



Baslow St-Anne's Church of England English Policy



Growing healthy minds and hearts together
"Life in all its fullness"



Version/ Issue	Date	Author	Minute Number:	Reason for Change
1	October 2015	DS		
2	November 2018	T Osborn		Reviewed resources and values and vision
3	November 2021	T. Osborn	06/CS/12/21	Updating content to reflect updated policy library and teaching strategies
4	September 2024	T. Osborn	06/C&S/10/24	<ul style="list-style-type: none"> • Formatting • Little Wandle • Resources • Parent and carer section
5	January 2026	L Grant	5.2/C&S/0126	Updates to resources and schemes

This policy should be read in line with the following policies:

- Assessment
- Monitoring and Evaluation
- EYFS
- Marking and feedback
- Handwriting

Principles and Values

At Baslow St. Anne's Church of England Primary School, we believe that it is vitally important that everybody is safe, confident and happy in our school community. We aim to provide an environment in which our children feel safe, secure and confident, are respectful citizens in and out of school and nurture the Christian that underpin all that we do. We believe that our children and staff should lead 'a life in all its fullness', nurturing our vision of growing healthy minds and hearts together. We strive to ensure this is in place to enable every child and staff member to achieve their full potential and be prepared for their next step in life.

Introduction

At Baslow St. Anne's Primary School, we believe that a strong command of the English language is a fundamental life skill. Through speaking, listening, reading and writing, children learn to communicate effectively and participate fully as members of society; their intellectual, social and emotional and spiritual development is intertwined with these skills, as is their access to the world of education. We enable our pupils to express themselves clearly, creatively and imaginatively, as they become enthusiastic and critical readers of stories, poetry, drama, non-fiction and media texts, and we nurture a love of literature and the spoken word.

Aims and Objectives

All pupils should be able to:

- speak clearly and audibly, show awareness of their audience and adapt their speech to a wide range of circumstances
- listen actively, in order to understand and process what they hear
- use discussion in order to learn
- acquire and apply a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions

- become confident, independent, enthusiastic readers and develop an appreciation of literature
- write clearly, accurately and coherently, in a range of contexts

Teaching and Learning

At Baslow St Anne's Primary School, we use a variety of teaching and learning styles, in order to meet the needs of all our pupils. In Key Stages One and Two, there is a daily English lesson, in which children will experience a range of activities: whole class reading or writing; focused grammar, punctuation and spelling; guided group or independent activities; and several opportunities to review progress and learning.

In all classes, children have a wide range of abilities, and we seek to provide suitable learning opportunities for all children, by matching the challenge of the task to the ability of the child. All staff have high expectations that **all** children can achieve their full potential. Wherever possible, teachers and teaching assistants work alongside each other in class, supporting a range of ability groups or specific individuals and ensuring that work is matched to the needs of the child. Teachers provide a variety of learning opportunities within the classroom, to engage a range of learning styles.

Working walls in each class are used to demonstrate teaching and learning, and to reinforce, consolidate and celebrate work.

Computing is used in English lessons to enhance learning in a variety of ways: multimedia games and activities, on whiteboards or computers (e.g. Lexia), can provide opportunities to practise grammar, punctuation and spelling; the whiteboard is used regularly to model and share writing; texts can easily be shared and analysed on screen; digital movie cameras/ iPads can enable children to analyse their own presentations and provide powerful feedback for speaking and listening activities; film clips can be shown on screen; laptops may be used to produce word-processed text.

We encourage and organise visits from authors, to enrich our learning, and we collaborate with Lady Manners School in the Greenaway Reading Project. We participate in writing for purpose and external opportunities when appropriate, which provide opportunities for children to have their work published.

In the Early Years Foundation Stage, language and literacy development are incorporated in all areas of learning. Opportunities are provided for children to communicate thoughts, ideas and feelings. Purposeful role-play is used to develop language and imagination. Children are given opportunities to share and enjoy a wide range of rhymes, songs, poetry and books. An environment is provided which reflects the importance of language through signs, notices and books. Children are provided with opportunities to see adults writing and they can experiment with writing themselves at the writing tables. Children receive daily phonic sessions implementing Little Wandle.

Curriculum planning

English is a core subject in the National Curriculum (2014) and this is the basis for our programme of study. We carry out curriculum planning in three phases: long term, medium term and short

term. The National Curriculum details what we teach in the **long term**. Our **medium-term** and **short-term plans** are built around the National Curriculum and gives details of the main teaching objectives for each unit. Staff are free to use a wide range of alternative or additional resources **as well as the Literacy Shed scheme** to deliver each objective in a targeted and engaging way, using their professional judgement and skills. These plans define what we teach, and ensure an appropriate balance and distribution of work across each unit, covering the full range of genres. All planning details the objectives/outcomes for particular unit/ topic of work, differentiated activities (including support activities for those with any additional needs) and skills that will be taught. Planning is continually adapted, as necessary, based on ongoing assessment of need.

Speaking and listening

Children develop their speaking and listening skills, both within English lessons and throughout the wider curriculum. Children are all given opportunities to take part in a range of speaking and listening activities, including drama, role play, hot seating, script reading, poetry performance, discussions and debates.

Reading

In order for children to develop into confident, skilled independent readers, children undertake a range of reading activities every day. These may include:

- daily phonics lesson (EYFS and Key Stage One)
- independent reading (using school supplied reading books for Key Stage One and Rapid Catch up and our library for confident readers)
- reading to an adult (teacher, TA, additional adults)
- text reading and analysis of text
- comprehension activities
- shared reading
- paired/buddy reading
- guided group reading (Using Little Wandle)
- whole class shared reading

All children are encouraged to read regularly at home to promote the love of reading and reading diaries are provided and maintained.

Writing

Regular writing activities will take a range of forms, including:

- planning
- shared/guided (whole class or group) writing
- modelled writing
- paired writing
- independent writing
- drafting /redrafting/editing/proofreading (Purple Polishing Pen)
- note taking
- mind-mapping
- cloze procedure
- up-leveiling
- spelling activities
- grammar/syntax practice

Spelling

Children learn spelling conventions during their English sessions. We follow the statutory guidance and word lists contained in the National Curriculum appendix (2014), and use a range of resources to practise patterns and rules in class. From Year 3 upwards, we use ~~Babcock's Spelling Scheme~~ **The Spelling Shed Scheme** to ensure consistent coverage of the National Curriculum's non-negotiables. We also focus on the spelling of words from our topics and high-frequency words, as appropriate. Spelling lists are practised /learned at home and tested weekly. EYFS and Year One pupils concentrate on high-frequency words, and Year Two children follow the structure of the *Little Wandle* phonic scheme **to learn the Year 2 spelling rules.**

The Early Years Foundation Stage

We integrate English skills into every aspect of our work in the Early Years Foundation Stage: "Communication and Language" (listening and attention; understanding; speaking), early writing and fine motor skills are all fundamental to the children's development. We give all children the opportunity to:

- talk and communicate in a widening range of situations
- respond to adults and to each other
- listen carefully
- practise and extend their vocabulary and communication skills.
- explore words and texts
- develop early writing skills

Talk Boost (a speech, language and communication tool) is used to identify and help children who would benefit from a targeted intervention in this aspect of their development.

Yellow Door Early Language Program and Listening Progress is utilised to encourage correct language acquisition and development

English and Inclusion

At our school we teach English to all children, whatever their ability. It is part of the school's curriculum policy to provide a broad and balanced education for all children. We provide learning opportunities that are matched to the needs of children with additional needs and appropriately challenging work for those children who are gifted or talented. Teachers and teaching assistants use a range of strategies to reduce barriers to learning, enabling all pupils to learn and make progress. All children are set appropriate targets in English, and these are shared and developed with children and parents. Teachers have access to a dyslexia indicator test to identify if children may have dyslexic tendencies. Although this is not to diagnose, this enables teachers and parents to work together to create a plan based on individual strengths and weaknesses.

Little Wandle Provides a rapid catch-up programme for children withing Key Stage 2 who require extra support to develop their phonetical knowledge and decoding skills.

English in the wider curriculum

The skills that children develop in English are linked to, and applied in, every subject of our curriculum. The children's skills in reading, writing, speaking and listening enable

them to communicate and express themselves in all areas of their work at school. Our termly/half-termly topics, current affairs, wider cultural issues and cross-curricular links are all brought into English lessons where appropriate.

Personal, social and health education (PSHE) and citizenship

English contributes to the teaching of PSHE and citizenship by encouraging children to take part in class and group discussions on topical issues. Activities within English lessons also encourage children to work together, respect each other's views and develop their understanding and appreciation of their own culture, other cultures and the wider world.

Spiritual, moral, social and cultural development

The study of English contributes greatly to children's spiritual, moral, social and cultural development. They are taught to offer critical responses to the moral questions they meet in their work; their understanding and appreciation of a range of texts brings them into contact with their own literary heritage and with texts from a diverse range of cultures; the organisation of our lessons allows children to work together, and gives them the chance to discuss their ideas and results.

Assessment for learning

We continually assess children's work in all aspects of English, through observation, discussion and marking. We use these assessments to inform and adjust our short-term planning and target setting, and the children are given ongoing, clear and constructive feedback to help them to improve.

In the EYFS, children's progress is monitored through their EYFS Profile, and this information is used to inform teaching and learning.

Resources

There is a wide range of resources to support the teaching of English across the school. A major resource, available to all, is ~~the online Hamilton Trust Literacy Shed Plus~~ and Twinkl; this gives access to a broad range of rich texts, on which lessons are based, together with GAPS materials.

We have a subscription for Lexia which enables children who require further support to independently work through at home and school and help inform the areas in which we can support them further. Lexia also offers the opportunity for children who are at greater depth to explore and develop their skills even further either independently or part of a focused group.

All classrooms have dictionaries and Y2 - 6 have thesauruses. Each classroom has sets of textbooks and workbooks appropriate to their year group, together with word games and puzzles to support English skills. All classrooms have a selection of fiction and non-fiction texts, appropriate to their age and catering for a wide range of ability. There is a range of ICT equipment which can be used, including digital cameras, laptops and tablets, and access to the Internet is available throughout the school. The library contains a range of books to support children's individual research and reading. Guided reading materials for a range of abilities are

stored next to the staffroom. We also have a range of additional materials for SEN support and G&T challenge.

Roles and Responsibilities

The Head Teacher, Subject Lead and Governing Body will:

- support the use of appropriate teaching strategies by allocating resources effectively
- ensure that the school buildings and premises are best used to support successful teaching and learning
- monitor teaching strategies in the light of health and safety regulations
- monitor the effectiveness of teaching and learning strategies, in terms of raising pupil attainment
- ensure that staff development and performance management policies promote good quality teaching

The English Subject Leader will:

- have an impact on maintaining high standards of attainment for English across the whole school
- offer support, guidance and training in English
- analyse outcomes in English and link strategy with the School Improvement Plan
- audit and maintain the availability of high-quality resources.
- maintain an overview of current trends and developments within the subject
- ensure, together with the Head Teacher, a rigorous and effective programme of lesson observation, book scrutiny and monitoring
- ensure effective analysis and monitoring of planning is in place
- effectively manage the deployment of the English budget, together with the Head Teacher

Class Teachers will:

- implement and adapt the National Curriculum (2014), to inspire children in all aspects of English
- make effective use of Assessment for learning within English lessons
- ensure work is differentiated to enable all children to reach their full potential
- plan for the most effective use of teaching assistants, to impact on pupils learning and progress

Parents/Carers

Parents are asked to support their children's progress in English by hearing them read regularly at home and by spending time practicing their spellings.

Open door sessions are held weekly and parents are invited into their child's classroom to celebrate their written work. Teachers are available to answer questions or offer support if required.

Regular parental meetings are held by staff to share good practice/ support and resources by members of staff

Monitoring and Review

This policy was revised and agreed by staff and *Governors* in October 2018.

Reviewed and updated 2024

2026