



# English Policy

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Date of next review	September 2024
Headteacher	<i>R Swaby</i>
Chair of Governors	<i>J Goodwin</i>

## **Curriculum Intent Statement:**

### ***‘A Family Committed to Making a Difference’***

At Friezland Primary School we aim to develop well-rounded, resilient individuals who demonstrate mutual respect and tolerance and who have a positive impact on their community and the wider world. Our Curriculum is designed with this in mind. We aim to encourage a life-long love of learning and develop skills for life through the delivery of exciting, challenging and stimulating experiences within and beyond the classroom.

At Friezland, we understand that literacy and communication are key life skills and that literacy is at the heart of all children’s learning. We want our children to leave primary school as confident and skilled readers, writers, listeners and communicators. Emphasis on this starts in Reception and continues right the way through to Year 6.

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.

## **Teaching & Learning**

### **Speaking & Listening:**

Teachers provide many opportunities throughout the curriculum for pupils to develop their speaking and listening skills, including, but not limited to: drama activities (such as hot seating, interviews, conscience alley); show and tell; collaborative learning and group tasks; debating; verbal reasoning in Maths; presentations; Talk for Writing strategies and guided reading sessions. Teachers read well-chosen class books and texts to ensure children are exposed to rich vocabulary and syntax, themes and settings. Having adults as reading role models provides further opportunities to develop not only speaking and listening skills, but also comprehension and inference skills.

### **Reading:**

A love of reading is encouraged and promoted throughout the school: every day, during FRED (Friezland Reading Every Day) time, children are able to enjoy reading independently or to hear stories. Each classroom has a reading area stocked with a whole range of fiction and non-fiction texts, which children can access throughout the day or borrow to take home. There is a real emphasis on the children being exposed to good quality texts from an early age. A love of reading is also fostered in activities and events such as World Book Day, author and book bus visits and regular ‘buddy reading’ sessions, when older pupils read with younger children.

A home reading scheme is in place for pupils in Reception, Key Stage One and lower Key Stage Two (for some pupils) currently including the following schemes: Oxford Reading Tree, Big Cat and Project X. The schemes are audited annually to ensure they are relevant and fit for purpose. Reading records are used as a home-school communication tool to track children's reading and support their progress. Pupils read their reading scheme books to an adult on a weekly basis and are encouraged to make their own choice of book from within the band (which includes fiction, non-fiction or poetry).

When children progress from the reading scheme and become 'free readers', parents will be informed via a letter. They will continue to be encouraged to choose from a wide variety of books including non-fiction texts, poetry and short novels.

In the early stages of reading, we teach children to decode words using phonic skills as their main approach, alongside which we teach sight vocabulary. Through Reception and Key Stage 1, children develop their decoding skills for reading and writing during daily phonics sessions based on the Essential Letters and Sounds program. We also link handwriting practice and weekly spellings to our phonics focus.

Reading comprehension skills are taught through a mixture of individual, group and shared reading sessions, starting in Reception. Strategies such as predicting, summarising and inferring are taught discretely and, as their proficiency develops, children are provided with opportunities to apply their reading skills across the text-rich curriculum, in R.E., History and Science, for example. Reading interventions such as Reading Detectives, Words First and Digismart are amongst the well-chosen tools we use for providing targeted support for children who need it.

#### Writing:

At Friezland, we understand that children need a clear purpose and audience for their writing, and must be provided with inspiring and exciting stimuli. Therefore, we select high-quality texts, plan real-life experiences and provide a range of engaging 'hooks' including, and not limited to: visits and visitors, drama workshops, stories, films and images to inspire children's writing. Teachers use Talk for Writing strategies and modelling to teach writing, gradually building towards children writing independently. Vocabulary is developed through the specific teaching of new words using the Word Aware strategy and children are encouraged to use new vocabulary to improve their writing. Spelling, Punctuation and Grammar are taught both discretely and woven through lessons in other subjects, and children are taught to apply their SPaG knowledge to all their writing.

At Friezland, pupils are taught to evaluate their own and others' writing and revise their work (Make A Difference – MAD) in response to feedback. We provide opportunities to publish their writing for an audience including for displays, writing competitions, performances and presentations. We want our pupils to find their voice as an author and understand how to write for a reader.

In Reception, the early teaching of writing develops correct letter formation and pencil grip. As they progress through the Foundation Stage and Key Stage One, children will practise handwriting to develop fluency and stamina. Handwriting pens are introduced in Key Stage Two once children have developed a fluent handwriting style.

### **Assessment**

Pupils' writing is assessed on a formative basis through feedback and marking, and teachers use writing from a range of curriculum areas (not only English) to inform their summative judgements. Teachers regularly record pupils' progress in Writing and Reading against end of year objectives outlined in the national curriculum. From Year 2 to Year 6, Termly NFER assessments in Spelling, SPaG and Reading are used to support teacher assessments. Weekly spelling tests and pupils' handwriting books are also used as evidence to support judgements. Termly staff meetings enable teachers to moderate writing across all year groups and teachers also attend moderation sessions with colleagues across the borough, throughout the year, to ensure judgements are accurate. At Friezland, we also take part in the Comparative Judgement cycle, through Assessing Primary Writing, which enables our children's writing to be moderated against tens of thousands of children nationally and is an additional tool for teachers to use in securing their judgements of our pupils' writing.

### **Equal Opportunities**

Provision is made for all pupils regardless of ability, disability, special Educational need, medical condition, gender, faith or ethnicity and reasonable adjustments are made in a range of ways. All children have a right to be treated equally and the school will take measures against those who do not abide by this ethos.

### **Monitoring & Evaluating**

Policy and practice is monitored and evaluated on a regular basis in accordance with the school development planning cycle. The provision will be monitored by the subject co-ordinator in conjunction with the Headteacher and Governing Board. Monitoring may take the form of lesson observations, data analysis, planning or 'book looks' and pupil voice. Feedback will be given to all staff along with recommendations to inform future policy, planning and practice. Professional development of the co-ordinator will be maintained to ensure that new initiatives and curriculum updates are fed back to staff and incorporated into regular practice.

### **Data Protection Statement**

The procedures and practice created by this policy have been reviewed in the light of our Data Protection Policy. All data will be handled in accordance with the school's Data Protection Policy.

<b>Data Audit for the English Policy</b>					
<b>What?</b>	<b>Probable Content</b>	<b>Why?</b>	<b>Who?</b>	<b>Where?</b>	<b>When?</b>
Pupil assessment data	Name D.O.B. Teacher Assessment data	Monitor a child's progress and identify next steps Well-Being of Your Child	All Staff (as necessary)	Staff electronic records Data is deleted / shredded as necessary	Held on File throughout a child's time at school Key data is passed onto a new School when moving on

					Some data is archived until the child is 25 (e.g. SEND pupil)
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As such, our assessment is that this policy:

Has Few / No Data Compliance Requirements	Has A Moderate Level of Data Compliance Requirements	Has a High Level of Data Compliance Requirements
	✓	

This policy will be reviewed every three years or sooner if legislation / school assessment systems change.