

SHEFFORD LOWER SCHOOL

English Policy



Written by	Adopted by staff	Ratified by governors	Review date
Pamela Finch (Head) and S Sharma (English Lead)	January 2023	February 2023	2025

1. Rationale

English provides the narrative skills for problem solving, critical thinking, analysis and self-awareness, crucial for all aspects of personal growth and development into adulthood. Reading enables children both to acquire knowledge and to build on what they already know and is an essential tool when communicating with others. Literature has a high profile in Shefford Lower School in developing children culturally, emotionally, intellectually, socially and spiritually.

2. This policy should be read in conjunction with the:

- a. Handwriting Policy (under review);
- b. Learning and Teaching Policy;
- c. Assessment and Reporting Policy;
- d. Feedback Policy;
- e. Early Years Policy;
- f. Special Educational Needs and Disabilities (SEND) Information Report.
- g. Equalities Statement

3. Aims

- a. At Shefford Lower School, we aim for children of all abilities to:
 - i. Be supported and encouraged to make rapid, sustained progress in reading, writing and oracy from their starting points;
 - ii. Read widely and often, both for pleasure and information;
 - iii. Read a range of texts and genres confidently and accurately with fluency and understanding;
 - iv. Employ a full range of reading cues, including phonic, graphic, syntactic and contextual. However, in the early teaching of reading, phonics and blending are taught as the primary means of decoding words;
 - v. Foster an interest in words and their meanings including etymology;
 - vi. Have access to a wide range of literature from diverse cultures;
 - vii. Become familiar with significant authors and illustrators, and form opinions about their work;
 - viii. Develop their reading skills in tandem with writing so that their written work is enriched;
 - ix. Communicate their ideas and emotions to others through writing;
 - x. Organise and structure their writing to record their learning clearly;
 - xi. Write with confidence and independence;
 - xii. Write clearly, accurately and coherently, adapting their language and style in a range of contexts and for a range of purposes and audiences;
 - xiii. Plan, revise, edit and evaluate their writing;
 - xiv. Accurately spell words using their knowledge of phonics (sounds and letters), morphology (word structure) and orthography (spelling structure);
 - xv. Explore a range of rich and high quality literature based on their learning within all subject areas;
 - xvi. Write grammatically correct sentences using a range of punctuation correctly;
 - xvii. Write neatly in a fluent and legible joined-up style.
 - xviii. Foster interest and enjoyment in the subject

4. Our Vision

- a. Children will be able to read fluently and with confidence, in any subject in their lifelong learning. Children will develop a love of reading and enjoy a range of literature. In writing, children will be able to write clearly and coherently for a range

of purposes. Children are given opportunities to progress their speaking and listening skills through drama lessons in every stage of their schooling at Shefford Lower School. They are taught to respond effectively to targets in English and be in pursuit of excellence to achieve their potential. Opportunities for children to be ready for their next stage of learning are planned for, and independence in their learning encouraged.

5. Learning and Teaching

- a. The learning and teaching of reading and writing takes place both discretely and throughout all areas of the Early Years Foundation Stage Curriculum and National Curriculum. It takes place with children working individually, in groups with an adult and as a whole class. Opportunities for teaching vocabulary, grammar and punctuation are planned for and arise naturally within whole class shared stories and texts. Class teachers regularly read aloud a range of stories and texts to the class, allowing children to comment on and make sense of the events and experiences within the text.
- b. Opportunities to develop oracy are prevalent throughout the curriculum, with a high emphasis in early years. Drama opportunities are crucial component of learning in English at Shefford Lower School as part of a shared experience.

6. Leadership

- a. Regular opportunities for moderation of judgements are supported in school and across schools for all age groups to ensure consistency of age related judgements. Staff participate in cross-school moderation activities. Each year group collaboratively assess and moderate work to ensure consistency and gather evidence on a regular basis. Staff are trained to assess progress and attainment in writing, reading, oracy, grammar, punctuation, and spelling. Middle leaders work with year teams and staff to ensure progress is monitored regularly to inform planning for individuals and groups of all learners. Leaders plan a robust cycle of monitoring and evaluation for this subject area to ensure consistently high standards in provision and learning. The quality first teaching at Shefford Lower School is underpinned by the effective and continuous development of trained professionals working together.

7. Assessment and Recording

- a. Parents/Carers are informed of individual progress during twice yearly consultation meetings.
- b. The schools' internal tracking system supports progress and attainment measure when children enter in Early Years Foundation Stage to when they leave.
- c. Staff, children and parents/carers collaborate through maintained reading record books.
- d. Before moving on to the next colour band, teachers assess children for accuracy and understanding.
- e. Ongoing, focused reading assessment takes place during individual/guided reading sessions.
- f. The National Curriculum forms the initial basis of all assessment.
- g. Regular reviews of learning, written by children with adults' input are issued to parents/carers termly through 'writing progress' and 'Mind the gap' assessments which enable children to receive instant feedback and move their learning forward.
- h. Children have regular opportunities to plan, edit and review their work as a result of live feedback within lessons.
- i. Progress towards aspirational targets monitored closely in partnership with parents/carers
- j. Children's development in phonics is assessed regularly.

8. Individual Needs

- a. Children's individual needs are ascertained through a range of assessment techniques to ensure appropriate support or challenge at all levels.
- b. Personalised approaches to learning allow staff to target teaching approaches for specific needs. Some children may need structure and adult intervention, beyond the usual provision, to help them learn. Parents/carers will always be informed of supportive provisions made for their child alongside guidance.
- c. Children who progress rapidly through the reading scheme may choose their own material. Teachers carefully monitor this and the children are encouraged to choose challenging and demanding texts, of all genres. Non-fiction reading material is also available. Staff designate time to support children reading at a higher level through high-quality dialogue, ensuring questions and tasks are challenging.
- d. Able writers are challenged at greater depth within their year group curriculum. Children writing at greater depth are challenged to demonstrate understanding of their reading by using characteristics of it in their own written work.
- e. 1:1/Group Tuition is made available for some children, including those who are eligible for Pupil Premium. There are opportunities during and outside the school day time. This is planned by staff in school.

9. Partnership with Parents/carers

- a. When a child reads to a member of staff or parent helper it will be recorded in the child's reading record. This book is used as a liaison between parent and teacher. The school has an expectation that parents/carers will read with their child and share books/other texts at home daily. Teachers will gladly meet with parents/carers to discuss how best they can support their child when reading at home. Information/key questions are made available and children may receive letter sound/tricky word cards or probe sheets to support work at home.
- b. Spellings are shared weekly to support parents/carers when working with their children at home. These include weekly word lists, tricky words and a range of word/sentence-based activities to support children in their understanding and application of the spelling rule/pattern.
- c. Parents/carers are encouraged to write comments in the writing progress book to support the school in celebrating their child's effort.
- d. In addition, a half termly 'Mind the gap' lesson is carried out in KS1/KS2 where an independent piece of writing is assessed according to the objectives being worked on in class that half term. Children are given feedback to enable them to move their learning forward.
- e. Parents/carers are signposted to the school website where support is available e.g homework help, useful websites.
- f. Regular workshops are held each year to support parents/carers, e.g Phonics Workshops.
- g. Parents/carers who help in the classroom are given guidance about how best to support children when reading in school through volunteer induction meetings.

10. Evaluation

- a. The implementation of this policy will be monitored by the English Leader who will evaluate developments in this area and identify any action points on the school improvement plan. The policy will be reviewed once every three years by staff and governors, and is annually checked for accuracy by the subject leader.

