

East Somerset Federation



Bruton
Primary School



Upton Noble
C of E VC Primary School

English Policy

Approved by the Governing Body of
The East Somerset Federation

Signed:

A handwritten signature in black ink that reads "Susan Spise".

Date: September 2023

Date for Review: September 2025

English Intent:

English has an important place in education and in society. A high-quality education in English teaches 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 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.

Aims and Objectives

During English at East Somerset Federation, we aim:

- to provide high quality teaching, learning and outcomes for all of our pupils in all aspects of the English Curriculum
- to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word
- to develop children's love of literature through widespread reading for enjoyment.

The National Curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

(National Curriculum 2014)

Expectations

Spoken Language: Pupils are taught to speak clearly and convey ideas confidently using standard English. They learn to justify ideas with reasons; ask questions to check understanding; develop vocabulary and build knowledge; negotiate; evaluate and build on the ideas of others; and select the appropriate register for effective communication. They are taught to give well-structured descriptions and explanations and develop their understanding through speculating, hypothesising

and exploring ideas. This enables them to clarify their thinking as well as organise their ideas for writing.

Reading and Writing: Teachers develop pupils' reading and writing in all subjects to support their acquisition of knowledge. Pupils are taught to read fluently, understand extended prose (both fiction and non-fiction) and are encouraged to read for pleasure. Our schools do everything to promote wider reading. They provide library facilities and set high expectations for reading at home. Pupils develop the stamina and skills to write at length, with accurate spelling and punctuation. They are taught the correct use of grammar. They build on what they have been taught to expand the range of their writing and the variety of the grammar they use. The writing they do includes narratives, explanations, descriptions, comparisons, summaries and evaluations: such writing supports them in rehearsing, understanding and consolidating what they have heard or read.

Vocabulary Development: The acquisition and command of vocabulary is key to our pupils' learning and progress across the whole curriculum. Teachers therefore develop vocabulary actively, building systematically on pupils' current knowledge. They increase our pupils' stores of words in general. Simultaneously, they also make links between known and new vocabulary and discuss the shades of meaning in similar words. In this way, pupils expand the vocabulary choices that are available to them when they write. In addition, it is recognised that it is vital for pupils' comprehension that they understand the meanings of words they meet in their reading across all subjects and older pupils are taught the meaning of instruction verbs that they may meet in examination questions. Pupils are inducted into the language which defines each subject in its own right, such as accurate mathematical and scientific language.

Teaching and Learning

At East Somerset Federation we use a variety of teaching and learning styles in our English lessons to support our pupils' learning. Our principal aim is to develop pupils' knowledge, skills and understanding. We do this through a daily English lesson. Through a mixture of whole-class, group and independent learning, children are given opportunities to talk and collaborate thereby strengthening their literacy skills. As well as reading and writing, speaking and listening is a key focus for all teaching across the Federation. It is expected that pupils in all years will take part in activities to develop their speaking and listening skills, such as drama and role play, debating and presenting to an audience.

Through the sharing of high quality texts, our aim is that pupils will develop a love of reading, as well as acquiring the grammar and vocabulary they need to become confident, competent, independent writers. To assist in this, guided reading is taught daily.

Pupils are taught spelling rules and patterns in an age appropriate way and in conjunction with topic related vocabulary where possible. Incorrect grammar, punctuation and spelling is highlighted for pupils in accordance with the Federation's marking policy

The skills that pupils develop in English are linked to, and applied in, every subject of the curriculum. The pupils' skills in reading, writing, speaking and listening enable them to communicate and express themselves in all aspects of their work.

We enable all pupils to have access to the full range of activities involved in learning English. Trips are seen as an essential part of developing language skills. We also aim to involve the local community in as many areas of learning as we can. In addition, all children have opportunities to take an active speaking role at local events, including Christmas and Harvest services and end of year drama productions.

ICT is an important tool for the teaching and learning of English. Chromebooks and iPads are available in each school and children are able to access them regularly for a wide range of purposes, for example conducting research and producing typed work.

The Foundation Stage

In the Early Years Foundation Stage we teach Literacy through all areas of learning. We place particular emphasis on Communication and Language, which is a prime area, and expose children to a rich language environment. Subsequently, children develop their skills and confidence in the areas of: Listening and Attention, Understanding and Speaking.

Pupils learn the skills of blending and segmenting through the discrete daily teaching of Unlocking and Letters and Sounds phonics and they begin to read and write through linking sounds to letters. They are given access to a wide range of books (stories, poems and other written materials) to ignite their love of reading. In addition, phase one phonics is taught in 'The Treehouse Nursery' at Upton Noble and 'Community Kids' at Bruton with a focus on oral blending and sound discrimination.

Reception children are taught literacy, sometimes using the Talk for Writing approach. Lessons include guided group activities and continuous provision to develop literacy skills along with Characteristics of Effective Learning. In The Treehouse Nursery and in Community Kids, through storytelling and carefully planned continuous provision, children develop skills in communication and language, literacy and early mark making.

Development Matter statements support planning and enable progress to be measured towards the 17 Early Learning Goals as specified in the statutory EYFS curriculum.

Assessment

Throughout the academic year, regular assessments take place to monitor how individual pupils are progressing against expectations. These inform discussions between the class teacher and senior leaders at pupil progress meetings.

Written and/or verbal feedback is given to help guide pupil progress. Older pupils are encouraged to be reflective and make judgements about how they can improve their own work. Further details can be found in the school's marking policy.

Pupils are given a baseline assessment in their first year of school. They then undertake national tests at the end of Year 2 and Year 6. Pupils in Year 1 also undertake the national phonics test. Teachers also make annual assessments of pupils' progress based on the expectations for each year group set down in the Primary National Curriculum Framework.

Moderation of English takes place at a Federation level and with other local primary schools in the Somerset Literacy Network to ensure consistency.

Inclusion

At our schools we teach English to all children whatever their ability and individual needs. English forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our English teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents and those learning English as an additional language.

Assessment allows us to consider each child's attainment and progress against the expected level for their age. This ensures that our teaching is matched to the child's needs. When a child's progress falls significantly outside the expected range we look at a range of factors – whether the child has special educational needs, classroom organisation, teaching materials, teaching style and differentiation – so that we can take some additional or different action to enable the child to learn more effectively.

Resources

There is a range of resources to support the teaching of English across the school. All classrooms have dictionaries and a variety of age-appropriate resources such as thesauruses, word banks and writing frames. All classrooms have a selection of fiction and non-fiction texts. Children have access to the internet. Each school has

access to iPads and chromebooks which are shared between the classrooms. The library contains a range of books to support children's individual research.

Celebration

All writing is celebrated by displaying on the walls around the school community and school websites. Writers of the week are also chosen for outstanding contributions to writing. These are celebrated in assemblies, on weekly planners and newsletters. All children are given the opportunity to publish their best work in a writing book which follows them through the school, showing their progress and achievements.

Monitoring and Review

The monitoring of standards of work and the quality of English teaching is the responsibility of the English subject leader. The work of the subject leaders is significant in raising standards and this involves supporting colleagues in their teaching, being informed about current developments in their subject, and providing a strategic lead and direction in English. Where possible, subject leaders have specially allocated time for carrying out the vital tasks of reviewing samples of work and visiting classes to observe teaching.

This policy will be reviewed biennially.