

# Waterbeach Community Primary School



## English Policy

Date created: October 2017

Date for review: Autumn 2020

## **AIMS FOR ENGLISH:**

The aims for English build on the school vision 'Learning, Laughter, Friendship', by developing the core skill of being an effective communicator.

Children will be given opportunities to develop their use, knowledge and understanding of spoken and written English within a broad and balanced curriculum. They will be given opportunities to consolidate and apply taught skills through other curriculum areas.

### **Children at Waterbeach Community Primary School will leave Year 6 being able to:**

- confidently and effectively communicate using standard written and spoken English
- take responsibility for their own learning with the ability to edit and improve
- read with fluency and understanding
- read with confidence for enjoyment
- take pleasure in reading and listening to texts
- write effectively in a variety of styles and forms appropriate to the situation
- use spelling, punctuation and grammar accurately and confidently
- use their developing creativity, imagination, and critical awareness
- listen to the spoken word attentively with understanding
- respectfully articulate their responses in any discussion

## **STATUTORY REQUIREMENTS**

Statutory requirements for the teaching and learning of English are specified in the National Curriculum in England: English Programmes of Study – Key Stages 1 and 2 (2014) and in the Communication and Language and Literacy sections of the Statutory Framework for the Early Years Foundation Stage (2017).

**In the Foundation Stage (Reception)** children are given opportunities to:

- speak and listen and represent ideas in their activities
- use communication, language and literacy in every part of the curriculum
- become immersed in an environment rich in print and opportunities to communicate

**At Key Stage 1 (Years 1 and 2)**

- children learn to speak confidently and listen to what others have to say
- they learn to read and write independently and with enthusiasm
- they learn to use language to explore their own experiences and imaginary worlds

**At Key Stage 2 (Years 3-6)**

- children learn to change the way they speak and write to suit different situations, purposes and audiences
- they read a range of fiction, non-fiction and poetic texts and respond to different layers of meaning in them
- They explore the use of language in literary and non-literary texts and learn how the structure of language works (using grammatical terminology)

## **RESOURCES and TEACHING ORGANISATION**

The English curriculum is delivered, primarily, through whole class teaching tailored to the need to the class. Where needed children are given additional support through planned interventions.

Teaching is supported by:

- the use of a wide range of high quality reading resources including; real books, reading schemes, newspapers and digital media
- all staff in school providing high quality models for English skills
- English skills being taught using cross curricular themes to engage and inspire children
- daily opportunities for reading, writing, speaking and listening and phonics/spelling
- encouraging fluent joined handwriting through progressive teaching and awards – see Appendix 1 ‘Handwriting Progression and Awards’

## **SUBJECT LEADER ROLE**

The Subject Leader is responsible for improving the standards of teaching and learning in English through:

- analysing areas for improvement through data and evidence from monitoring and evaluation of teaching and learning
- instigating actions to address the above
- taking the lead in policy development
- auditing and supporting colleagues in their continued professional development,
- purchasing and organising resources within the confines of a dedicated budget
- keeping up to date with recent English developments and introducing them to school if appropriate

## **PARENTAL ROLE**

Parents have a key role in developing children’s English skills.

We regularly engage with parents to enable them to support their child/ren through:

- regular 1: 1 parent consultations
- workshops
- opportunities to come into school and see how skills are taught,
- resources on the website
- an open door policy for discussions about children’s learning.

We encourage parents to:

- share books regularly either by reading to their child or listening to them read and responding to texts
- support their children to learn phonemes, spelling patterns and key word lists as outlined in the curriculum
- support them to complete cross curricular home learning challenges
- take real life opportunities to enable children to practice and apply their skills e.g. writing shopping lists, diaries, reading print in the environment

Appendix 1

<p style="text-align: center;"><i>Handwriting Progression and Awards</i></p>	
<p>Bronze</p>	<p>Consistently, correctly forming all printed letters.</p> <p style="font-family: monospace;">a b c d e f g h i j k l m n o p q r s t u v w x y z</p> <p style="font-family: monospace;">A B C D E F G H I J K L M N O P Q R S T U V W X Y Z</p>
<p>Silver</p>	<p><i>Consistently, correctly forming all pre-cursive letters.</i></p> <p style="font-family: cursive;">a b c d e f g h i j k l m n o p q r s t u v w x y</p> <p style="font-family: cursive;">z</p> <p style="font-family: monospace;">A B C D E F G H I J K L M N O P Q R S T U V</p> <p style="font-family: monospace;">W X Y Z</p>
<p>Gold</p>	<p><i>Correctly forming and joining all cursive letters.</i></p>
<p>Platinum (Pen Licence)</p>	<p><i>Consistently and correctly formed, legible and correctly joined.</i></p>