

# GREAT CHART PRIMARY SCHOOL

## ENGLISH POLICY

SEPTEMBER 2025



*A Great Place to Discover and Learn*

### **Vision Statement**

**A respectful community where we thrive and achieve our full potential as confident life long learners**

### **Mission Statement**

**Preparing for life in our ever changing world, by providing opportunities to develop core values and a love of learning**

*Our core value is Respect*

*Our termly values: Teamwork, Ambition, Responsibility, Resilience, Kindness & Independence*

## **INTRODUCTION**

This policy outlines what we are aiming to achieve in respect of pupils' English education. It also describes our agreed approach to the planning, delivery and assessment of the English Curriculum. The English taught and the methods used reflect the recommendations outlined in the DfES guidance contained in the documents:

- (A) National Curriculum, schools: statutory guidance and reforming qualifications and the curriculum to better prepare pupils for life after school
- (B) National Curriculum in England: English programmes of study
- (C) Early Years Foundation Stage Guidance

It provides information and guidance for teachers, governors and other interested persons.

## **INTENT**

We aim to develop pupils' abilities within an integrated programme of Speaking & Listening, Reading & Writing. Pupils will be given 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.

At Great Chart Primary school we strive for each child to be a 'Primary Literate Pupil' aiming for the following:

- To develop pupils' abilities to communicate effectively in speech and language and to help pupils understand the function and importance of Standard English.
- To develop pupils' listening skills essential to communicating effectively in a range of situations.
- To develop pupils' understanding of spoken and written language so that they become enthusiastic, responsive and knowledgeable speakers, readers and writers.
- To read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct.
- To have an interest in books and read for enjoyment.
- To understand a range of text types and genres – be able to write in a variety of styles and forms appropriate to the situation.
- To be developing the powers of imagination, inventiveness and critical awareness.
- To achieve high standards of presentation.

## **STATUTORY GUIDANCE**

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum in England: English programmes of study 2014 and in the Communication, Language and English section of the Statutory framework for the early years foundation stage (2021).

In the **Foundation Stage** children should be given opportunities to:

- Speak and listen and represent ideas in their activities;
- Use communication, language and English in every part of the curriculum;
- Become immersed in an environment rich in print and possibilities for communication.
- **At Key Stage One (Years 1 and 2)**, children should learn to speak confidently and listen to what others have to say. They should begin to read and write independently and with enthusiasm. They should use language to explore their own experiences and imaginary worlds.
- **At Key Stage Two (Years 3-6)**, children should learn to change the way they speak and write to suit different situations, purposes and audiences. They should read a range of texts and respond to different layers of meaning in them. They should explore the use of language in literary and non-literary texts and learn how the structure of language works.

## **THE GOVERNING BODY**

Regular reports are made to the governors on the progress of English provision and to our English Governor.

## **SUBJECT ORGANISATION**

The English Curriculum is delivered using the Statutory Requirements of the National Curriculum 2014. The Early Learning Goals are followed to ensure continuity and progression from the Foundation Stage through to the National Curriculum. Pupil provision is related to attainment, not age.

## **IMPLEMENTATION**

The school uses a variety of teaching approaches to cater for the variety of learning styles of pupils in English lessons. Our principal aim is to develop children's knowledge, skills and understanding in English. We do this through a daily lesson that has a high proportion of whole-class and group-directed teaching. During these lessons we encourage children to ask, as well as, to answer questions. They have the opportunity to use a wide range of high quality resources such as narrative, poetry and non-fiction texts as well as visual texts to support their work. Children use ICT in English lessons where it will enhance their learning. The school's approach to planning ensures that the cycles of review, teach, practise, apply and evaluate are integrated into planning and teaching.

In all classes there are children of differing abilities. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies – in some lessons through differentiated group work, and in other lessons by organising the children to work in mixed ability pairs or groups on open-ended investigations and analysis.

We use Teaching Assistants to provide appropriate support to individuals or to groups of pupils. Teaching Assistants within our school are viewed as an important asset to the school and, as such, are appropriately involved in the planning and delivery of the English curriculum. They run interventions where appropriate to support groups of children and on a 1:1 basis. Their knowledge, skills and understanding are constantly updated through involvement in school-based and LA led Inset.

All children in our school will have full access to English lessons. Any additional support that is required will take place either during the session, or at other times during the school day as appropriate.

Any SEN provision or other individual programmes will be linked, where appropriate, to suitable year objectives, for example: ELS, phonics intervention and Toe by Toe.

## **Approaches to Speaking and Listening**

Four strands of Speaking and Listening permeate the whole curriculum. These are: Speaking; Listening and Responding, Group Discussion and Interaction, and Drama. 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.

Opportunities, organisation and provision for Speaking and Listening at Great Chart Primary are as follows:

- Show and tell
- Presentations, Discussions and Debates
- Mantle of the Expert
- Christmas/Summer plays
- Drama Club
- Speech and Language link
- Outside speakers/visits
- Assemblies
- Choir

### **Approaches to Phonics**

Opportunities, organisation and provision for phonics teaching at Great Chart Primary are as follows:

- The Rocket Phonics Scheme is followed to allow for progression
- Daily phonics lessons in EYFS, Year 1 and 2
- Daily phonic interventions for specific children

### **Approaches to Reading**

Opportunities, organisation and provision for Reading at Great Chart Primary are as follows:

- Shared whole class reading
- Guided reading (separate from the English lesson)
- Independent reading
- Paired reading (Reading buddies)
- Daily phonics lessons in KS1 and lower KS2, where appropriate
- Weekly spelling lessons in KS2
- Resources are organised – books are banded across KS1 and lower KS2 to ensure they are phonetically matched to pupils phonics ability, with a wide range of texts and genres to engage pupils' interests
- Links with parents – including homework, home-school liaison through the use of contact books, homework, diaries, google classroom and dojo.
- Wider reading (ERIC, class novel etc)
- Home reading – Pupils in Years 3 – 6 have comprehension questions set for home learning based on their ability.

### **Approaches to Writing**

Opportunities, organisation and provision for Writing at Great Chart Primary are as follows:

- 'Talk' for writing
- Phonics and spelling
- Emergent writing/ mark making
- Language through colour
- Shared writing
- Supported writing
- Modelled writing
- Guided writing/ Independent writing
- Extended writing
- Handwriting
- Dictation
- Opportunities to self-edit writing

### **Approaches to Handwriting**

(See Handwriting and Presentation Policies)

### **IMPACT**

### **CROSS-CURRICULAR ENGLISH OPPORTUNITIES**

Teachers will seek to take advantage of opportunities to make cross-curricular links through topic work. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum.

### **THE USE OF ICT**

Opportunities to use ICT to support teaching and learning in English will be planned for and used as appropriate.

### **ASSESSMENT AND TARGET SETTING**

Work will be assessed in line with the Assessment Policy.

## **INCLUSION**

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. Gifted children will be identified and suitable learning challenges provided. For example, links developed with local Secondary Schools to extend and challenge more able pupils.

## **INTERVENTION PROGRAMMES**

Great Chart Primary implements a wide range of Intervention Programmes to help raise standards of English across the school. They are linked to the School Improvement Plan and areas which are highlighted from analysis of SATs, Pupil progress meetings and assessment. They are as follows:

- Motor Control – Writedance, Beam and Fizzy, Clever Hands
- ELS
- Toe by Toe
- Intensive daily phonics 'catch up' intervention.
- English skills intervention groups
- Speech and Language link interventions

## **EQUAL OPPORTUNITIES**

All children are provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

## **THE ROLE OF SUBJECT LEADER**

The Subject Leader should be responsible for improving the standards of teaching and learning in English through:

Monitoring and evaluating English:-

- providing staff training
- monitoring pupil progress
- provision of English (including Intervention and Support programmes)
- the quality of the Learning Environment;
- taking the lead in policy development
- auditing and supporting colleagues in their CPD
- purchasing and organising resources
- keeping up to date with recent English developments

## **PARENTAL INVOLVEMENT**

Parents are involved in supporting their child in English in a variety of ways:

- Supporting their child to complete Guided Reading activities
- Regular reading books and library books are sent home
- Spellings
- English homework
- Workshops for parents
- Phonics meeting in Foundation
- Information sessions
- Parent/teacher consultations
- Book week/Creative Week
- Books and biscuit parent sessions
- Open Sessions
- Class assemblies

## **Conclusion**

This policy should be read in conjunction with the following school policies:

Teaching and Learning Policy

Assessment and Record Keeping

Responding to pupils' work/ Feedback/ Marking policy

Handwriting Policy

Additional Educational Needs Policy

ICT Policy

Equal Opportunities Policy

Health and Safety Policy.

## **REVIEW**

This policy will be reviewed as appropriate in response to local or national initiatives, evaluation of monitoring procedures and as detailed in the school improvement plan.

Regular reports are made to the governors on the progress of English provision.

This policy was reviewed by the English Subject Leaders 2025

This policy will be reviewed every three years or in the light of changes to legal requirements.