

English Policy 2022

Intent Statement

John Hampden Primary School (JHS) uses 'The national curriculum in England: English programmes of study: Key Stages 1 and 2' (updated 2020) and 'The early years foundation stage statutory framework' (2021) as a basis for planning and teaching and to fulfil the government's statutory requirements.

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 to learn; they should be able to elaborate and explain clearly their understanding and ideas.
- Are competent in the art of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

For the purposes of this policy where 'English' and 'English skills' are cited, this incorporates communication and language, phonics, reading, spelling, punctuation and grammar (SPAG), writing and handwriting.

As English is vital to accessing all areas of the curriculum we aim to ensure that at John Hampden Primary School we:

- Develop happy, healthy and curious learners who read confidently and fluently and seek to acquire knowledge independently.
- Help our pupils to develop a lifelong enjoyment of reading taking genuine pleasure from what they read.
- Give our children the reading skills they need to access all areas of the curriculum.
- Develop a love of writing, through purposeful, exciting and engaging stimuli.
- These allow children to learn key writing skills, develop their vocabulary and embed their spelling, punctuation and grammar.
- Children have the opportunity to write a wide genre of text types and are encouraged to plan, orally rehearse, write, reflect and improve their writing.

Implementation Statement

At JHS we use a variety of programmes such as 'Phonics Bug & Bug Club Independent' (an approved synthetic phonics programme and reading scheme for all children in the EYFS and Key Stage 1, including children still requiring phonics support throughout the rest of the school). We follow the Jane Considine Spelling Book System from Key Stage 1 upwards. In addition to this we use elements of 'Talk for Writing', 'Teaching Booth' resources for whole class reading in Key Stage Two, and elements of 'The Write Stuff'.

In order to provide inspiration and support for the development of their English skills.

We aim to raise the achievement of all children by ensuring a sound understanding of key objectives by:

- We teach English skills through a whole class approach to ensure that all children are supported and have the same learning opportunities.
- Providing effective differentiation of tasks and appropriate levels of support (and additional support/provision) for all abilities.
- Variety of reading opportunities such as individual reading, partner reading where children are supported by their reading buddy, group or guided reading, whole class reading for pleasure, story time where adults share quality texts with their class and opportunities for formal comprehension.
- Offering programmes such as 'Colourful Semantics' and 'Project X Code', for children with additional needs.
- Fostering and developing a range of strategies to communicate effectively in speech, reading and writing.
- Giving children a range of opportunities for challenge in English enabling the development of confident, competent, and literate children.
- At the end of a taught unit children are encouraged to publish their own piece of extended writing which is displayed on a writing wall in each classroom.

Monitoring:

- We adhere to all statutory testing and children are assessed in their English skills through the EYFS Profile at the end of Reception, Phonics Screening at the end of Year 1, SATs at the end of Key Stage 1 and Key Stage 2.
- Reading provision and its impact on learners is evaluated and reviewed in the Autumn, Spring and Summer terms (except for Year 2 and Year 6 who assess through using the end of Key Stage Statutory Assessment in the Summer term), through summative assessments using 'Rising Stars PIRA' tests for each year group from Year 1.
- Writing skills are assessed at the same three points during the year.
- The English curriculum is monitored by the English coordinators through learning walks/lesson observations, scrutiny of planning and children's work, staff meetings and discussions with children.
- Phonics and reading are assessed through a range of formative checks such as, reading with adults, Phonics Tracker, Bug Club Assessments, regular phonics screening practices, other tools used to assess reading skills include Salford reading tests.
- The CPD needs of the staff, including the English coordinators and teaching assistants, are regularly reviewed, and planned as appropriate. Staff attending CPD are given opportunities to cascade key messages.

Impact Statement:

Our pupils will have developed an enthusiasm and love for English. Their confidence will increase across a range of literacy skills and their self-esteem will improve.

The policy is intrinsically linked with and is informed by other school policies, including:

- Progression Maps
- Assessment Policy
- Early Years Policy
- Special Educational Needs Policy
- Equalities & Diversity Policy
- Homework Policy

Summer 2022