



BROADWATER
CHURCH OF ENGLAND
PRIMARY SCHOOL

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English Policy 2022-2025

Turn your ear to wisdom and apply your heart to understanding (Proverbs 2:2)

Broadwater is a Christian School. We will enable children to become wise, confident, successful learners with the motivation, skills and responsibility to make a positive difference in God's world. Our vision is underpinned by the values we live by.

The Holy Spirit produces this kind of fruit in our lives: love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control. There is no law against these things! Galatians 5:22

It is this fruit that, in partnership with parents, we will instil in the children of our school.

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The Importance of English

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)

Rationale

At Broadwater we believe:

- English should enhance a child's learning and equip them with skills necessary for adult life.
- All children should have access to English at a level appropriate to them.
- That effective teaching of English is essential to enable children to become competent in their knowledge and understanding of the English language.
- That all children should be valued by fostering individuality and flair.
- English should be taught using high quality texts.

Aims

- To provide a broad and balanced creative English curriculum which allows children the opportunity to develop progressively in skills, understanding and knowledge.
- To enable children to reach their full potential in English through self-reliance, confidence to experiment and the ability to work with others, so equipping them for the challenges of the future.
- To improve standards of achievement in reading and writing through implementation of the National Curriculum.

Speaking and Listening- In all areas of the curriculum and school life.

(Follow the programme of study for Speaking and Listening- National Curriculum)

- Learn to speak clearly, thinking about the needs of their listeners. Teachers will model clear expectations of listening to help children develop their own skills.
- Work in small groups, pairs and as a class, joining in discussions, sharing own experiences and making relevant points.
- Learn how to listen carefully to what other people are saying, so that they can remember the main points.
- Learn to use language in imaginative ways and express their ideas and feelings when working in role and in drama activities.
- Learn how to speak in a range of contexts, adapting what they say and how they say it to the purpose and the audience.
- Take varied roles in groups, giving them opportunities to contribute to situations with different demands.

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- Develop knowledge and understanding of grammatical constructions that are characteristic of spoken Standard English and understand how language varies.

Reading

(Follow the programme of study for Reading - National Curriculum)

- Develop an interest and pleasure in reading as they learn to read confidently and independently through Teacher-led guided reading, and other daily reading activities, based around rich stimulating texts. (Upper KS2 x3 weekly. Lower KS2 x4 weekly, EY and KS1 daily)
- Reading is predominately taught through the use of real books.
- Phonics is taught daily in Early Years and Key Stage 1. Children are taught initially in class groups and then are grouped according to their phonics phase.
- Early teaching of decoding words takes place in order to develop fluency, comprehension and enjoyment of reading. (The Reading Framework 2021)
- Reading comprehension is taught during guided reading. However, in Key Stage 2 it is also taught in a discreet weekly lesson.
- Reading for pleasure is promoted through the programme - Accelerated Reader Years 2-6.
- Teachers will find opportunities in the week to share fiction, non-fiction and poetry with the children for pleasure, modelling reading the text or listening to an audiobook.
- KS2 classes visit the library weekly. EY and KS1 have the opportunity to visit the library when appropriate.
- Teacher will conference with each child at least once every half term, during guided reading.
- Communication with parents is recorded in CAPER diaries (Children and Parents Enjoy Reading in Early Years and KS1) and the homework diary (KS2).

Reading Assessment – see Staff Handbook

Group targets are regularly set for reading, where appropriate. Learning intentions are shared with the children daily. Reading is moderated within the school termly.

Writing

(Follow the programme of study for Writing- National Curriculum)

- Writing is always linked to the creative curriculum and where possible has a clear purpose/audience for the children.
- Teachers will use opportunities in reading, writing and when sharing texts to develop the children's vocabulary. Language should regularly be displayed and updated in the classroom to reflect current learning.
- Handwriting lessons begin in Early Years (when children have developed fine motor skills) and continue through to Yr6.
- Writing is modelled on paper throughout the school, by the teacher. Teachers share the whole writing process with the children during shared writes, from initial drafting through to editing and publishing.
- Children use line guides from Yr2 upwards.
- Children have access to a range of resources to support their writing and are taught to use these.
- Dictionaries and thesaurus are available for the children to use.

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- Years 3/4 (lower KS2): When writing children will leave a line between each line of writing so that they can edit clearly.
- Years 5/6 (upper KS2): when writing children will only write on the right hand side of their English books; this will enable them to edit clearly on the left hand side of the book.

Writing Assessment – see Staff Handbook

Individual writing targets are set for each child and reviewed after every piece of writing. Children are encouraged to assess their own progress towards their targets. Targets are set by the teacher and reviewed by the child and the teacher. Writing is moderated within the school termly.

Spelling – see Programme of Study

- Spelling is taught from Early Years upwards. (Spelling lists 1-21)
- Parents are encouraged to support with spelling.
- Year 2 children move from a phonics emphasis to spelling.
- Phonics continues to play an important role in spelling, even after key stage 1, because ‘teachers should still draw pupils’ attention to grapheme-phoneme correspondence that do and do not fit in with what has been taught so far’ in terms of spelling. (The Reading Framework 2021)
- Babcock spelling programme ‘No Nonsense Spelling’ is used from (Yr2-6).
- Spelling is taught implicitly and explicitly throughout the week.
- Spelling knowledge is assessed regularly, in the form of tests or in children’s written work.
- Children work in small groups to play spelling games/challenges/investigations.
- Years 5 and 6 children will cross out their incorrect spellings. Years 1-4 continue to underline.

Role of Subject Leader

- To understand the requirements of the National Curriculum for English.
- To keep up to date with current initiatives within English including Government initiatives and policy changes and to attend appropriate courses.
- To lead in the preparation and review of policy documents, curriculum plans and schemes of work for English.
- To provide support in the development of schemes of work, medium term plans, assessment and differentiation.
- To manage the purchasing, collection, evaluation and organisation of resources.
- To annually prepare an action plan for the development of English.
- In partnership with the Headteacher and the Senior Leadership Team, be responsible for monitoring and evaluating of English.
- To lead INSET and staff meetings as and when necessary on aspects of the development in English.
- To liaise with other phases and fellow co-ordinators from other schools within the cluster about English.
- To provide exemplar lessons for teachers to watch in English.

Other Documents that relate to this Policy:

- All subject Policies

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- Handwriting Policy
- Inclusion Policy
- Equal Opportunities Policy
- Marking and Feedback Policy
- Homework Policy
- Monitoring Policy
- RSHE Policy
- SMSC Policy
- PARR Policy
- Academically More Able Policy
- Early Years Policy
- Racial Equality Policy
- Inclusion Policy
- Staff Handbook

The curriculum followed considers the following publications:

- National Curriculum (2013)
- Letters and sounds (2007)
- RML Programme
- Statutory Framework for the Early Years Foundation Stage (2021)
- Early Years Outcomes (2013)
- Babcock Spelling Programme (NNS) Yr2-6
- The Reading Framework (2021)

Review

The effectiveness of the policy will be the responsibility of the English Subject Leader and Headteacher. It will be monitored and updated annually by LMT. This Policy will be formally reviewed in 2025.