



Cranford Primary School
Berkeley Avenue
Hounslow
TW4 6LB

English Policy

Date: January 2025
Review Date: January 2026

Language is the primary means of communication; through speaking, listening, reading and writing. It plays a fundamental role in allowing children to develop an understanding of concepts through formulation and expression of thought; together with the development of a positive self-image through the relationship between race, gender, class and personal identity. Language is a basis of learning in the curriculum and therefore inherent within the ethos and philosophy of our school. This policy is drawn up with due regard to and operates within the school's Equal opportunities policy.

The general aims of this policy are:

- ❖ To develop pupils' abilities within an integrated programme of Speaking and Listening, Reading and Writing.
- ❖ To give pupils opportunities to interrelate the requirements of English within a broad and balanced approach to the teaching of English across the curriculum, with opportunities to consolidate and reinforce taught English skills.
- ❖ To deliver the statutory National English Curriculum in a fun and engaging way which enables all children from whatever background and of whatever ability to access their learning.
- ❖ To provide children with the necessary skills to become competent, creative and efficient users of the English Language to prepare them for secondary school and to enable them to become successful in their later lives.
- ❖ To provide children with successful English role models to increase aspiration.
- ❖ To provide children with meaningful, engaging contexts for reading and writing.
- ❖ To provide children with the opportunities to develop and expand their vocabulary.
- ❖ To provide children with the opportunities to improve their spellings.
- ❖ To maintain close links with parents, governors and colleagues.
- ❖ To reflect the priority that needs to be given to language and English development in the Foundation Stage with regard to the Early Learning Goals as stated in the EYFS framework.
- ❖ To provide children with regular opportunities to practise and develop cursive writing from Year One onwards.

Teaching and Learning

Teaching should be:

- ❖ Discursive – characterised by high quality oral work as outlined in the PNS units,
- ❖ Interactive – with pupils' contributions encouraged particularly with reference to AFL strategies.
- ❖ Structured and well-paced learning intentions – broken down into success criteria and high expectations set by all adults.
- ❖ Ambitious- setting high standards, with ambitious vocabulary with examples included on the learning intention and high quality examples of writing.
- ❖ Inclusive- to ensure all children are making good progress.
- ❖ Make links between prior and previous learning.
- ❖ Handwriting will be a focus at CPS and cursive writing will be taught from Year One.

To achieve this, teachers will need to employ a wide range of teaching strategies, including:

- ❖ Demonstrations and modelling – so children ‘see how to’ therefore having interactions with good role models.
- ❖ Scaffolding – supporting children with the learning process (differentiation is key according to the range of learning needs found within in the class)
- ❖ Assessment for learning – children generating the success criteria, level ladders used in assessments, use of lolly pop sticks and differentiated questioning. Children will also need to be encouraged to peer-assess and self-assess using the success criteria as a guide. Modelled reflections to show pupils how to successfully edit and improve work.
- ❖ oracy is frequently used in enabling environments to develop their skills and as a tool for self-assessment and enhancing their vocabulary.
- ❖ Direction – so children are clear about the learning intention and the reasoning behind their success criteria steps in order for them to see the ‘bigger picture’.
- ❖ Initiating and guiding investigations – to develop understanding and generalisation about ideas.
- ❖ Discussion – so pupils learn to express and evaluate points of views, through listening and responding with thoughtful comments.
- ❖ Teachers should make links to cross-curricular learning and previous and prior learning.
- ❖ Regular opportunities for extended cross-curricular writing.
- ❖ To achieve competent handwriting skills, children from Year 1 will be taught cursive handwriting. The handwriting will be teacher led and modelled by teachers. There will be handwriting sessions taught on Fridays.
- ❖ Teaching should be adaptive so that all pupils can access learning.

Subject Organisation

The English Curriculum is delivered according to our overview map which was created in response to the statutory requirements of the National Curriculum. At Cranford Primary, we have taken special attention to ensuring appropriate coverage and the development of skills through English units across the academic year for each class and throughout the school as shown on the progressive overviews. Planning is adapted where needed to support the individual classes needs.

At Cranford, we teach English in daily lessons, with discrete phonics lessons that follow Bug Club’s systematic synthetic phonics in Foundation and Key Stage 1, and discrete spelling sessions taught across Key Stage 2. We do explicitly teach grammar sessions daily. Children work in flexible target groups within their classrooms according to need and identified by each class teacher. Phonic lessons in Key Stage 1 are also taught in fluid target groups. Within the target groups, children work in a variety of ways; independently, ability groups, mixed groups or pairs, depending on the task given and the skill being taught. Work is adapted through ongoing teacher assessment to enable all pupils to access the learning. The teaching sequence is interactive and uses ICT resources where possible as part of our ICT curriculum (See ICT policy)

Approaches to Speaking and Listening

At Cranford, we aim for our children to become confident verbal communicators. From our EYFS to our upper key stage 2, we ensure our children are faced with oracy opportunities which challenge their ability. Not only in English sessions, but also in other subjects, our children take part in oracy activities which promote their speaking and listening skills and develop their vocabulary. Speaking and listening groups have been identified throughout the school, therefore leading to weekly sessions led by trained speaking and listening teaching assistants.

Approaches to Reading and Writing

At Cranford, we use high quality text from the Power of Reading programme, although this is not a stand-alone reading programme, it promotes great reading for pleasure amongst young children. We use the units as a basis of ideas to promote good outcomes in their writing. The whole unit is based on one book, which plans to take children on a journey of reading, in turn promoting a love of reading. As teachers, we plan and adapt our English lessons to individualise the lessons for our children. All lessons are adapted and encourage children to take pride in their learning. Throughout the school, writing is promoted not only in English lessons but within all subjects in our curriculum. Furthermore, each year group plans cross-curricular big write opportunities at least once a term. A whole class guided reading approach is followed as outlined in the whole class guided reading policy.

Approaches to SPAG and Handwriting

At Cranford Primary, Spelling, Punctuation and Grammar is taught explicitly and implicitly during English lessons. Every day a skill will be focused on during a fifteen minute SPAG session and this will be further embedded during the writing session as well as a weekly extended SPAG session focusing on a particular grammatical technique. The expectation for handwriting is cursive which will be taught from Year One up to Year Six. The children have tracking lines in their books to promote cursive writing up until at least Year 5. By Year 6, the children are expected to write cursive and clearly on normal lines.

Resources

Children have their own stock of resources appropriate to age and ability. The Library is situated in the main KS1 building. In EYFS and Key stage reading books are in phonics phases matching the child phonetic level. Year 3 and 4 take home a reading book appropriate to their reading level and Year 5 and 6 have a range of books they can choose from in their classes, also, all children have access to levelled books on Bug Club. Each year group has a copy of Collin's reading assessments. Access to Power of Reading resources which include at least 3 copies of the book being studied per year group. Furthermore teachers do use online stimulus, e.g. youtube links, English shed and videos as hooks for learning to take place.

A Love for writing and reading

Termly writing competitions to encourage the children's love for writing. Class reading ambassador to develop pupil's voice further encouraging a love for reading. Regular reading of a whole class text. A competition across year groups to encourage reading on Bug Club. Poetry focuses are given each half term and the pupils are encouraged to recite the poem from memory. To further promote a love for reading, a reading competition for each year

group has been set up where the pupils are challenged to read 25 wow books by the end of the year.

Parental Involvement

Parental involvement within English is paramount to ensure children understand the importance of their learning. Parents support the teaching of English in school by reading with their children at home at least twice a week and completing their reading records once a week. They also support children with spelling and other English homework given weekly.

We are currently developing opportunities throughout Cranford Primary to involve parents' more in their child's learning and have timetabled coffee mornings, reading sessions, assemblies and more to try and improve parental involvement throughout 2022/24.

Assessment, recording and reporting

A range of assessment and recording strategies are used including:

- ❖ Baseline
- ❖ Reading profiles (Measuring: fluency, vocabulary, spelling and comprehension)
- ❖ Teacher observations
- ❖ Reading records
- ❖ School diaries (In Year 6 and Year 5)
- ❖ Guided reading records (up to Year 4)
- ❖ Weekly reading log
- ❖ Sonar (writing and reading)
- ❖ Writing and reading assessments at unit ends.
- ❖ End of Key Stage results
- ❖ Year 1 phonic screening checks
- ❖ Summative tests
- ❖ Gap analysis of knowledge
- ❖ *Include formative assessments– children books, observations, conversations, questioning, etc*

Monitoring and Evaluation

This English Policy will be monitored and evaluated by the English co-ordinator and the Head Teacher. This will be reported to the Governors. Governors are also invited to monitor the effectiveness of the school through a variety of other activities: including learning walks, participation during work scrutinises and classroom observations. The English coordinators will be required to:

- ❖ Conduct regular discussions with staff concerning pupil progress
- ❖ Monitoring of English planning to ensure progression and that the National Curriculum and Early learning goals requirements are covered.
- ❖ Observation and support provided by staff.
- ❖ Book looks and informal drop ins
- ❖ Monitor cross-curricular opportunities across the curriculum
- ❖ Reviews of the English learning environment
- ❖ Monitoring of resources

- ❖ Reviews of assessments and data to evaluate the quality of learning.
- ❖ Monitoring of equal opportunities in English.
- ❖ Big writes moderated each time by English Coordinators.
- ❖ Cluster moderation throughout the year.

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