



# *Broad Oak Primary School*

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**English Policy**

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**POLICY**



INVESTOR IN PEOPLE

## **Mission Statement**

Broad Oak Primary School and Broad Oak Care Club together are dedicated to celebrating the success of individuals and groups where they are empowered to exceed their own expectations and to make a valuable contribution to their society.

Through a caring, safe, supportive, and challenging ethos, we pride ourselves in delivering an excellent quality of education, where mutual respect and opportunity for all are combined with the values of community life.

## **Aims**

This policy aims to ensure that all children at Broad Oak Primary School are offered a curriculum in language and literature including opportunities to interrelate the requirements of English within a broad and balanced curriculum which includes application of English across the curriculum with opportunities to consolidate and reinforce taught literacy skills.

By the age of 11 we aim for a child to be able to:

- Take pleasure in all aspects of Literacy;
- Read and write with confidence, fluency and understanding, developing a range of independent strategies to self-monitor and correct;
- Develop the powers of imagination, inventiveness and critical awareness;
- Have an interest in books and read for enjoyment;
- Have an interest in words and their meanings allowing them to develop a growing vocabulary in spoken and written forms;
- Understand a range of text types and genres allowing them to write in a variety of styles and forms appropriate to the situation;
- Have a suitable technical vocabulary to articulate their responses.

## **Statutory requirements**

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Document (2014) and in the New EYFS framework (Sept 21).

In the Early Years Foundation stage (Reception) children are given opportunities to:

- Link sounds and letters to begin to read and write, using the RWInc scheme of work and through the wider curriculum,
- Access a wide range of reading materials to ignite their interest,
- Become immersed in an environment rich in print.

**At Key Stage One (Years 1 and 2)** children learn to speak confidently and listen to what others have to say. They continue to read and write independently and with enthusiasm. They have opportunities to use language to explore their own experiences and imaginary worlds.

**At Key Stage Two (Years 3 – 6)** children learn to change the way they speak and write to suit different purposes and audiences. They read a range of texts and respond to different layers of meaning in them. They have the opportunity to explore the use of language in literary and non-literary texts and learn how the structure of language works.

## **Subject Organisation**

The English curriculum at Broad Oak Primary School is delivered using the National Curriculum English Document (2014). Early language in EYFS is guided by the new areas of learning development to ensure continuity and progression from EYFS through to the National Curriculum.

Using the English curriculum teachers throughout School will follow the units set out for their year group every year.

Units are generally planned over a three week period using the model provided by Lancashire consultants and include 3 distinct phases – reading, gathering content and writing. These phases allow the children to thoroughly explore the text type and its features before practising aspects of writing and then writing more independently to produce their own version of the text type.

## **Approaches to Speaking and Listening**

The School aims to help children:

- Understand and produce a simple and an elaborate language;
- Use speech for a variety of purposes e.g. describing events, expressing opinions, articulating feelings and investigation;
- To use language to aid social and emotional development;
- Use Standard English, vocabulary and grammar;
- Use language for enjoyment;
- Listen carefully and respond to what is said.

The four Strands of Speaking and Listening: Speaking; Listening; Group Discussion and Interaction permeate the whole curriculum. Interactive teaching strategies are used to engage all pupils in order to raise reading and writing standards. Children are encouraged to develop effective communication skills in readiness for later life.

## Approaches to Reading

The School aims to:

- Encourage a love of reading by making it a successful and enjoyable experience;
- Produce effective readers;
- Provide a wide and stimulating variety of texts;
- Build up a sound base of reading strategies using phonic awareness;
- Develop initial and advanced reading skills;

Reading is an important part of the English curriculum in our School. Home reading books are organised on a banding system (all KS 1 and EYFS have phonetically decodable reading books matched to their phonics level) ensuring the children read books appropriate to their level (the children's reading should be 99% accurate in these books). These books will be provided and sent home on a daily basis for parents to read with their children. Reading resources will provide enriching vocabulary, correct grammatical structure and interesting content.

Each parent is given the opportunity to liaise with teachers through reading record books which record when the children have been listened to in School by a member of staff or a volunteer, and at home, and any issues or positives there may be. Children who have moved on from the reading scheme have access to the class book selection and School Library or they can bring a book to read from home.

Children in our School are encouraged to read widely and our School Library offers the children the opportunity for wider reading through the borrowing of a variety of books. The children have weekly access to the School Library which offers a wide variety of texts to capture interest. They also have access to listening to a range of texts through their class novel which the teacher reads to them daily.

Shared reading taking place within English lessons will provide enriching experiences through more challenging texts. Teachers will also share stories with the class displaying an enthusiasm for reading and setting a positive example as a reader.

Phonics is taught daily in Early Years Foundation Stage and Key Stage One following the framework of 'Read Write Inc'. This will involve a daily session of planned systematic phonics' delivery, with a wide opportunity for application of skills through the environment and other lessons.

As part of the Literacy curriculum each child across School will take part in at least three guided reading session each week outside of the English lesson which will be led by the class teacher, allowing the children to develop their reading and comprehension skills. Following their Guided Reading session the children are allocated an activity to complete in their reading journals which supports the learning objective. This is assessed against Lancashire's LAPS guidelines for reading allowing teachers to make accurate judgments regarding a child's progression and attainment.

## Approaches to Writing

The School aims to:

- Give Writing a purpose and make it an enjoyable experience by presenting a wide variety of writing opportunities;
- Develop the children's confidence as young writers;
- Help children see writing as an important means of communication;
- Develop Writing by positive teaching of skills and encouragement;
- Give each child the opportunity to write in a variety of genres and for a variety of audiences.

Classroom writing situations should emphasise to the children the purpose of Writing and give the children the opportunity to write in a variety of genres and for different purposes and audiences.

Shared and modelled Writing, taking place within English lessons, allows the teacher to demonstrate good writing practice to the children while using their ideas. Teachers must ensure that the writing demonstrated shows high expectations and covers the grammatical and genre features they would expect to see in the children's writing including across the ability groups.

Children are expected to write daily in a range of forms. Throughout the Reading Phases this may be responses to a text, filling in text feature grids or short writing tasks such as writing as a character. In the gathering content phases the children are writing with the purpose of practicing new skills learnt appropriate to the text type they are learning about. Throughout all phases children are given short writing tasks. As part of writing assessment the children are regularly assessed using short writing opportunities, and an extended write completed independently at the end of a unit of work which is assessed using the Lancashire LAPs for writing.

In the new English curriculum grammar and spelling now plays a key role in the children's writing. To support our children's grammar and spelling progression and attainment the teachers integrate time to practicing these skills within their English lessons (grammar warm up sessions at beginning of each English lesson). There is also the opportunity for the children to put these skills into practice during Basic Skills lessons where the children will practice the application of skills. Years 1-6 also have a weekly SPAG test.

Teachers take the skills for their year group from the National Curriculum to ensure progression throughout the year groups.

## **Cross-curricular English Opportunities**

Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practice and apply the skills, knowledge and understanding acquired through literacy lessons to other areas of the curriculum.

## **The Use of ICT**

Opportunities to use ICT to support teaching and learning in English will be planned for and used as appropriate ensuring the activity has a strong English base.

## **Assessment and Target Setting**

Teachers will be set annual targets for their children's progression and attainment as part of their performance management. Pupil progress meetings will be held termly and assessments against the national criteria will be made at the end of each term (December, March and July).

The statutory tests will be taken at the end of Key Stage 1 and 2 and in EYFS assessments are carried out in September and July to monitor progress made.

At the end of Year 1 the children sit the Phonics Screening Test and those who do not pass re-sit it at the end of Year 2.

Assessment is a critical part of teachers' planning and work will be assessed in line with the Assessment Policy.

- We complete regular writing assessments to track the children's progress. These are assessed using Lancashire's LAPS allowing teachers to make accurate judgments.
- Teachers mark all writing in line with the Marking Policy.
- Teacher assessments in Reading and Writing are made using the Lancashire LAPS
- Phonics assessments are carried out half termly using the RWInc Assessment sheet and this information is recorded using the RWInc Tracker to track progress through the phonics phases.

## **Intervention Programmes**

Intervention programmes are implemented to support children where appropriate and for children identified by the class teacher and the SLT during Pupil Progress Meetings. These may include IDLS, Talk boost and additional 1:1 reading and tutoring. They may however be planned specifically to a group's needs using assessments from the teacher.

## **Equal Opportunities**

All children are provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

## **Conclusion**

This policy also needs to be in line with other School Policies and therefore should be read in conjunction with the following School Policies:

- Teaching and Learning Policy
- Assessment and Record Keeping
- Feedback and Marking policy
- Special Educational Needs Policy

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## **Policy reviews**

We are aware of the need to review our school's policies regularly so that we can take account of: new initiatives, changes in the curriculum, developments in technology etc.

This policy was reviewed in November 2023.

To be reviewed as required.

Signed by:

Member of staff responsible for this policy

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Chair of Governors

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