Introduction
At Southfield Primary School we believe that English is a fundamental life skill. English develops children’s ability to listen, speak, read and write for a wide range of purposes. Children are enabled to express themselves creatively and imaginatively as they become enthusiastic and critical readers of stories, poetry and drama, as well as of non-fiction and media texts. Children gain an understanding of how language works by looking at its patterns, structures and origins. Children use their knowledge, skills and understanding in speaking and writing across a range of different situations.

Aims and Objectives
• to enable children to speak clearly and audibly and to take account of their listeners
• to develop children’s use of standard English
• to encourage children to listen with concentration, in order to identify and recall the main points of what they have heard
• to show children how to adapt their speech to a wide range of audiences, circumstances and demands
• to teach children effective communication, both verbal and non-verbal, through a variety of drama activities, including the communication of their ideas, views and feelings
• to develop and rehearse ideas orally that can be transferred to their writing
• to help them become confident, independent readers, through an appropriate focus on word, sentence and text-level knowledge
• to develop analytical and reflective readers, allowing them access to whole novels
• to promote reading for pleasure
• to foster the enjoyment of writing, and a recognition of its value
• to enable children to write accurately and meaningfully in a range of genres, with an awareness of audience and purpose
• to improve the planning, drafting and editing of their written work
• to ensure that children become literate and develop the essential skills that allow them to communicate and function in society
**Teaching and Learning**

The school believes that its teachers must work together to plan, deliver and moderate the teaching of English in order to ensure that expectations are high and that children are able to achieve to the best of their ability.

Teachers are expected to use a range of teaching strategies, including:

- demonstration
- modelling
- explanation
- questioning
- discussion
- support through guided group work

As a school we use Talk for Writing to deliver our English teaching. As part of this the children will have opportunities to read as a reader; comprehending text and vocabulary and also to read as a writer; thinking more about strategies that the writer has used and how they have manipulated a text to make it more effective or to make the reader feel a certain way. There should be opportunities planned for children to read aloud to a variety of audiences. These could be through English work, Guided Reading or performances to audiences including whole school and parents.

All children will have the opportunity to take part in a guided or shared reading experience in a small group (4-6) guided by an adult. This will happen on at least a weekly basis, in Key Stage 1 and Key Stage 2. In Early Years Foundation Stage guided reading will start when the teacher feels the children have reached the appropriate level of maturity and skill. All guided reading sessions should have an objective. All children will have at least one Individual Reading Book from the school’s graded reading scheme.

Phonics, using predominantly Letters and Sounds, is taught as a discrete lesson to children in Year N – Year 3, and as an intervention for any other children who require it. All teachers reinforce the use of phonics to decode unfamiliar words, and this is the main tool we use when teaching children to read. As children become more confident readers, other strategies such as grammatical knowledge are also taught, as the children begin to focus more on language comprehension. Children complete the phonics screening check in the summer term of Year One. Children who do not meet the standard of the check, receive extra intervention during Year Two, before they retake the check.

Teachers follow the teaching sequence for writing, ensuring that the children read, analyse and discuss texts before attempting to write them, using Talk for Writing strategies. Progression in text types are used to ensure continuity and progression across the school. Grammar is integrated into the Talk for Writing teaching sequence, with different focuses over the course of the year to ensure that the whole of the grammar curriculum is taught for each year group. Spelling and vocabulary are taught within English lessons. Tricky words are learnt in EYFS, and the Rising Stars spelling scheme used in KS1 and KS2 ensures that all the spelling rules from the National Curriculum are taught. Children are given words to learn each week which link to the statutory word lists and spelling rules taught that week. Children are expected to complete follow up work to ensure that they understand the meanings of these words and they can use them in context correctly.
Teachers should be using the Nelson Handwriting resources as their main tool for teaching handwriting. In addition to the taught lessons, children should be given follow up work using the resources available. Whole class teaching will follow the Nelson Handwriting scheme but may be differentiated up and down. Children who are having difficulties, should also have letters and words modelled in their handwriting books for them. Children will be expected to transfer the handwriting skills they have learnt in their handwriting lessons across the curriculum. Teachers should know who the left-handed children are in their classes and ensure they are seated appropriately.

**Curriculum planning**

English is a core subject in the National Curriculum. An English overview identifies the Talk for Writing texts and genres that are used over the course of the year, and identifies a focus of each unit. This ensures that a broad and balanced English curriculum is taught. Teachers are also expected to plan opportunities for poetry and to identify opportunities for applying writing taught in English across other curriculum areas.

All teachers produce weekly short-term planning detailing the objectives, whole class teaching and the differentiated activities they will be undertaking during the course of the week. Plans specify support being given from the whole class teacher and other adults in the classroom. Copies of the planning are given to relevant teachers and support staff as well as being stored electronically on the school network.

All teachers have high expectations in terms of presentation of work in all areas of the curriculum. Children are expected to use the Nelson Handwriting style of writing and to work on joining their writing from year 1 upwards. Children in Key Stage 1 are expected to work in pencil. When children have reached a good standard of handwriting in all areas of their work, they receive a handwriting pen starting in Year 3. By the end of Year 4, the expectation is that all children should be writing in pen, although exception may be made for children with Special Educational Needs.

**The Early Years Foundation Stage**

We teach Literacy skills across the Foundation Stage as set out in the Early Years Foundation Stage Curriculum. Children develop the following areas as part of the Literacy curriculum:

- Listening and Attention
- Understanding
- Speaking
- Reading
- Writing

Opportunities for Literacy development are provided continuously throughout the week.

**Contribution of English in other Curriculum areas**

The skills that children develop in Literacy are linked to and applied in every subject of the curriculum. The children’s skills in reading, writing and speaking and listening enable them to communicate and express themselves in all areas of their work at school. Writing is moderated and assessed from children’s work across the curriculum.
English and inclusion
At Southfield Primary School we teach English to all children, whatever their ability. It is part of the school curriculum policy to provide a broad and balanced education to all children. We provide learning opportunities that are matched to the needs of children with learning difficulties and for those for whom English is an additional language, as well as providing appropriate and challenging work for those children who are Gifted and Talented.

Racial Equality & Equal Opportunities Statement
All children have equal access and inclusive rights to the curriculum regardless of their age, gender, race, religion, belief, disability or ability. We plan work that is differentiated for the performance of all groups and individuals. Southfield Primary School is committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment and to achieve their full potential. Policies are available on each of these that expand on this further.

RED Awards
We are using RED awards (Read Every Day) to raise the profile of reading at home, to encourage the children to read more often and to strengthen the bond between parents and the school. Children who read five times to an adult at home in a week will achieve a red sticker. Once a child has received six red stickers, they then receive a RED award. This continues with the children receiving different prizes for each award.

Assessment
We assess children’s work in English from three aspects (long-term, medium-term and short-term): We make short-term assessments which we use to help inform our short-term planning. These are closely matched to the teaching objectives and will often be made from day to day observation and marking. A marking policy is in place and teachers are expected to adhere to this, providing targets and next steps for pupils, as well as challenging children where appropriate.

At the beginning of a unit of work, children produce starting points (cold writing) which act as a baseline for that genre of work and enable teachers to plan subsequent work accordingly. The children then complete a writing assessment at the end of a unit of work (hot writing) which is assessed against the cold writing and expectations for that genre.

Reading is assessed through guided reading sessions, comprehension lessons and whilst hearing individual children read and asking them questions.

We use the National Curriculum and Interim Frameworks to assess whether a child is working towards, at or above expectations for their age. Assessments are moderated in the different key stages, in phase meetings and regularly throughout the year during whole school writing moderation.

Teachers complete half-termly assessments which record each child as working at, above or below age related expectations at that point in the year for reading and writing, which are then closely analysed by both class teachers and the Senior Leadership Team during pupil progress meetings. Children who are making less than expected progress are identified and interventions are put into place to address this.

Roles and Responsibilities
Head Teacher and Governing Body

- To support the use of appropriate teaching strategies by allocating resources effectively
- To monitor how effective teaching and learning strategies are implemented in terms of raising pupil attainment
- To ensure that appropriate intervention groups are in place for children who are underperforming.
- To ensure that staff development and performance management policies promote good quality teaching

Curriculum Leader

- To have an impact on raising standards of attainment in English across the whole school.
- Ensure the effective implementation of the Communication and Language and Literacy strands of the EYFS and National Curriculum for English and a broad and balanced curriculum.
- To monitor continuity and progression in English across the school.
- To monitor the whole school and identify individual and group professional development opportunities and needs.
- To maintain the availability of high quality, and relevant resources.
- To maintain an overview of current trends and developments within the subject.
- To ensure, together with the Head Teacher, a rigorous and effective programme of monitoring is in place.
- To ensure there is regular reviewing and monitoring of assessments using progress reports, standards proforma sheets and book looks.
- To effectively manage any funding designated to English.

Class Teachers

- To ensure the effective implementation of the Communication and Language and Literacy strands of the EYFS and National Curriculum for English.
- To plan and teach lessons that meet the needs of all children.
- To make regular and accurate assessments which are then used to inform planning and subsequent teaching.