



English Policy.

This policy is for Barleyhurst Park School and Barleyhurst Park Nursery.

Agreed by Governors: 21.11.2024

To be reviewed: Autumn 2026

1 Aims

The skills of language are essential to full participation in society. In teaching English, our principal aim is to ensure every single child becomes confident and progresses to the best of their ability in the areas of reading, writing, speaking and listening by the time they leave our school in Year 6.

At Barleyhurst Park, English is taught as a core curriculum subject with every child from Foundation Stage upwards receiving a daily lesson. There are also discreet daily phonics sessions in EYFS and KS1 and Spelling/Grammar sessions in KS2. However, we recognise that to develop reading, writing and speaking and listening skills effectively, children must be given a wide range of contexts in which to practice and consolidate their skills and understanding, which is why we also place a strong emphasis on English within our wider curriculum.

Our specific aims when teaching English are to ensure that all pupils:

- read easily, fluently and with good understanding;
- develop the habit of reading widely and often, for both pleasure and information;
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language;
- appreciate our rich and varied literary heritage;
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences;
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas;
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debates.

2 Teaching and Learning Style

During the course of their daily lessons, pupils experience and discuss a wide and varied range of literature, including printed and digital texts. These texts are used to promote reading skills and as models for pupils' writing. The importance of spoken language in pupils' development is recognised by teachers in their planning and teaching. Grammar, spelling and punctuation are taught both explicitly and within reading and writing lessons, allowing pupils to discuss and analyse features of language using the precise terminology detailed in the National Curriculum. Learners are expected to become increasingly reflective and self-critical.

In all classes pupils have a wide range of abilities, and each is provided with suitable learning opportunities which ensure that they are suitably challenged or supported.

3 English Curriculum Planning

English is a core subject in the National Curriculum (2014). The programmes of study for English form the basis for our teaching of the subject.

Teachers produce a termly week by week overview of the learning that will take place in each year group. This is closely linked to class texts and to topics that pupils will learn about in other areas of the curriculum. A variety of text types are included in each termly plan. Our progression documents support planning to ensure that each year group builds on the learning from the previous year.



Class teachers complete a weekly plan for the teaching of English. This lists the specific learning objectives, main teaching and modelling of learning and gives details of which resources will be used. It also includes details of what each group of children will be learning, including any supported or deepening tasks.

Guided reading timetables detail the weekly activities in each class. Each week our children are supported in two adult-led sessions and then also have the opportunity to work independently on high quality independent tasks. There is always a reading for pleasure slot each week to encourage a love of reading.

4 English Provision

Spoken Language

The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and for their understanding for reading and writing. Pupils develop their skills through regular planned use of role play, debates, presentations, discussion and oral problem solving. In drama activities they can adopt, create and sustain a range of roles. Learners orally practise sentences before writing them and are regularly expected to deliver their written work orally. They have opportunities to refine, rehearse, share and respond thoughtfully to drama, always taking account of the audience. Adults in school model good practice in speaking and listening and have high expectations of pupils' spoken language in the classroom.

Phonics

Phonics is an extremely important part of our curriculum in EYFS and Key Stage 1, to ensure a progressive and secure development of early reading skills enabling all children to decode words effectively. Our children are taught phonics in discrete daily lessons using the DfE validated systematic synthetic phonics programme 'Monster Phonics'. Monster Phonics uses characters, colours, songs and actions to make phonics teaching and learning exciting and memorable. The children are excited to learn and look forward to lessons, wondering which character they will be learning with in each lesson. Progress in phonics is constantly monitored so that learning can be tailored to the needs of individual children.

Reading

Reading consists of two dimensions: word reading and comprehension. Classes share texts in English lessons, with teachers and pupils modelling reading. Daily timetabled guided reading sessions are used throughout the school to develop word reading and comprehension. Daily reading practice takes place to ensure that all pupils make progress. We encourage pupils' desire to read for pleasure by offering a wide range of engaging reading material. All classes visit the well-stocked school library weekly. Teachers read whole books to their classes over the course of successive sessions with emphasis on the appreciation of our literary heritage. We use the Salford Reading test to assess the reading ages of children from Year 1 to Year 6 and Monster phonics assessments and PM Benchmarking system to assess which book band level children need to be reading. Ebooks are available for our children in EYFS and KS1 to use at home to support their decoding of taught sounds in school.

Reading Framework

We put the Reading framework's recommendations into practice to ensure our children leave primary education as strong and competent readers. We shift the attention away from "catch-up", instead placing the emphasis on enabling children to "keep-up". This approach is at the heart of the recommendations in the framework for supporting the lowest achieving 20 per cent of pupils in early reading and phonics. We take every opportunity to model the skills of blending to ensure that children who are struggling to blend are given extra support as soon as the problem is identified. We believe making sure children have mastered the skill of blending will go a long way towards helping them keep up with their reading.

The reading framework also suggests explaining the meaning of new words to children when they are reading to increase their vocabulary and accelerate their reading of words "at a glance". This is a vital part of all our individual, group and whole class teaching of reading at Barleyhurst Park.



Careful consideration is given to our reading areas to ensure the selection of reading materials is the key emphasis. Texts that are used within shared reading times are also equally important. We ensure that classes refresh the list regularly, as new books are published and encourage teachers to familiarise themselves with the stories their class will know from previous years.

Writing

Writing consists of two dimensions: transcription (spelling and handwriting) and composition (articulating and structuring ideas). Teachers follow the National Curriculum (2014) programmes of study to ensure that all pupils develop competence in the two dimensions. These programmes inform the objectives and content of the shared, modelled, guided and independent writing that takes place in lessons. Weekly 'Big Write' lessons provide pupils with the opportunity to plan, produce, edit and redraft sustained writing. Pupils edit writing to correct grammar, spelling and punctuation. Pupils are given clear written feedback in marking and are made aware of the next steps in their progress. Write Dance is used to develop emergent writing in EYFS. Across Years 3 - 6 pupils learn spellings in classes using the National Curriculum Statutory Spelling Requirements unless they have been identified to continue with phonics as they move into Key Stage 2. The Twinkl scheme forms the basis for the teaching of handwriting in Years 1- 6.

Homework

Homework is used to consolidate learning and to prepare pupils for tasks that they will be undertaking in school.

5 The Foundation Stage

The format for the daily lesson is similar to that used in the rest of the school. Learning opportunities are based on progressing through the EYFS curriculum. All pupils have the opportunity to talk and communicate in a widening range of situations, to respond to adults and to each other, to listen carefully, and to practise and extend their vocabulary and communication skills. From their very first day in Reception, our children begin learning early reading skills through daily phonics sessions and develop an enjoyment for reading with adults, their peers and by themselves. Adults encourage this and model reading on a daily basis by reading stories which may be chosen by the children themselves or from personal choices by individual teachers. In addition to this, language rich quality texts are purposefully chosen as teaching tools in both English lessons and the foundation subjects. Small group reading is planned for so the children can read the Monster Phonics texts which are suitable for their individual level of phonetic decoding.

6 Contribution of English to teaching in other curriculum areas

English is integral to the teaching of all other subjects. Pupils read and speak to extend their knowledge and understanding in other curriculum areas. They write to communicate their ideas in all fields of learning.

7 English and Inclusion

Pupils' needs are addressed through carefully planned learning opportunities using appropriate resources. For further details see separate SEND policy.

8 Assessment

Teachers assess children's work in English in three phases. Teachers use AfL (Assessment for Learning) in every lesson and use this information to adjust their plans. They match these assessments closely to the learning objectives. Written or verbal feedback is given to help



guide children's progress. All pupils are encouraged to make judgements about how they can improve their own work.

Teachers use formative assessments to measure progress against year group objectives, to identify gaps in learning, to help them plan for the next unit of work and to target any additional support. The SONAR online pupil tracking tool is used to record progress. Achievement Statements in Big Write and guided reading books enable learners to see their own progress. At parent evenings this progress is discussed and learning goals are set by both the children and teachers.

Teachers make termly summative assessments against school and national targets. With the help of these assessments, they can set targets for the next school year, and to summarise the progress of each child before communicating it to the child's parents. The next teacher then uses these targets to move the pupils' learning forward.

Summative assessments are based on termly assessment tasks and the work within children's books. Children undertake the optional national tests at the end of Year 2 and national tests at the end of Year 6. At the end of the school year Year 1, 3, 4 and 5 use the optional NFER end of year assessments. Teachers also make termly assessments of children's progress using the school's own Achievement Statements, linked to the programmes of study in the National Curriculum (2014).

All pupils in EYFS and KS1 are assessed regularly throughout the Monster Phonics programme. During our daily sessions of phonics, teachers regularly assess children's understanding. This information is used to identify children who are not making expected progress and interventions can then be put in place later in the school day. Outside of the discrete phonic sessions there are also opportunities to observe the application of phonics skills through reading and comprehension activities and other cross curricular activities.

9 Resources

The school maintains a diverse stock of books, including the main library collection, class readers, topic-related titles, dictionaries, thesauruses and dedicated guided reading materials. We have Ebooks available for the children who are working within our phonics scheme.

10 Monitoring and Review

Monitoring of the standards of pupils' work and the quality of teaching in English is the responsibility of the subject leader and the SLT. The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in the subject, and providing a strategic lead and direction for English in the school. The subject leader produces action plans and gives the Headteacher annual summary reports evaluating the strengths and weaknesses in the subject, and indicating areas for further improvement. The leader has regular allocated management time in which to review samples of the children's work and to moderate judgements made by teachers against Achievement Statements. Termly English team meetings are held to moderate levels across the school. Decoding checks are carried out on children in KS1 to ensure they are accessing the correct level of phonic texts.

This policy will be reviewed at least every two years.

Also refer to:

Teaching and Learning policy, Equal Opportunity Policy, SEND policy, Assessment and Marking Policy, Homework policy, Early Years Foundation Stage Policy.