



Middlefirth Church of England Primary School

Policy	
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Let Your Light Shine - Matthew 5:16

Through the English Policy, the school will promote and teach the values we learn based on the example of the Christian faith:

- Forgiveness
- Respect for self and others
- Reconciliation and redemption
- Truth and honesty
- Trust and fairness
- Tolerance and compassion
- Self-discipline
- Respect for property and the environment
- Politeness

Such values, in turn, promote not only the Christian ethos and aims of Middleforth Church of England Primary School, but assist in the preparation of the children for the responsibilities and duties of adult life.

Vision

As a caring, Christian community, we aspire to 'let our light shine'. We will open up the world to celebrate God's wonderful creation and foster a sense of awe and wonder.

We will nurture our God given talents to ensure that everyone reaches their full potential academically, socially and spiritually.

'Let your light shine Matthew 5.16'

Intent

At Middleforth C of E primary school, the study of English develops children's ability to listen, speak, read and write for a wide range of purposes, including the communication of their ideas, views and feelings. Pupils are encouraged and enabled to express themselves creatively and imaginatively as they become enthusiastic and critical readers of all genres and texts. Pupils gain an understanding of how language works by looking at its patterns, structures and origins. Also, pupils will use their knowledge, skills and understanding in speaking and writing across a range of different situations.

Aims

Our school curriculum for English aims to ensure that all pupils:

- Develop an interest in and a love of books and literature that will not only support their learning across the curriculum but also enrich their lives;
- Learn the craft of writing in order to develop in children the confidence and skills to write well for a range of purposes and audience;
- Are taught spelling, grammar, punctuation and handwriting - to liberate creativity;

- To foster in pupils the confidence, desire and ability to express their views, opinions and imagination both orally and in writing;
- For children to understand a range of genres and be able to write in a variety of styles and forms appropriate to the situation.
- To value and celebrate diversity in culture and language.

Implementation

English is a core subject in the National Curriculum. It is taught daily across the whole school and when implementing the statutory requirements of the programme, we use an agreed teaching sequence provided through the Lancashire English units. This 'teaching sequence' is a phased approach proven to improve both reading and writing outcomes throughout the school.

Statutory Requirements

Statutory requirements for the teaching and learning of English are laid out in the Programmes of Study of the National Curriculum English Document (2014) and in the Communication and Language and Literacy sections of the Foundation Stage (2021). These programmes of study are what underpins all implementation of English throughout Middleforth.

Planning

Planning of English is completed through three phases: long-term, medium-term and short-term.

Long-term plans are an overview of the whole school and specific school year and define what genres are taught throughout the school, in each year. It lists the specific learning objectives and ensure an appropriate balance and distribution of work across each term. This overview document can be found titled 'Curriculum – English 2022' or for each year group separately these are clear in 'Yearly Overviews'.

Medium-term plans are provided from Lancashire County Council (Lancashire English Units) and these are then broken down further in to (short-term) plan/timetable which includes what is being taught in English that week and what each group of children will be learning. Grammar and punctuation are implemented throughout these plans. The class teacher keeps these individual plans, and the class teacher and subject leader discuss them on an informal basis and at regular reviews/meetings.

The English subject leader is responsible for monitoring all of these plans.

Reading

We aim to inculcate a love of reading, reading for meaning and reading for pleasure. We celebrate reading on a daily basis by reading to our children and having them read to us. We have reading clubs, reading areas, libraries, library leaders, rewards, and inspirational displays to aid with this philosophy. Our school has committed to becoming a reading rich school. Children will experience shared reading sessions, have the opportunity to read at home with physical and virtual books and will also be exposed to a rich variety of genres during their time here.

Cultural Capital

At Middleforth, a predominantly White British school, we take every opportunity possible to enhance the cultural capital of our learners and equip them with the knowledge and experiences needed for society. One way in which we promote cultural capital via reading is by providing and exposing our children to a range of texts, from different genres, that have been written by authors from a wide range of backgrounds. Our English and Shared Reading curriculum ensures they have a breadth of knowledge and understanding about famous authors and literature. In the future, they can then build on this and engage with high culture literature. We also take pride in our vocabulary rich environment that runs through school from Nursery to Year 6. Our pupils are constantly surrounded by and encouraged to use adventurous vocabulary and age-appropriate grammatical structures to enhance their understanding of authorial impact and to be able to apply this to their written work and work across the breadth of the primary curriculum.

Phonics & Spelling

At Middleforth we have fidelity to one scheme, Pearson's Phonics Bug, which provides a systematic synthetic phonics approach, this scheme falls part of the DFE's validated systematic synthetic phonics (SSP) programme. Our phonics skills are based on synthetic phonic approach using the resources from this scheme. During Year Two, pupils begin their transition to No-Nonsense Spelling which continues until the end of Key Stage Two. Pupils who are not accessing the expected standard at any point for phonics will be provided with interventions, using the 'Bounce Back Phonics' intervention scheme. For further information and detail see 'Curriculum – Phonics and Spelling 2022' document.

Handwriting

Pupils develop fluent lines of correctly orientated letters from an early age. Handwriting begins in EYFS with mark-making and all pupils are given access to a wide range of pencils, pens, felt tips and crayons with which to hone their fine motor skills. We follow National Curriculum guidelines using Twinkl resources and are encouraged to use cursive writing, where appropriate. Cursive letter formation is consistent in all classes including working walls.

Assessment

Teachers assess children's work in English in three phases. The short-term assessing work/lessons with both verbal and oral feedback (see marking policy) which then helps them to adjust their daily plans. Children in Early Years will be assessed using Development Matters and the Early Learning Goals. In Key Stage 1 and Key Stage 2 Lancashire KLIPs for writing and LAPS grids for reading will form the basis of regular assessment, and for those working below National Curriculum Lancashire PIVATS will be used to track attainment and progress. This formative assessment provides evidence for a regular review of the child's attainment and progress. This means that the children's progress is continually and accurately being reviewed against National Curriculum expectations across all of the attainment targets. Children are encouraged to make judgements about how they can improve their own work through proofreading, self and peer evaluation. Teachers make long-term assessments towards the end of the school year, and they use these to assess

progress against school and national targets. This is finalised with SLT and the subject leader.

With the help of these long-term assessments they are able to set targets for the next school year. The next teacher then uses these long-term assessments as the planning basis for the new school year. These long-term assessments are based on end-of-year tests and teacher assessments.

Children undertake the national tests at the end of Year 2 and Year 6, and the optional national tests at the end of Years 3, 4 and 5. Teachers also make annual assessments of children's progress based on the level descriptions of the National Curriculum.

We aim to moderate frequently with our partner school and in Year 2 and Year Six, have a possibility of being moderated yearly by the Local Authority.

The Early Years Foundation Stage

Communication, Language and Literacy is one of the six areas of learning in the Early Years Foundation Curriculum. It includes communication, speaking and listening in different situations and for different purposes, being read a wide range of books, reading simple texts and writing for a variety of purposes. We acknowledge that effective teaching in the Early Years Foundation Stage requires:

- observing children and planning for the contexts in which they best develop their speaking and listening and their understanding of reading and writing
- helping children to develop language for communication through interaction and expression
- modelling the use of language as a tool for thinking
- demonstrating the use of language for reading and writing
- helping children understand how text works
- planning that is flexible and informed and which involves the whole team

Children work towards early learning goals which establish expectations for most children to reach by the end of the Early Years Foundation Stage.

Equal opportunities & Inclusion

At our Middleforth, we teach English to all children, whatever their ability and individual needs. We aim to provide suitable learning regardless of gender, ethnicity or home background. Through our English teaching, we provide opportunities that enable all children to reach their full potential. As part of our vision to enable each child to reach their full potential, children who, through teachers' ongoing assessment, are considered at risk of not achieving their target will take part in appropriate English interventions. These will take place in addition to the daily English lesson. When appropriate, all children are exposed to their year group expectations. However, when progress falls significantly outside the expected range, the child may have special educational needs. In this instance, the child will be taught in the same way from the year group objectives appropriate to the particular child. A range of factors may need to be adapted or taken in to consideration – classroom organisation, teaching materials and teaching style.

Use of ICT

Opportunities to use ICT to support teaching and learning in English will be planned for and used as appropriate.

Governing Body

Reports are made to the governors on the progress of English throughout the school.

Parental Involvement

Parents are encouraged to support their own child's learning through;

- reading to and with them at home
- demonstrating good reading practise, e.g., visiting library, reading newspapers
- demonstrating writing
- valuing their child's writing
- encouraging conversation

The home-school reading record and Seesaw are valuable links.

Impact

Monitoring of the standards of children's work and the quality of teaching in English is the responsibility of the Senior Leadership Team. As part of the SLT, the work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in the subject, and providing a strategic lead and direction for English in the school. The subject leader and SLT evaluate strengths and weaknesses in the subject, and indicates areas for further improvement, establishing priorities in the school's SIP. The leader reviews samples of children's work and together with the SLT undertakes lesson observations of English teaching across the school.

By the time pupils leave Middleforth, they are competent readers who can recommend books to their peers, have a thirst for reading a range of genres including poetry, and participate in discussions about books, including evaluating an author's use of language and the impact this can have on the reader. They can also read books to enhance their knowledge and understanding of all subjects in the curriculum and communicate their research to a wider audience.

Pupils will make good progress from their own personal starting points across all aspects of Reading and Writing. By the end of Year Six they will be able to read efficiently and write clearly and accurately and adapt their language and style in and for a range of contexts, purposes and audiences. Our pupils will acquire a wide vocabulary and have a strong command of the written word. Most importantly, they will develop a love of reading and writing and be well equipped for the rest of their education.