



Headteacher: Mr L Smith
Coton-in-the-Elms C of E Primary School

English Policy

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Reviewed by: Mrs J Smith

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Telephone 01283 761361

Elmslea Avenue, Coton-in-the-Elms, Swadlincote, Derbyshire DE12 8HE

Email: schooloffice@coton-in-the-elms.derbyshire.sch.uk

Website: www.coton-in-the-elms.derbyshire.sch.uk





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INTENT

1. Introduction

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their 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

2. Ethos & Aims

At Coton in the Elms Primary School we follow the National Curriculum's Purpose of Study and believe that English has a pre-eminent place in education and in society. A high-quality education in English will teach 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, especially, 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; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.



IMPLEMENTATION

3. How is it Taught?

Phonics

In EYFS and KS1 all children are taught phonics on a daily basis. The children are in differentiated groups and the lessons are pitched to meet their academic needs. The groups are reassessed half termly and groups are reorganised to help support progression.

We follow Letters and Sounds to teach phonics and all members of staff have received training from the English lead to ensure consistency with the teaching and expectations.

Writing

All children in Coton in the Elms Primary School have the opportunity to write every day. This does include cross-curricular writing.

In EYFS the teachers model high standards of basic writing daily and the children have structured opportunities to write, as well as daily opportunities to write during their exploring time. The teaching follows the expectations from Development Matters.

In KS1 the teachers build upon the knowledge from EYFS and implement the National Curriculum expectations for Year 1 and Year 2. There are daily opportunities to write and the teachers model the age related expectations. The teachers use a Talk for Write approach appropriate to writing when it is appropriate and the writing journey is promoted in each block of work.

In KS2 the teachers build upon the knowledge from KS1 and implement the National Curriculum expectations for KS2. There are daily opportunities to write and the teachers model the age related expectations. The teachers plan for and implement a writing journey in each block of work.

All year groups are exposed to a wealth of genres and are taught the age related SPaG within the English lessons, or where appropriate in a discrete separate SPaG lesson.

Spellings are learnt as a Home Work activity and are tested weekly. At Coton in the Elms Primary School we have followed a scheme to support the planning and teaching of spelling.

Reading

At Coton in the Elms Primary School we endeavour for all children to develop a love of reading. We promote reading in a variety of different ways in the school and read with/at the children whenever possible.

To support the teaching of reading we build upon the children's knowledge of phonics and teach the different areas of comprehension. This happens in discrete lessons during the week and one area of comprehension is taught each half term. From September 2020 we will be following VIPERS to support our teaching and learning of reading.



In KS1 each child is heard to read at least once a week by a member of staff and books are sent home for children to continue to learn to read at home.

In KS2 the children use a Guided Reading structure to promote reading. This happens three times a week and whenever possible children are heard to read individually as well. KS2 children also have levelled books to take home and continue to read with an adult or independently.

All children have access to a range of books in school, as well as the school library. The books are levelled for the children, so they are able to choose books of their own choice and at the correct pitch.

4. Planning & Progression

To ensure whole school consistency in English we follow the National Curriculum expectations to plan for progression. Each class teaches the objectives from the curriculum according to the year group being taught.

Phonics is planned for and follows the progression of Letters and Sounds and is predominately focused on the Phases 2-6.

For Guided Reading Coton in the Elms Primary School has purchased a Scholastic scheme of books and leaflets. This scheme has all the planning done and is progressive through the levels.

In spelling we use an Online Scheme, which is linked to the National Curriculum and is planned and set for each year group.

5. Support for SEND Pupils & Inclusion

At Coton in the Elms Primary School, we teach English to all children. English forms part of the school curriculum policy to provide a broad and balanced education to every child. Through our English teaching, we provide learning opportunities that enable 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, and we take all reasonable steps to achieve this.

6. Cross Curricular Links

At Coton in the Elms Primary School we teach a rich and purposeful curriculum. We have a thematic approach to our planning and endeavour to link the National Curriculum objectives wherever possible.

The teachers use the opportunities of the thematic planning to embed the skills the children acquire during the skills lessons.



IMPACT

7. Assessment & Recording

At Coton in the Elms Primary School we assess the children's learning throughout the lesson, as part of our formative assessment. Any misconceptions will be addressed and supported in the lesson. This is proven to have the highest impacted on the outcomes for the children.

For our summative assessment we use ALPs and this is regularly updated to ensure the children are achieving the National Expectation for Computing. See the Assessment Policy for overview.

8. Monitoring

Learning walks

The English Lead will monitor the teaching of English by conducting learning walks to assess the children's knowledge and understanding during the lessons.

Work sampling

The English Lead will take a sample of work from each class, showing a range of abilities. The English lead will look at these samples and show evidence of progression from each year group.

Book Look

The English Lead will look at the children's books and make sure that there is:

- Evidence of ample amount of writing
- High expectations are being taught to all children
- High expectations of presentation
- Evidence of cross-curricular writing
- The children are accessing age appropriate texts/objectives/genres

Pupil Conferences

The children are the voice of Coton – in – the – Elms Primary School and we value their views to their learning. The English Lead will conduct opportunities for the children to discuss their views on English, the teaching of English and our school vision of English.



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