



William Gilpin CE VA Primary School English Policy

Aims

At William Gilpin CE VA Primary School, our aims reflect those within the National Curriculum as outlined below.

Purpose of study

Aims

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, 2014

Our English curriculum is designed to ensure that all our children develop essential skills in reading, writing speaking and listening to allow them to be highly successful in both continuing education and their wider lives.

We ensure that our children are exposed to a rich and exciting cultural heritage beyond their immediate experience through a wealth of rich and diverse literature and that we stimulate a love of language through exciting experiences.

Teaching and Learning

At William Gilpin CE VA Primary School, we expect teaching and learning in English to be good or outstanding. As part of this aim, it is expected that English teaching, both as a discrete subject and cross curricularly, focuses on excellence in reading, writing, spelling, grammar and speaking and listening skills.

A discrete English lesson will comprise of a range of the following components:

- A quality and challenging text to stimulate ideas: this may take the form of a book, film, piece of music or art or a real life experience.
- A response to reading task, which may develop a key reading skill such as inference or prediction.
- A reading fluency component – for example phonics, choral reading or teacher modelling.
- Discrete teaching of grammar – perhaps as part of text analysis or a tool for writing.
- A focus on the audience, purpose and form of a piece of writing.
- An expectation that children demonstrate strong independence and self-reflection in their learning. This could be by the independent use of word banks or sound cards or the ability to self-edit work effectively.

Building a rich literary heritage

We want children to leave Year 6 with a rich literary experience to draw on. These are some of the ways we seek to do this:

Enrichment activities – authors, theatre trips, book clubs and reading groups



Reading surgeries for parents and volunteers to enable them to feel confident in teaching reading effectively.

Peer reading session to enable older children to coach reading and build self-esteem and a shared passion for reading.

Book fairs and book swaps.

A whole school approach to daily reading, whereby all staff take responsibility for reading with children who may need more support or may lack opportunities to read at home.

A holistic thematic reading journey from Year R to Year 6, which includes heritage, multi-cultural and diverse genres to enthuse and expand children's reading experience.

Progression

Our English curriculum has been designed to expose children to texts with increasing challenge and complexity of both language and ideas and themes. Likewise, outcomes over the teaching year will allow children to make increasing choices over their writing as they build on their understanding of language forms.

Phonics is taught discretely, following the Letters and Sounds Programme in KS1 and consolidated in Lower Key Stage 2 using age appropriate resources.

KS2 Spelling is taught progressively and is based on the No Nonsense spelling programme, focusing on common spelling rules and exception words.

Assessment takes the form of both formal assessment tasks and teacher judgement based on the Hampshire Assessment Model.

Foundation Stage

In Reception, language and literacy is central to the seven Early Learning Goals. A balance of teacher led and child initiated learning allows children to develop spoken and written language skills by harnessing curiosity and enthusiasm. Curriculum planning is flexible and adapts to foster children's interests.

We want to ensure that all children finish reception with a deep understanding of story structure so have selected a collection of our favourite Early Years books we will read with the children in depth over the course of the Reception Year

Inclusion

Everything reasonable will be done to ensure that children with disabilities and SEN have full access to the teaching of English. Support may take the form of the use of technology, writing frames, pre-teaching or specialist word banks or dictionaries.

We provide support E.A.L. children by working with E.M.T.A.S. who are able to advise on strategies for school and home.

We ensure that all children have access to books and have their own collection of books at home.

Health and Safety

Usual classroom risk assessment is applied and enrichment visits –for example theatre trips – are risk assessed separately.

Impact



In order to monitor the impact of the quality of education within English we use a number of approaches. Learning walks and work scrutinies are used to assess how children are progressing towards the National Curriculum attainment targets in addition to assessing the quality of teaching in the subject.

We aim to collect a broad range of evidence to monitor the impact of English at William Gilpin CE VA Primary School. Below is a list of forms that evidence may be collected.

- Learning walk/work scrutiny summaries
- Photographic evidence
- Samples of children's work
- Interviews or focus groups with children or staff

In addition to the above, we also assess children's progress against the National Curriculum at several points throughout the year. Teachers assess children's understanding through formative assessment in the classroom and writing conferences with children. We ensure that our assessment systems are robust and in line with National standards by moderating work across year groups and within moderation cluster meetings with other local schools.

Year 2 and Year 6 writing is subject to Statutory Assessment processes.

Parents receive assessment information via parents' evenings twice a year when they receive a breakdown of achievement in reading and writing based on the Hampshire Assessment Model, which is also summarised in annual reports to parents in the summer term.

This policy will be reviewed in the Spring Term 2024 or in the light of new legislation.

Date: November 2019