

Crawshawbooth Primary School

English Policy

September 2024

Mrs Hartland

Vision

Crawshawbooth Primary School seeks to provide a happy, positive and child centered learning environment. We will promote and encourage curiosity throughout our curriculum, encouraging challenge, memorable opportunities and experiences that will support dreams and aspirations to grow as confident, respectful and resilient individuals.

Values

RESPECT: Children at Crawshawbooth Primary are respectful, thoughtful learners who are considerate of others and the world around them.

RESILIENCE: At Crawshawbooth children are taught to be resilient, independent learners, who embrace challenge, take risks, learn from mistakes and spring forward following setbacks or difficulties.

CURIOSITY: Through our tailored and personalised curriculum children are encouraged to become inquisitive, curious learners who seek their own personal opportunities to find out more, learn more and remember more.

Inclusion

At Crawshawbooth all curricular subjects will be taught inclusively to all children to take into account their special needs, race, religion, culture, gender, sexual orientation and their family circumstances.

Writing Intent:

At Crawshawbooth Primary School we endeavour to create a love for literacy. We want every child to leave Crawshawbooth Primary School with the skills of an excellent writer who:

- Has the ability to write with fluency and has an author's voice;
- Can think about the impact they want their writing to have on the reader and knows how they will achieve this;
- Has a sophisticated bank of vocabulary and an excellent knowledge of writing techniques to extend details or description;
- Can structure and organise their writing to suit the genre they are writing and include a variety of sentence structures;
- Displays excellent transcription skills that ensure their writing is well presented, punctuated, spelt correctly and neat;
- Re-reads, edits and improves their writing so every piece of writing they produce is to the best of their ability and better than the last.

How do we achieve high quality writing?

Throughout their time at Crawshawbooth Primary School, children develop their skills by exploring a whole range of different genres, with a focus on exploring a range of models of excellence and using these to guide the drafting and editing process. It is important to note that we not only develop a real enjoyment of writing in English lessons but in all subjects across the curriculum. We expect the highest standards of writing every time a child writes in any subject.

Reading and Phonics Intent:

At Crawshawbooth Primary School we value reading as a key life skill, and are dedicated to enabling our pupils to become lifelong readers. We believe reading is key for academic success and ensure we have a holistic approach to the teaching of reading across school. In EYFS and KS1 children follow the Red Rose Phonics Program. Through the teaching of systematic phonics, our aim is for children to become fluent readers by the end of Key Stage One. This way, children can focus on developing their fluency and comprehension as they

move through the school. By the time children leave Crawshawbooth Primary School they are competent readers who:

- Can recommend books to their peers
- Have a thirst for reading a range of genres including poetry
- Participate in discussions about books, including evaluating an author's use of language

How do we achieve high quality reading?

We firmly believe that reading is the key to all learning and so our reading curriculum is embedded through cross curricular reading opportunities. We give all children the opportunity to enter the magical worlds that books open up to them. We promote reading for pleasure as part of our reading curriculum. Children are encouraged to develop their own love of genres and authors and to review their books objectively. This enhances a deep love of literature across a range of genres, cultures and styles.

Standards of Achievement

Pupils are encouraged to work to the best of their ability to meet national expectations. (National Curriculum 2014) By the end of the Foundation Stage pupils are expected to achieve the Early Learning Goals in Communication and Language, and Reading and Writing. By the end of each year all of pupils are expected to achieve a secure level of attainment relevant to their age in reading and writing and Spoken Language. Standards of pupils' progress are monitored. Those achieving below expectation may be included in an intervention programme .(Please refer to SEN provision.)

Planning For English

English is a core subject in the National Curriculum. We use the National Curriculum in England 2014 as the basis for implementing the statutory requirements of the programmes for study for English.

Curriculum planning for English is carried out in three phases. (Long-term, medium-term and short-term.) The National Curriculum in England 2014 details what we teach in the long-term, which is broken up into medium term units. These plans ensure a balance of blocks of fiction, poetry and non-fiction work distributed across a term. Class teachers also complete a weekly short-term plan for the teaching of English, which lists the specific learning objectives for the lessons and gives details of resources and activities. Learning objectives are assessed and evaluated. The head teacher may monitor these short-term plans and may make suggestions towards improvement for teaching and learning.

Teaching Model For English

The principal aim is to develop children's knowledge, skills and understanding through a daily English lesson. The National Curriculum in England 2014 includes a balance of shared, guided (whole class) and independent reading and writing activities. The new curriculum places a greater emphasis on traditional texts/literature and poetry to be learned by heart. We recognise that to employ a variety of teaching approaches and styles is necessary to allow children to access this curriculum successfully.

The National Curriculum in England 2014 offers detailed objectives for planning and teaching the sections of the National Curriculum programmes of study for spoken language, reading, writing, spelling, vocabulary, grammar and punctuation. Cross-Curricular opportunities to teach speaking, listening, reading and writing are made.

English, spoken and written, is the language in which knowledge and skills are taught and learned throughout the curriculum. In all subjects, pupils are taught aspects of speaking, listening, reading and writing.

Phonics

Using 'Red Rose Phonics' materials, children in the Foundation Stage and Key Stage 1 are taught phonics in ability groupings for 5 twenty minute sessions per week.

At the end of each phase children are assessed and attainment is recorded on the online tracker.

In accordance with statutory requirements children in Year 1 complete the phonics screening test in the summer term.

Handwriting

(Please also refer to the Presentation Policy).

The school uses the 'Penpals' handwriting scheme to teach handwriting. Classes have a 20-30 minute whole class lesson weekly where letter formation and joins are taught explicitly. The children are given other opportunities to practice and apply the skills taught, at other times during the school week.

Assessment And Record Keeping

In addition to ongoing teacher assessment the following formal assessments are made:-

EYFS Profile

Teacher Assessment

NFER reading assessment

NFER grammar and punctuation assessment

Y1 Phonics screening

Y2 KS1 SATS

Y6 KS2 SATS

The progress of individual pupils is monitored and kept on a whole school tracking record. (Insight)

Children's writing is assessed to inform the future emphases for teaching and learning. KLIPs are used throughout school to give a judgement of attainment and progress. Moderation meetings within departments and across the whole school and cluster schools ensures consistent judgements.

Assessment for learning is embedded into lessons to include talk partners, success criteria, marking ladders, peer assessment and other aspects of AFL.

Informal Assessments may be made through reading records, marking work, spelling tests, observations and listening to children's verbal responses.

Target Setting

Target setting is recognised as a strategy to support the process of school improvement and involves the analysis and evaluation of data from assessments to discover how pupils are progressing and how Crawshawbooth compares with similar schools. Any necessary actions are included on the School Development Plan, with details of targets and how they are to be achieved.

Through using LSIP and question level analysis, whole school global targets may be broken down into year group, class, guided group or individual targets in order to ensure their success.

SEN Provision

Children on the SEN register have Education and Health Care Plans, detailing learning targets to work towards. Support Assistants and teachers work with these children to achieve their targets.

Pupils achieving below expectation may also be included in intervention programmes.

Management of these sessions may necessitate the withdrawal of pupils from part of the Literacy lesson. However, in the main, provision for pupils with special educational needs, is made through appropriate learning objectives, differentiated questioning and independent work pitched at an appropriate level. (High quality first teaching) The inclusion of SEN children is important during shared work when children are offered positive role models and allowed access to texts normally beyond their level.

Resources

There is a range of resources to support the teaching of English across the school, including reading books, dictionaries, literacy games, ipads and laptops. Classrooms are equipped with interactive whiteboards with access to the internet and other resources. Each department has various sets of books to be used in the classroom. A school reference library is situated in the lower junior corridor and contains mainly non-fiction books.

Further resources include: eg. Developing Early Writing, Fast Track Phonics, Bounceback phonics, Spelling programmes (Purple Mash) and Grammar for Writing. Access to such resources can be gained electronically via the Renewed Framework for English website.

English Across The Curriculum

Cross-curricular links are planned during medium-term planning. Knowledge and skills are taught and learned in all areas of the curriculum through spoken language, reading and writing.

Pupils are given the opportunity to apply and develop their ICT capability through the use of ICT tools to support their learning of English.

Links are made where possible and appropriate to use the outdoor provision to stimulate and enhance the English Curriculum.

Involving Parents And The Community

Parents are consulted twice a year and reports written once a year to inform parents of pupils' progress. Details of Education and Health Care Plans, for children with special needs and pupils working at Greater Depth are regularly monitored by staff and SLT.

Homework is regularly set for all children with a balance of reading, spelling and writing activities according to age groups.

Parents may be involved in school with activities such as exchanging home reading books and hearing children read.

During the Autumn term, an annual school book week is organised where authors, poets and other professionals may be invited into school to inform the children about their work. This coincides with the book fair. A further book fair is held during the Spring Term to coincide with World Book Day.

Further links are made into the community via local newspapers, local supermarkets, local churches and other invited guests.

Monitoring and Evaluation

The English subject leader monitors various aspects of literacy in liaison with other members of the Senior Leadership Team.

Links to Other Policies

Homework
Assessment
SEN
Teaching and Learning
Equalities
Marking
Presentation
EAL

Review

The policy will be reviewed and updated as necessary
The policy was drawn up in February 2009
The policy was approved by the governors in May 2009.
It was reviewed in September 2010
The Governors approved the policy in November 2010

Approved Version 1/BB/May 09
Approved Version 2/BB/Sept 10.

The policy was reviewed in September 2012 and September 2013.
It was approved by the Governors in November 2012 and November 2013.
This policy was reviewed September 2014, September 2015, September 2016, September 2017 September 2018, September 2019, September 2020 and September 2021 approved by Governors.
Reviewed and updated October 2022.
Reviewed and updated October 2023
Reviewed and updated October 2024