



Growing deep roots. Producing good fruit.

Offenham C of E First School English Policy

Vision

Our school vision, summed up in the words, “Love, transformation and growth” plays a significant role in our collective attitude to our curriculum. We offer all pupils equal access to, and a love of learning, so that all can be transformed, flourish and grow in every area of the curriculum including English.

At Offenham C of E First School we encourage our pupils to become lifelong learners. We want to give children an education of the highest standard, we aim for excellence in all our school activities and encourage all pupils, whatever their ability to achieve the best they possibly can. We believe that providing pupils with a well-balanced, enriching and engaging English curriculum will aid them in developing into self-assured communicators. Our English policy will ensure that all pupils become confident speakers, listeners, readers and writers, preparing them for life in the 21st century and beyond.

AIMS

Our aims for English teaching at Offenham are that our children will;

- take pleasure in all aspects of English;
- read and write with confidence, fluency and understanding, developing a range of independent strategies to self-monitor and correct;
- develop the powers of imagination, inventiveness and critical awareness;
- have an interest in books and read for enjoyment;
- have an interest in words and their meanings allowing them to develop a growing vocabulary in spoken and written forms;
- understand a range of text types and genres allowing them to write in a variety of styles and forms appropriate to the situation;
- have a suitable technical vocabulary to articulate their responses.

STATUTORY REQUIREMENTS

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Document (2014) and in the Statutory Framework for the Early Years Foundation Stage (2012).

In the Early Years Foundation stage (Reception) children are given opportunities to:

- speak, listen and represent ideas in their activities;
- use communication, language and Literacy in every part of the curriculum;
- listen to and read a range of texts;
- become immersed in an environment rich in print and possibilities for communication, where mark making opportunities are widely available.

At Key Stage One (Years 1 and 2) children learn to speak confidently and listen to what others have to say. They continue to read and write independently and with enthusiasm. They have opportunities to use language to explore their own experiences and imaginary worlds.

At Key Stage Two (Years 3 – 5) children learn to change the way they speak and write to suit different purposes and audiences. They read a range of texts and respond to different layers of meaning in them. They have the opportunity to explore the use of language in literary and non-literary texts and learn how the structure of language works.

TEACHING AND LEARNING

The English curriculum at Offenham CofE First School is delivered using the National Curriculum English Document (2014). The Early Learning Goals are followed to ensure continuity and progression from the Early Years Foundation stage through to the National Curriculum. Using the English curriculum teachers throughout School will follow the units set out for their year group every year.

Teachers group children according to their abilities and work should be differentiated accordingly using effective methods such as support, outcome and task. Where appropriate, literacy units will link to creative curriculum themes to promote cross curricular learning.

Approaches to Speaking and Listening

The School aims to help children:

- understand and produce a simple and an elaborate language;
- use speech for a variety of purposes e.g. describing events, expressing opinions, articulating feelings and investigation;
- to use language to aid social and emotional development;
- use Standard English, vocabulary and grammar;
- use language for enjoyment;
- listen carefully and respond to what is said.

The Four Strands of Speaking and Listening: Speaking; Listening; 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.

Approaches to Reading

The School aims to:

- encourage a love of reading by making it a successful and enjoyable experience;
- produce effective readers;
- provide a wide and stimulating variety of texts;
- build up a sound base of reading strategies using phonic awareness;
- develop initial and advanced reading skills;

For further details regarding Reading see the Reading Policy.

Approaches to Writing

The School aims to:

- give writing a purpose and make it an enjoyable experience by presenting a wide variety of writing opportunities;
- develop the children's confidence as young writers;
- help children see writing as an important means of communication;
- develop writing by positive teaching of skills and encouragement;
- give each child the opportunity to write in a variety of genres and for a variety of audiences.

Children are expected to write daily in a range of forms. Teachers plan for this using the objectives and teaching sequence in the curriculum alongside the "Write Stuff" philosophy and guidance. These lessons may focus on developing particular skills, or applying skills learnt. They may include reading or writing activities or both. In addition to these lessons, writing is used to communicate in other subject areas and teachers plan specific objectives in order to maximise the potential of this. All lessons have clear learning objectives which are communicated to the children in a variety of ways, both orally and in writing. When approaching tasks children have a clear view of the success criteria, and understanding how to use them to be successful.

In our School we have high expectations of presentation. To support this handwriting, practice is undertaken regularly across school and children write in pencil, until they gain a pen license. Teachers and Teaching Assistants are expected to demonstrate high quality presentation and handwriting when marking, working with children or scribing in a lesson. For further handwriting guidance please see our handwriting policy.

In the English curriculum grammar and spelling now plays a key role in the children's writing. To support our children's grammar and spelling progression and attainment

the teachers integrate time to practising these skills within their English lessons. At Offenham CE First School we teach early phonics and GPS through the Government's "Letters & Sounds" document and delivered through the DFE validated Twinkl Phonics scheme. KS1 & KS2 have daily phonics / SPaG lessons.

MONITORING AND ASSESSMENT

Teachers will be set annual targets for their children's progression and attainment as part of their performance management. Pupil progress meetings will be held half termly and criteria assessments will be made at the end of each term. The statutory tests will be taken at the end of Key Stage 1 and in EYFS assessments are carried out in September and July to monitor progress made. At the end of Year 1 the children undertake the Phonics Screening Test and those who do not reach the threshold re- take it at the end of Year 2. Children in Years 1 to 5 are assessed termly using NTS tests, this data also feeds in to our teaching assessment data.

Assessment is a critical part of teachers' planning and work will be assessed in line with the Assessment Policy.

- Individual writing targets are set for the children to help them to make progress.
- Teachers quality mark all writing using pink for think to highlight to the child which area to work on in order to improve their work in line with the Marking Policy.
- Teacher assessments in writing and reading are made on Epiphany.
- Phonics assessments are carried out regularly using the Letters and Sounds Assessment sheet and this information is recorded using the Phonics Tracker to track progress through the phonics phases.

LEADERSHIP AND MANAGEMENT

The English coordinator is responsible for reviewing and improving the standards of teaching and learning in English throughout the school by: pupil progress meetings, lesson observations, book trawls, pupil interviews, auditing and supporting professional development, purchasing and organising resources.

Policy updated by Gemma Aucock in September 2024
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