



ENGLISH POLICY 2023/2024

Aims: English is at the heart of learning and is fundamental to children's development. Achieving competency in the acquisition of spoken and written language empowers our children by providing the foundation for all future learning. We encourage **curiosity** and a love of literature, through a variety of **ambitious** and language rich texts.

Teaching approaches: English lessons are structured to develop **progressively** by revisiting, securing and developing skills. Teaching in KS1 and KS2 is more commonly whole class, using a shared text as a stimuli for a series of sequential lessons. These lessons are aimed at developing a key writing skill, whilst also carefully building in learning opportunities for reading, grammar, spelling and drama.

Differentiation and challenge: Children will be supported through: additional intervention, discrete modelling on a one:one basis, skilful questioning and smaller steps to ensure outcomes can be met. Children are encouraged to work **independently** to create their writing, demonstrating their flair of language through their sentence construction and vocabulary choices.

Growth Mindset: English skills are varied and require many growth mindset characteristics. We promote these alongside our teaching so that children are aware which mindset characteristics they are developing.

English Curriculum: We instil the core NC aims of Communication (Speaking and Listening), Reading and Writing guided in planning by the Gateshead Core Curriculum.

Inclusion and equal opportunities: All children can and will succeed in English. Our curriculum is fully **inclusive** and supports ranging needs and cultural diversity.

Intervention: Teachers follow a same-day intervention approach. Teaching assistants often carry out daily intervention programmes based on needs of the children. Our approach to intervention is reactive.

Planning in English: We follow the Gateshead Core curriculum (linked to the National Curriculum). Teachers plan weekly overviews, using a range of resources and publications that support their delivery. Teachers' planning is adapted according to the needs of the children on a day-to-day basis.

Teaching of Phonics/Spelling: We use a synthetic phonics programme, Read Write Inc (RWInc) where children are taught the grapheme-phoneme correspondences in a clearly defined, incremental sequence so that children can quickly learn to blend and segment words in order to read and spell. Once children have mastered these skills they move on to the spelling programme set out in the NC for each year group.

Teaching of Reading: It sets out in the NC the importance of reading and it divides reading skills into two dimensions

- Word reading/ decoding
- Comprehension

We recognise that both these elements are essential to success and we plan for both sets of skills through whole class guided reading and comprehension lessons. In EY children have daily story time and work towards some smaller guided discussions. In Year 1, as soon as children are ready, they begin

guided reading. In Years 2-6 whole class guided reading sessions are delivered developing children's knowledge of author style and widening vocabulary. An additional comprehension lesson ensures that children are confident and equipped to be able to interpret unfamiliar texts.

Teaching of Writing: It sets out in the NC the importance of writing and it divides writing skills into two dimensions

- Spelling and Handwriting (Transcription)
- Articulating spoken and written ideas (Composition)

Once again, both these elements are essential to success and we plan for both sets of skills incorporating what they have heard and read so that they can write effectively in a range of styles, for varying purposes and audiences.

Timetabling of English: English is taught daily. Lessons in KS1 comprise of a phonic lesson followed by an English lesson. In Key Stage 2, a spelling or phonic lesson is also planned for and an English lesson developing key skills from the reading and writing curriculum.

English in EYFS: Communication and language is a prime area in the EYFS framework. Listening and Attention, Speaking and Listening and Understanding are key skills which are taught through all activities but also through focused adult-initiated activities. Opportunities to enhance children's language development are carefully planned for in a 'carousel' approach.

How do we assess English? Assessment is daily through questioning and diagnostic marking. Teachers use Gateshead Gaps to indicate progress in English and these are updated regularly. Termly assessments are given to children. These form overall part of the teacher judgement along with books.

Homework in English: Teachers set weekly homework: CGP book activities, age appropriate spellings and daily reading there may be occasions when additional homework is set on paper.

Information and communication technology (ICT) in English: Digital literacy is actively promoted and opportunities for children to appropriately use digital tools to facilitate and support their learning are planned for.

Involvement of home: Expectations in English are shared with parents/carers at start of the year and updated at parent meetings. It is encouraged that parents communicate in the home-school planner to show when reading has taken place at home.

Resources in English: A range of resources are used to engage and enthuse our children in all elements of the English curriculum, from phonics and spelling, to the reading of class texts and film clips to stimulate creative writing.

CPD in English: will be delivered by English Lead, key teachers and through the local authority.

Work and presentation: Writing will often show a journey from planning, drafting and editing before sometimes a final polished piece therefore it is essential that children learn when and how writing can be used differently. A joined, fluent and legible script is what our children aim for. Handwriting and presentation is carefully developed from EY and once children have mastered flicks and joins they move from pencil to pen.

Marking: Some marking is done 'live' during lessons, teachers will respond to misconceptions as a whole class and wherever possible to individuals. Longer pieces of writing may require a more detailed scrutiny and teachers will provide precise direction for children selecting aspects of their writing to improve on. There are opportunities for pupils to self-assess/peer mark. We encourage comments in English

marking to focus on 'edit and improve'. The learning objective will be highlighted green when children have been successful and children respond to marking in green pen.

Evaluation and monitoring: There is a monitoring cycle for English through formal observations, performance management, pupil voice discussions, governor meetings, learning walks/drop-ins and work scrutiny.

School governor role in English: There is a link governor allocated for the oversight of English - Malcom Dawson. Governors will be asked to join the monitoring cycle with SLT. Key documents/action plans will be shared when updated and regular meetings will be held with the link governor.

For further explanation or clarification of any item discussed in this policy, please see English lead

Rebecca O'Neill.



Policy links to articles: 2, 6, 13, 13, 28, 29 & 30.