



**Elvington Church of England
Primary School**



Policy for English

The Governing Body of Elvington CE Primary School endeavours to write and adopt policies that are fully inclusive for all children / staff / parents / carers / Governors and members of the wider community.

Policy approved by Governors:	September 2024
Signature of Chair of Governors:	
Date for renewal:	September 2027





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This policy is intended to ensure consistency in the teaching of English and to recognise how English forms the foundation of all learning.

Aims:

To ensure high standards in all aspects of English using the Renewed Primary Framework for Literacy and the National Curriculum Programmes of Study (statutory requirements).

Speaking and Listening:

- encourage, through a wide variety of activities, opportunities for children to speak with clear diction and grammatically correct
- encourage the children to use ambitious vocabulary appropriate to their age
- encourage children to express themselves clearly and confidently, within a wide range of situations
- encourage children to evaluate what they hear and make relevant and thoughtful contributions to discussions, dealing politely and objectively with opposing points-of-view and being able to qualify or justify their own views.

Reading

- develop children's interest, enthusiasm and love of reading
- equip them with the skills to read with fluency, accuracy and understanding a wide range of text types.

Writing

- encourage all children to become confident writers – this will be supported further in Key Stage Two, with the use of Electronic Word Banks
- equip them with the skills to write accurately, using correct grammar, punctuation, spelling and organisational features
- develop a clear, fluent and legible handwriting style.

The Headteacher will:

- set high expectations and monitor and evaluate teaching, attainment and progress keep parents/carers, governors and all support staff well-informed
- support the subject leader.

Governors will:

- be well-informed through the leadership of the Headteacher and Subject Leader
- support the staff in implementing the school's policy for English
- monitor and review progress through the School Development Plan.



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The Subject Leader/s:

- lead by example, showing a thorough understanding of the subject
- offer support to teachers in planning, target-setting, teaching and assessment
- work alongside the headteacher to monitor and evaluate teaching and progress and identify children who are not making expected progress
- to keep governors informed of attainment and progress
- identify CPD needs, plan and deliver training where appropriate
- keep up to date with Government initiatives and inform staff accordingly
- organise and lead meetings with parents to keep them informed of new developments, changes etc.
- arrange external support as appropriate
- monitor and organise English resources
- promote English through special events, e.g. World Book Day, author visits, Spelling Bee etc.

All Staff Members will:

- use the Renewed Primary Framework for Literacy and the National Curriculum Programmes of Study flexibly to aid planning, using the long term literacy plan of the school in the first instance
- plan carefully differentiated work, ensuring that all children are suitably challenged and included
- share clear learning objectives and success criteria with the children
- maintain good pace and use effective questioning, encouraging children to reflect on their work
- use accurate vocabulary and encourage children to use appropriate vocabulary
- engage pupils in challenging, differentiated activities, using a range of resources, including computing
- provide a language-rich environment which stimulates and supports each child's language development, both through English as a discrete subject and through other curriculum areas
- provide an appropriate working wall to support children's learning (literacy and guided whole class reading)
- provide all children with individual targets to accelerate progress
- choose and use a balance of quality fiction and non-fiction texts for shared and guided reading, incorporating texts from a range of cultures and traditions
- teach regular handwriting sessions and encourage children to develop clear, fluent, legible, joined-up handwriting, forming letters in a cursive style



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- employ individual, paired, group and whole-class teaching
- set up appropriate English displays (including working walls) which are informative and celebratory
- provide and encourage the use of a wide range of resources, including electronic dictionaries, thesauruses etc.
- ensure high standards of literacy are evident within all subject areas
- mark all work in line with the schools marking policy
- know where each pupil is, in terms of their attainment, and what their next steps are, to ensure good or better progress
- assessments in reading and writing to be completed every half term and speaking and listening termly and entered into the schools assessment tracking, OTrack
- teachers to assess a base line assessment no later than October half term and end of year aspirational targets given to each child
- teach phonic spelling patterns and set spelling homework weekly based on long term memory retention
- use resources / teaching techniques provided by the subject leader and Headteacher to create consistency across school.

The SENCO will:

- aid the Subject leader and teachers in supporting children with Special Educational Needs and encourage whole class inclusion where possible
- provide support in offering practical help when writing IEPs.

Children will be encouraged to:

- use correct vocabulary and terminology with confidence
- listen carefully in a wide range of situations and respond thoughtfully, expressing their opinions and views politely and sensitively
- write individually and collaboratively for a range of purposes and audiences, adapting their writing appropriately and using the characteristic features of different genres
- use a variety of strategies to help them when attempting to spell unfamiliar words
- punctuate and structure their written work appropriately
- write in a neat, legible, joined, fluent, cursive style
- read a wide range of text types, both for pleasure and information, for increasingly sustained periods
- evaluate and improve their own work and progress, paying particular attention to their personal targets.



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Parents/carers will:

- support the school's English policy
- be encouraged to develop positive attitudes to reading and writing and actively support their children when homework is given
- be well-informed of their children's progress through annual reports and parents' evenings
- be encouraged to attend presentations to keep them informed of new teaching methods, approaches etc.