

Policy for: English
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Introduction

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. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

(National Curriculum 2013)

Our whole school English spine and whole school development of oracy is to ensure we promote a culture of high-quality English, not simply as a lifelong skill, but to also develop in pupils a love of books and literature that will not only support their learning across the curriculum, but also enrich their lives.

Intent:

At Newdigate Primary School, English and the teaching of English is the foundation of our curriculum. Our main aim is to ensure every single child becomes primary literate and progresses to the best of their ability in the areas of reading, writing, speaking and listening by the time they leave our school in Year 6.

English is not only be a daily discrete lesson, but is at the cornerstone of the entire curriculum. It is embedded within all our lessons and we will strive for a high level of English for all. Through using high-quality texts, immersing children in vocabulary rich learning environments and ensuring new curriculum expectations and the progression of skills are met, the children at Newdigate will be exposed to a language heavy, creative and continuous English curriculum which will not only enable them to become primary literate but will also develop a love of reading, creative writing and purposeful speaking and listening.

At Newdigate Primary School we intend to develop in our children:

- A positive attitude towards all aspects of English, including spoken language.
- A passion for the English language in all areas of the curriculum.
- The confidence to work with growing independence in the different areas of English.
- An awareness of audience.
- A good grasp of phonics, spelling, vocabulary, grammar and punctuation.
- Read a range of materials fluently, critically and with understanding, for enjoyment and for information.

Implementation:

School Curriculum

The programmes of study for English are set out year-by-year for Key Stage 1 and by two-year groups in Key Stage 2. Schools are, however, only required to teach the relevant programme of study by the end of the key stage. We have developed a long-term broad and balanced English spine to provide our children with a range of high-quality and engaging texts to inspire them to read and write.

The teaching of English

To ensure that there is adequate time for developing their reading, writing and grammar, punctuation and spelling skills, each class has a dedicated English lesson each day.

Opportunities for extra reading and extended writing are planned when appropriate. Phonics is taught throughout Early Years and Key Stage 1 and continues to meet the needs of any individuals.

The English skills that the children develop are utilised and supported in other areas of the curriculum.

Approaches to Reading

Well matched and decodable books are provided for pupils starting in EYFS, which match our Little Wandle phonics approach. Pupils also have the opportunity to choose an additional book to develop their vocabulary and interest for reading with an adult at home. Children transition from our phonics scheme to our banded books. Teaching assistants support reading activities to ensure that children have more frequent opportunities to read with adults.

Children are given a broad and balanced diet of modelled reading, shared reading, guided reading, group reading, quiet reading and story time sessions in order to develop reading strategies. Children following the Little Wandle scheme will have three reading sessions per week focusing on decoding, prosody and comprehension.

We encourage all readers to share a book at home with their grown-ups and reading rewards are provided for doing so. We believe that this not only helps to develop inferential skills, but also supports a lifelong love of reading. Throughout the Key Stage, children become more independent in recording what they have read in their reading contact books. We recognise the value of adults (both in school and at home) reading aloud to children, in order to improve their grasp of story language; enthuse them with a love of books and to inspire them to become great authors themselves.

Many exciting and rewarding activities are arranged in school to promote the pleasure and knowledge that can be gained from books, i.e. Book Weeks and reading challenges. Book Weeks include opportunities to bring books alive through planned activities and reading sessions in mixed classes. Where possible, visits by: published authors, skilled story tellers, performances by professional theatre groups are organised in addition to making books and the use of drama to illustrate the texts studied. Children also receive raffle tickets for reading and are placed in a half-termly draw.

Approaches to Writing

We aim to develop the children's ability to produce well structured, detailed writing in which the meaning is made clear and which engages the interest of the reader. Attention is paid throughout the school to the formal structures of English, grammatical detail, punctuation and spelling. Our approach to teaching writing covers the 'transcription' and 'composition' requirements of The National Curriculum (2013).

Teachers model writing strategies and the use of phonics and spelling strategies in shared writing sessions. Guided writing sessions are used to target specific needs of both groups and individuals, whilst children have opportunities to write at length in extended independent writing sessions at regular points during a term.

The children are given frequent opportunities, in school, to write in different contexts using quality texts as a model and for a variety of purposes and audiences. The text types, which are required to be covered by the National Curriculum (2014), are outlined in our long-term plans for each year group to ensure that there is a breadth of coverage. They may be asked to produce their writing on their own or as part of group.

English Assessment

Informal assessment occurs throughout every lesson through discussion and evaluation of the children's work. This is invaluable in enabling the teacher to check that children have grasped the main teaching focus of that lesson.

More formal records for each pupil will consist of a range of procedures. These are listed below.

- At the end of KS1 and KS2 the pupils' reading and writing attainment are assessed formally within the Standardised Assessment Tests (SATs). KS2 pupils are also formally assessed in a Spelling, Punctuation and Grammar Assessment and KS1 pupils are informally assessed.
- Teachers provide accurate teacher assessments; based on their analysis of pupils' work and the use of TAFs to identify next steps
- We moderate pupils' work, as a whole staff, at least termly. Levels are agreed between professionals. We seek to moderate with other schools whenever possible.
- Work is assessed via teacher feedback, and improvements are encouraged

Impact:

Assessment

End of term assessments are completed in Years 1-6 and the school use NFER to support teacher assessments and to identify gaps and next steps for individuals, groups, classes and cohorts.

Year group teams work together to analyse all assessments completed to identify gaps in learning and provision and to ensure this is in place for the next half term of planning. This information is discussed in detailed pupil progress meetings.

Statutory Assessments

We use statutory assessments to aid us in continually reflecting on the needs of our pupils and to ensure our curriculum meets the needs of all pupils.

- EYFS baseline assessments
- Year 1 Phonics Screening Check
- KS1 National Curriculum Tests and Teacher Assessments (Year 2)
- KS2 SATS (Year 6)

Data

All teachers are responsible for keeping accurate records of attainment and progress made in line with the school policy on recording data. Staff meet termly with SLT to review the data and to set aspirational targets.

Marking

Work should be marked regularly in line with the school policy for marking. Verbal feedback is the most effective form of feedback for moving learning on but written feedback and modelling can also be effective.

Governing body

At Newdigate Primary and Nursery School we submit regular reports about the development of English (reading, writing and phonics) within the school to the performance and standards committee and the full governing body. We also submit Key stage reports based on the summary of data for each phase.