



English Policy

At Pleasant Street Primary School, we believe that literacy and communication are key life skills. Through the English curriculum, we will help children develop the skills and knowledge that will enable them to communicate effectively and creatively through spoken and written language and equip them with the skills to become lifelong learners. We want children to enjoy and appreciate literature and its rich variety. Through a range of high-quality texts and experiences we endeavour to ensure that our children enjoy participating in lessons, developing a positive and enthusiastic attitude towards English lessons that will stay with them for life.

Aims

- Confident communicator with excellent speaking and listening and oracy skills
- Has a range of vocabulary that they can use in conversations and their writing across subjects
- Show an enjoyment for reading, reads often for both pleasure and information
- Read fluently with a good understanding of what they have read
- Articulate feelings and formulate responses to a range of texts using appropriate vocabulary
- Write clearly, showing stamina in a range of genres for a range of audiences and purposes, adjusting their language and style accordingly
- Be able to express opinions confidently
- Use grammar and punctuation accurately
- Understand spelling conventions
- Produce effective, well presented written work.

Expectations

We aim to ensure that every child achieves success and that all are enabled to develop their skills across the English curriculum in accordance with their individual level of ability. When teaching our English curriculum we want our pupils to acquire the knowledge and understanding and skills to become lifelong learners with excellent communication skills. The curriculum is designed to ensure that pupils develop their reading, writing, phonics and oracy skills in both English lessons and across the wider curriculum.

Curriculum, teaching and learning

Children will be taught in their normal class group for English, basic skills and phonics sessions and all classrooms should have a washing line dedicated to their current text for both adults and children to refer to. All pupils take part in a daily English lesson based on the Literacy Counts scheme of work, 'Read to Write'. The teaching of writing is through carefully constructed units based around high quality texts. Each unit of work starts with a hook lesson to create interest, the unit then leads to an analysis of the text, before the pupils plan and write their own work. Books linked to the genre and other high quality texts are displayed in the class library for the children to explore and enjoy.

Phonics is taught systematically throughout the school in EYFS and KS1 daily and continues for some pupils in KS2 using the Monster Phonics scheme of work. Language development, phonics and reading is also supported through high quality interventions for pupils requiring further support.

Reading is an integral part of our school curriculum, pupils read regularly with school staff and a love of reading is promoted across the school. High quality texts are used to support the wider curriculum and pupils have access to class libraries and a well-stocked school library.

Additional basic skills sessions take place outside of the daily English lesson. The sessions include discrete spelling and grammar lessons, comprehension sessions, whole class reading and guided reading in Y1. The sessions are planned against age related expectations and include opportunities to link with previous, current or future learning.



Staff development

Teachers are expected to keep up to date with subject knowledge and use current materials that are available in school or online. Regular CPD is provided for all staff both internally and external providers.

Monitoring and evaluation

English is monitored through book looks, walk arounds, pupil interviews and teacher evaluations. Pupil progress is monitored through on-going teacher assessments and termly formal assessments.

Appendix - Assessment

Our assessment policy is based on a continuous process of formal and informal assessment which identifies pupils' areas for development, weaknesses, achievements and their individual needs. This process is designed to help staff plan, do, review and develop the curriculum through what is learnt (the content), and how it is learnt (the process). It is also designed to help children by providing feedback, encouraging further progress and increasing responsibility for the children's own learning, thereby motivating the children to achieve their potential.

Pupils complete termly assessments using NFER papers. These tests will be undertaken to enable teachers to assess and record pupil progress, as well as to use the outcomes to inform future planning. (For assessment of those children with special needs see school assessment policy.) All Age-Related Expectations data/test results to be recorded using the NFER Online Hub in collaboration with on-going formative assessments to support a teacher's judgement. Analysis of assessment data is used to set targets and alter teaching in order to address particular identified target groups, the data also provides comparisons with other pupils nationally.

Phonics

Pupils are assessed following the assessment schedule in the Monster Phonics planning, this information is used to set targets and it informs catch-up group sessions. This information is also shared with parents and carers so they can support learning at home.

Baseline

Teachers will have access to children's previous years assessment levels to help understand each child's starting point for that year. Both the writing and phonics progression documents will be used to see what objectives the children need to access to ensure effective teaching and learning takes place.