will be provided for parents to discuss this report with the relevant teachers during pupil progress meetings.

8. Cross-curricular links

8.1. 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.

Mathematics:

- In regards to mathematics, English skills contribute greatly. EYFS students encounter patterns, spaces and shapes in English lessons.
- Further on in their development, pupils will learn a new and wider vocabulary which will include mathematic-specialist terms.
- Children in KS1 come across stories that involve rhymes that include counting and sequencing.

Science:

- Pupils are expected to engage in research during science lessons. English skills are used here for writing a range of reports, and for verbally explaining their findings to the class and to a teacher.

History, Geography and RE:

- Humanitarian subjects include history, geography and religious studies. These subjects require a technical and subject-specific jargon. English skills will be utilised here when learning the new jargon.
- Researching is also required for these subjects, meaning that the register in which any work is written often needs to be adapted depending upon the task set.

Computing:

- Using computer software, such as Word, develops a pupil's understanding of jargon, lexicon, sentence structure and many grammatical rules.

9. Equal opportunities

9.1. All pupils will have equal access to the English curriculum.

- 9.2. Gender, learning ability, physical ability, ethnicity, linguistic ability and/or cultural circumstances will not impede pupils from accessing English lessons.
- 9.3. If English is an additional language (EAL), support is allocated to the pupil to provide extra help where needed. Additionally, outside support can be offered to the pupil.
- 9.4. Cultural and gender differences are positively reflected in lessons and teaching materials used.

10. Monitoring and review

- 10.1. This policy will be reviewed every two years.
- 10.2. The CSL will monitor teaching and learning in English at White Cliffs Primary School, ensuring that the content of the National Curriculum is covered across all phases of pupils' education.
- 10.3. Any changes made to this policy will be communicated to all teaching staff.