



Parkside Community Foundation Primary School

ENGLISH POLICY

Intent

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.

Our school has a carefully planned curriculum that teaches (where appropriate) in a cross-curricular and meaningful way, enabling children to make links, make sense of what is learnt and commit their learning to long term memory. To enable this we use a range of aspects to ensure our English Curriculum is as strong and effective as possible.

Rationale

This policy reflects the school's values, philosophy and mission statement in relation to the teaching and learning of the English Language. It sets out a framework within which teaching and non-teaching staff can operate and it gives guidance on planning, teaching and assessment. The policy should be read in conjunction with the National Curriculum

Guidelines and the Primary National Strategy. These set out in detail the rationale for teaching each area of the English Language curriculum and specify the skills that will be developed for all pupils. This document has been prepared in consultation and discussion with all teaching staff at Parkside Community Foundation Primary School together with the Governing Body and Local Authority advisors.

Aims

- To develop pupils' abilities to communicate effectively in speech and language.
- To develop pupils' understanding of spoken and written language so that they become enthusiastic, responsive and knowledgeable speakers, readers and writers.
- To develop pupils' listening skills, essential to communicating effectively in a range of situations.
- To help pupils understand how language enables them to experience and appreciate their world and the realms of the imagination through all media.
- To help pupils understand the part language plays in enabling them to express their ideas, feelings and experiences, and those of others.
- To help pupils understand the function and importance of Standard English.

Objectives

These objectives are derived from the aims and should inform planning, teaching and assessment:

To develop effective speaking and listening pupils should be taught to:

- Use, with increasing confidence, the vocabulary and grammar of Standard English.
- Formulate, clarify and express their ideas.
- Express themselves in a variety of situations using language which is appropriate to their needs and the intended audience.
- Listen, understand and respond appropriately to others.

To develop as effective readers, pupils should be taught to:

- Extend and develop as readers throughout their time in school.

- Read for purpose and pleasure so that they enjoy reading a variety of texts and become enthusiastic, lifelong readers.
- Master their initial reading skills so that they become independent readers with the knowledge and experience of a wide range of reading strategies.
- Read a range of texts accurately, fluently and with understanding.
- Find out the information they need in order to research and answer the questions of others.
- Understand and respond to a wide range of books and media texts on paper and on screen.
- Understand the variety of written language, and the differences between fiction and non-fiction.
- Improve their abilities to read, analyse and evaluate a wide range of texts, including literature from other cultures and traditions.
- Develop higher order reading skills, enabling the use of inference and deduction.

To develop as effective writers, pupils should be taught to:

- Express themselves clearly and precisely for enjoyment.
- Use knowledge acquired from their range of reading texts to model their writing in the style of different authors and also in different genres.
- Demonstrate their understanding of how writing enables them to remember, communicate, organise and develop their ideas and information.
- Write for an increasing range of purposes, matching their language to the needs of the appropriate audience.
- Understand the appropriate use and purpose of an increasing range of written forms on paper and on screen.
- Develop ideas and communicate meaning to a reader, using a wide-ranging broad vocabulary and effective style.
- Write neatly with accurate spelling and expression.

Progression – Principles of Teaching, Learning and Progression

At Parkside Community Foundation Primary School we believe that every pupil is entitled to a broad, balanced and relevant curriculum that takes account of the requirements of the

National Curriculum and other guidance documents. We ensure all staff have an awareness of equal opportunities. We believe that the fundamental functions of language as a means of expressing feelings, establishing contact with others and bringing about desired responses, are crucial in underpinning life skills and all aspects of the curriculum.

We therefore believe that all aspects of language need to be developed in as many different ways as possible in order to help children achieve a confident, fluent and appropriate use of language.

Teaching and Learning is based on the children's and classes individual needs. Pupil provision is related to attainment, not age. It is important to remember that the National Curriculum in English is broad so it is necessary to practise and apply aspects of English through cross-curricular links with other national curriculum subjects.

Teaching Methods and Organisation

Approaches to Speaking and Listening:

The four strands of Speaking and Listening; Speaking, Listening and Responding, Group Discussion and Interaction, and Drama 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.

To ensure children develop as effective speakers and listeners so that they can:

- ❖ formulate, clarify and express ideas
- ❖ express themselves using language which is appropriate to their needs and the audience
- ❖ listen, understand and respond appropriately to others
- ❖ use the vocabulary and grammar of Standard English
- ❖ provide as many opportunities as possible for children to experience speaking and listening within a variety of different groupings, in different situations, and for different purposes within a wide variety of curriculum areas to enable them to become confident articulate speakers and sympathetic discerning listeners

At Parkside Community Foundation Primary School, we have adopted the NELI approach to Early Language Acquisition. Both the EYFS Lead, and Teaching Assistant are trained in this approach in order to support all pupils on entry to the Early Years Foundation Stage. Alongside this proven approach, pupils are screened on entry using, Language Link, so that early identification of pupils experiencing early language difficulty are identified and supported.

Approaches to Reading:

To ensure children develop as readers so that they can:

- ❖ use phonic knowledge to decode words, using Little Wandle Letters and Sounds guidance
- ❖ master initial reading skills to become independent in reading
- ❖ read a range of texts with understanding, fluency and accuracy
- ❖ research information they need to find in order to answer questions
- ❖ understand the variety of written language and the differences between fiction and non-fiction
- ❖ understand and respond to a range of texts
- ❖ improve their ability to analyse, evaluate and criticise texts
- ❖ become independent fluent readers with a range of strategies and skills and a knowledge of both the uses and enjoyment of reading through a wide variety of activities in many areas of the curriculum

Adopting Proven Approaches

Little Wandle Letters and Sounds Revised is a systematic and synthetic phonics programme which starts in the first two weeks in Reception, through to the end of Year 1. It ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell, as they move through the school. We model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson across the curriculum.

Through this programme, we ensure we have 'three reads a week' with every child, this focuses on Fluency, Prosody and Comprehension. During fluency lessons, we focus on

decoding the text with the children, concentrating on applying their phonic knowledge and developing fluency when reading the words. During prosody lessons, we give the children the opportunity to practise reading with appropriate meaning, stress and intonation. Fluency and prosody are taught before comprehension lessons so that the children can automatically apply their decoding skills to read with greater accuracy and fluency, enabling their working memory to be freed up. Comprehension lessons develop the children's independence to:



- Draw on knowledge of vocabulary to understand texts (Vocabulary)
- Make inferences from the text (Infer)
- Predict what might happen on the basis of what has been read so far (Predict)
- Identify/explain key aspects of fiction and non-fiction, such as characters, events, titles and information (Retrieve)
- Identify and explain the sequences of events in texts (Explain and Sequence)

Vipers Reading (Reading beyond Little Wandle Letters and Sounds)

Once our children are in Year 2 (and passed the Phonics Screening Check) we move on to using the Vipers approach to reading, alongside using our whole school Big Cat reading scheme (bands, turquoise – pearl). Vipers is an anagram to aid the recall of the 6 reading domains as part of an effective reading curriculum. They are the key areas which children need to know and understand in order to improve their comprehension of texts.



The 6 domains focus on the comprehension aspect of reading and not the mechanics:

Autumn	Spring and Summer
<p>Autumn 1 – All children complete Little Wandle following a brief placement assessment to check for gaps that have occurred over the summer. Children are placed in streamed groups which are taken by all Year 2 staff.</p> <p>Autumn 2 – Big Cat Phonics Assessments in conjunction with PSC scores used to assess if children are ready to move to Vipers.</p> <ul style="list-style-type: none"> • Significantly Below Children - in a streamed Little Wandle group plus receiving rapid catch up sessions • Below Children but able to access aspects of Year 2 curriculum will use VIPERS blended version (this will be children who didn't pass PSC in Year 1) • Age expected+ Children will be streamed into Vipers reading groups that are at (or 1- or 1+ their reading level if staffing ratios don't permit). 	<p>Continue assessing and regrouping children using Big Cat Phonics Assessments according to need and next steps.</p> <p><i>**If a child is 'stuck' at a level due to 90% accuracy/fluency requirement on an assessment, try them on the test above first and move them up if they are able to cope with this text. Alternatively if the above is too challenging they must be reassessed on the band before.</i></p>

decoding, fluency, prosody etc. As such, VIPERS is not a reading scheme but rather a method of ensuring that teachers ask, and children are familiar with, a range of questions. They allow the teacher to track the type of questions asked and the children's responses to these which allows for targeted questioning afterwards. Transitioning to Vipers in Year 2:

Approaches to Writing:

To develop children as writers so that they can:

- ❖ express themselves clearly, precisely and for enjoyment
- ❖ demonstrate understanding of how writing enables them to remember, communicate, organise and develop their ideas and information
- ❖ write for different purposes matching language to the audience
- ❖ understand the appropriate use and purpose of different written forms
- ❖ write neatly in a cursive style with accurate spelling and expression
- ❖ become independent spellers by using a variety of strategies to help them become consistently more aware of the typical spelling patterns to be found in the English language
- ❖ enable children to write with a fluent, quick and legible hand and to give them an awareness of the importance of presentation by using a whole school approach to handwriting

Adopted Schemes

Spelling Shed and LetterJoin handwriting, (see handwriting policy) have been adopted by the school to ensure a clear and concise programme is in place school wide for spellings and handwriting. The schemes are used in a progressive way and are succinctly followed by the teachers. Expectations handwriting and spelling is outlined in the Parkside curriculum to ensure there is strong consistency school wide.

Breadth and Balance

Teachers have a clear idea of the knowledge and skills to be taught in the four areas of speaking, listening, reading and writing, which incorporate composition, handwriting, spelling, punctuation and grammar. It should be noted that these four language modes are

inextricably interrelated and that a balance must be struck between them across Foundation Stage, Key Stage 1 and Key Stage 2.

A range of genres and texts are selected to ensure that children get a balance drawn from a variety of sources enabling cross-curricular links.

Variety

The English session will ensure that children will be engaged in a variety of activities appropriate to their specific needs. Child initiated activities, storytelling, talking about their own experiences and ideas, drama and improvisation provide a sound base at Foundation Stage and are developed throughout Key Stages 1 and 2.

Teaching and Learning styles incorporate direct instruction; group collaboration; paired work; practical activity; performance; individual research and investigation with other appropriate strategies all encouraging effective learning through language.

Such is the importance of language to effective learning that this variety will be encouraged across all subjects and aspects of the curriculum. A wide range of resources (big books; picture books; stories; sound and film clips; fairy tales; myths; legends; poetry; nursery rhymes; songs; non-fiction; magazines; comics; multicultural resources;) are used to help children discover and explore the rich variety of linguistic experience.

Relevance

Language is relevant to all aspects of learning. This relevance is enhanced by enabling children to explore and express their own experience (e.g. family, pets, favourite toys), explore appropriate texts (e.g. fairy tales, nursery rhymes, television programmes), and express their thoughts, feelings and responses to an increasing range of styles and forms.

Cross-Curricular Skills and Themes

Language pervades all aspects of our lives and culture. It is the driving force behind learning and across all aspects of the curriculum. The National Curriculum recognises the centrality of language by prefacing each subject's orders with the following statement:

“Use of Language: Pupils should be taught to express themselves clearly in both speech and writing and to develop their reading skills. They should be taught to use grammatically correct sentences in order to communicate effectively in written English”.

As a school, we recognise and identify the aspects of language and language use which occur and encourage effective learning across all studies, topics or subjects. Language makes a valuable contribution to cross-curricular elements in the development of key concepts, skills, values and attitudes.

Planning

Although all, or most of, the component parts of the language curriculum are inherent in many other areas, specific activities will be timetabled daily.

Long Term Planning:

The English National Curriculum, Primary Framework and other DfE documents are the basis for long term planning in speaking & listening, writing & reading.

Medium Term Planning:

Teachers will use the National Curriculum Scheme of Work as a basis for midterm planning. Teachers will ensure knowledge and skills are taught sequentially through a range of genres to for each year group. Midterm planning will be uploaded to staff planning folders at the start of each new term.

Short Term Planning:

Teachers will plan weekly using the guidance provided taking account of individual pupils needs and will upload this to their online class files before 8.30am Monday.

Foundation Stage:

English is taught within the Foundation Stage as part of the overall Foundation Stage Curriculum. Long term, medium term and short term planning is carried out in a very different way to that of Key Stage 1 and 2. The main assessment is taken from the Early

Years Foundations Stage. Literacy skills are encouraged, supported and taught continuously through the timetabled day as well as specific planning within the Communication, Language and Literacy subject area. Uses of the role-play, auditory and kinaesthetic methods are all used to support the teaching and learning of English within the Foundation Stage.

In the Foundation Stage all children have the opportunity to explore, develop and reinforce English skills in all areas of the classroom but, in particular, in the role-play, book, writing and listening areas.

Monitoring

All planning documents will be reviewed and monitored by the Head of School and Subject Leader. The subject leader will observe literacy lessons and English across the curriculum; Foundation Stage, Key Stage 1 and Key Stage 2.

Differentiation and Additional Educational Needs

The development of children's language necessitates a variety of differentiated texts and approaches across the four language modes (speaking, listening, reading and writing). Careful planning will ensure that these resources and approaches are appropriately matched to individual pupils, including the more able and those children with particular learning needs, across year groups.

Differentiated learning is planned by class teachers to meet the needs of individuals and groups within the class. A variety of groupings are used to affect learning according to the nature of the task. Teaching assistants support learning according to plans provided in advance by the teacher to enable preparation for the lesson. English Learning Intentions take account of IEP's. Learning is differentiated for EAL children according to their level of language acquisition; children are included within the class group, see EAL guidelines, to support accessing the full curriculum as quickly as possible.

Intervention Programmes

At Parkside Community Foundation Primary School we offer intervention programmes to aid the learning of children that may find some aspects more challenging. We have fully

embraced Little Wandle Letters and Sounds Revised across the school and use the SEND version of this as and when required to support individual pupils.

In Year 3 the children have access to the Sir Kit programme. The children are able to work in ability groups within classes to allow for the more able to be challenged and the less able to have the relevant input and support as needed. Some children have the opportunity to have small group work with an Intervention teaching assistant. These groups are assessed regularly and the children involved can be changed regularly to ensure they are accessing work that is relevant to their ability.

Equal Opportunities

Children of all ethnic and cultural groups, races, genders and abilities, have equal access to the English Curriculum. Positive images in terms of all groups are promoted throughout the school, both in the use of language and in the provision of resources.

Resources

Funding for English will be included within the school budget plan for each financial year.

Assessment, Recording and Reporting

Opportunities for teacher assessment will be identified in planning documents, together with opportunities for any pupil self-assessment. Assessment in English is continuous, to inform planning and diagnose strengths and weaknesses.

In speaking and listening this involves observing children using a variety of spoken language for different purposes.

In reading, this involves formal and informal observation and close monitoring of children's developing use of strategies and responses to texts. Summative assessment is gained through a midterm reading paper (SATs style) and reading age testing.

In writing, it involves effective marking which is positive, instructional and developmental. Feedback to children about their progress in English is through verbal comment, discussion

and the marking of work. (See Feedback Policy for further details) Three termly writing assessments also help monitor progress.

We recognise that assessment is ongoing and can be carried out in a variety of ways, including discussion and written evidence.

The Feedback Policy must be followed in conjunction with this policy. The importance of effective feedback is recognised as a key factor in promoting learning. Planning is annotated and kept in the class Planning File to reflect lesson assessments to inform subsequent short term plans. In speaking and listening children's use of spoken language for different purposes is assessed with verbal feedback provided.

In reading, children are assessed in their developing use of strategies when they are heard to read individually and in their responses to reading texts during group and whole class lessons.

In writing, feedback is provided during the writing process; work is marked to highlight success and give improvement prompts directly linked to the Learning Intention. Children must respond to these prompts as soon as possible after the lesson, making the improvements identified, as highlighted in the marking policy.

Summative Assessment is through:

- ✓ NC Tests - Annually in May for Year 6
- ✓ Verbal and Non-Verbal reasoning in Term 5 for Year 5
- ✓ Optional NC Tests/Teacher Assessment – Annually in May for Year 2.
- ✓ Phonics Screening – Term 6 for Year 1
- ✓ Collins reading fluency test in October and March for all children.
- ✓ Teacher assessment (according to level descriptors) for all year groups
- ✓ Agreement trialling of children's writing within year groups and across key stages
- ✓ Whole school assessments will be carried out, whereby work can be levelled by all staff in line with level descriptors and samples used as guidance in a school portfolio every two terms.

- ✓ Pupil Progress Grids and meetings.

Formative assessment is through:

- ✓ Daily marking of the children's work
- ✓ Discussion with the children
- ✓ Listening to the children
- ✓ Circle time activities
- ✓ Individual reading sessions
- ✓ Group guided reading sessions
- ✓ Whole class Inference reading sessions
- ✓ Evaluation of plans and lessons.

Cross-Curricular Literacy Opportunities

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

ICT

ICT should be used to aid and support teaching and learning wherever possible. This may be in the classroom or ICT suite. Children should be actively engaged in developing their English skills through their own use of ICT.

Health and Safety

Guidelines in the Health and Safety Policy will apply with regard to the use of ICT, all school based activities and out of school activities relating to English.

The Role of the Subject Leader

The subject leader will be responsible for improving the standards of teaching and learning in English through:

- ✚ Taking the lead in policy development and the production of schemes of work
- ✚ Auditing and supporting colleagues in their CPD
- ✚ Purchasing and organising resources

- ✚ Keeping up to date with developments in English and disseminating information to colleagues as appropriate
- ✚ Monitoring the delivery of the English Curriculum and advising the Head of School on any action needed
- ✚ Monitoring and evaluating pupil progress and the quality of the learning environment

Parental Involvement

Parental involvement in children’s language development is encouraged. As part of the school’s commitment to extending learning opportunities, parents are asked to hear their child read at home each evening and keep a record of this in the Home Reading Diary. Parents are asked to help in the learning of weekly spellings and other language homework set. Progress, assessment information and learning targets are shared with parents/ carers at termly consultation meetings to ensure they are fully informed and able to work in partnership in the interest of their child.

Review

This policy will be reviewed as appropriate in response to local or national initiatives, evaluation of monitoring procedures and as detailed in the school improvement plan. Regular reports are made to the governors on the progress of English provision.

Policy adopted by Governing Body 18/03/2025

To be reviewed March 2028

Signed by Executive Headteacher J. Williams

Signed by Chair of Governors M. Gibson