

Oxford Grove Primary School

English Policy

September 2023

Justification

At Oxford Grove, we encourage every child to have 'Pride in Our School-Pride in Ourselves-Pride in Each Other'. In order to fulfil this 'mission' we strive to build foundations to enable every child to become literate, preparing them with the skills for adult life. Our high quality English curriculum is engrained into everything we do. We endeavour to ensure that the English teaching we provide ensures that children are given the basic skills to understand and use language in all its aspects. We aim to include and engage all children in high quality learning experiences in order to foster passions for life long reading; while providing the confidence to communicate effectively in both speech and writing. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. We will strive to ensure every child develops the confidence and competence to embrace literature in its many forms. This policy statement outlines all that is important to our school in the teaching and learning of our English Curriculum. Our aim is to ensure that all staff teach English in the most effective way possible through the implementation of the English Programmes of Study in the National Curriculum and a daily systematic, synthetic phonics programme to allow all our children to develop confidence and competence with regards to English skills regardless of gender, ethnicity or social/economic background.

Intent:

1. To extend and develop substantive knowledge and fluency in reading, writing and spoken English to enable a solid foundation for pupils to think in disciplinary ways.
2. To enhance the knowledge of language children bring from home by providing a wide range of linguistic experiences and embed a 'language- rich environment'.
3. To promote high standards of language and literacy, reading, spelling, writing, speaking and listening.
4. To equip pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.
5. To teach pupils to read easily, fluently and with good understanding.
6. To help pupils develop the habit of reading widely and often, for both pleasure and for specific purposes.
7. To ensure that pupils acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
8. To teach pupils to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
9. To enable pupils to use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.
10. To ensure that pupils are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.
11. To ensure that all pupils appreciate our rich and varied literary heritage.
12. To make certain that all children, particularly those with special needs or disability and children who have English as a second language, are well supported. To ensure support and adaptations enable all children to reach their full potential and achieve the highest possible personal standard, ensuring that each child receives maximum equal learning opportunities, regardless of gender, creed, culture, ethnic background or disability.
13. To provide a diverse and inclusive curriculum catering for the needs of all children, including those with Special educational needs, English as an additional language and our most able.

Implementation:

1. Teachers will develop pupils' spoken language across the whole curriculum – cognitively, socially and linguistically.
2. Spoken language will underpin the development of reading and writing.
3. The quality and variety of language that pupils hear and speak will be used for developing their vocabulary and grammar and their understanding for reading and writing.
4. Teachers will ensure the continual development of pupils' confidence and competence in spoken language and listening skills.
5. Pupils will develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write.
6. Pupils will be helped to make their thinking clear to themselves as well as to others and teachers will ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions.
7. Drama, poetry and role play will be used to build pupils confidence and to practice their skills in speaking, listening reading writing and performing in front of others.
8. The teaching of reading will focus on word reading and comprehension and it will be developed across the curriculum and phonics alongside other key strategies which play an important part in teaching pupils to read and spell.
9. Comprehension skills will be developed through pupils' experience of high-quality discussion with their teachers, as well as from reading and discussing a range of stories, poems and non-fiction.
10. All pupils will be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum.
11. Teaching will develop pupils' competence in transcription and composition and they will be taught how to plan, revise and evaluate their writing.
12. Pupils will be taught to use the elements of spelling, grammar, punctuation correctly and to understand and use Standard English in their speaking and writing.
13. Clear expectations with parents will be made, informing them of and including them in their children's progress and explaining the school's approach to the teaching of English through termly parent conferences, annual written reports, updated information on the school website, useful and supportive materials presented within 'school made' personalised reading records and open mornings.
14. Parent correspondence through the Reading Record and homework tasks, which are sent home in line with the Homework Policy for the school, will be evident.
15. Teachers will further embed RRR (revisit, recap , remember) opportunities within the English curriculum to secure our whole school drive to support pupils' to commit the progressive and sequenced knowledge and skills of our English curriculum to our pupils' long term memory including through challenge for all learners to their year group end points.
16. Teachers will use the school's curriculum frameworks and planning guidance for English, supported by a range of teaching and learning resources and appropriate adaptations, to develop the long-term knowledge, skills and understanding of every child, ensuring that all pupils, including those with SEND, achieve high standards for their ability and make appropriate progress towards year group end points.

Impact

For Oxford Grove, English is one of the most important subjects taught in this school. All the skills of English are essential to participating fully as a member of society; therefore, this policy will ensure that all pupils, including those with Special Educational Needs, will learn to speak, read and write fluently and confidently.

Through implementing the above pupils will be confident in their substantive and disciplinary knowledge and will be able to apply it across the curriculum. Pupils will learn to love reading through fun but challenging reading activities.

This policy should be read in conjunction with other key policies including; Teaching and Learning, Special Education Needs and Disability, Single Equality, Deployment of Teaching Assistants, Assessment, Record-keeping & Reporting and Marking.

Review:

This document will be reviewed annually by the Subject Leader, staff and governors.

N. Taylor-Johnson

To be reviewed July 2024