
Binsted CE Primary School

English Policy



Faith, Hope & Love

Aims and objectives

The study of English develops children's abilities to listen, speak, read and write for a wide range of purposes, so using language to learn and communicate ideas, views and feelings. It enables children to express themselves creatively and imaginatively, as they become enthusiastic and critical readers of stories, poetry and drama, as well as 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. The aims of English are:

- to enable children to speak clearly and audibly in ways which take account of their listeners.
- to encourage children to listen with concentration in order to be able to identify the main points of what they have heard.
- to enable children to adapt their speech to a wide range of circumstances and demands.
- to develop children's abilities to reflect on their own and others' contributions and the language used.
- to enable children to evaluate their own and others' contributions through a range of drama activities.
- to develop confident, independent readers through an appropriate focus on word, sentence and text-level knowledge.
- to encourage children to become enthusiastic and reflective readers through contact with challenging and lengthy texts.
- to help children enjoy writing and recognise its value.
- to enable children to write with accuracy and meaning in narrative and non-fiction.
- to increase the children's ability to use planning, drafting and editing to improve their work.

Teaching and learning

At Binsted Primary School we use a variety of teaching and learning styles 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 teaching. During these lessons children may experience a whole-class shared reading or writing activity, a whole-class focused word or sentence activity, a guided group or independent activity and a whole-class session to review progress and learning. They have the opportunity to experience a wide range of texts and use a range of resources such as dictionaries and thesauruses to support their work.

There are children of differing ability in all classes at Binsted Primary School. 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 we do it through differentiated group work, while in other lessons we ask children to work from the same starting point before moving on to develop their own ideas. We use teaching assistants to support some children and to enable work to be matched to the needs of individuals.

English planning

English is a core subject in the curriculum. We use the National Curriculum as the basis for implementing the statutory requirements of the programme of study for English.

In Key Stage 1, phonics is taught on a daily basis following the Letters and Sounds programme. This continues into Key Stage 2 where appropriate. We carry out the curriculum planning in English in three phases (long-term, medium-term and short-term).

Reading KS1

We use banded coloured reading books across the classes; these are a mixture of published scheme books supplemented with age appropriate library books.

Early Years Foundation Stage (EYFS)

We teach English in the EYFS as an integral part of the school's work. The format for the daily lesson is similar to that used in the rest of the school. However, the teaching is heavily weighted towards children acquiring a good knowledge of phonics, using the Letters and Sounds programme. In the EYFS, we relate the English aspects of the children's work to the objectives set out in the Early Learning Goals which underpin the curriculum planning for children aged three to five. We give all children the opportunity to talk and communicate in a range of situations, to respond to adults and to each other, to listen carefully, and to practise and extend their range of vocabulary and communication skills. They have the opportunity to explore, enjoy, learn about, and use words and text in a range of situations.

Teaching English to children with Special Educational Needs & Disabilities (SEND)

At our school we teach English to all children, whatever their ability. English forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our English teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expectations. When progress falls significantly outside the expected range, the child may have SEND. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the child to learn more effectively.

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Assessment and recording

Teachers assess children's work in English in three phases. The short-term assessments that teachers make as part of every lesson help teachers to adjust their daily plans. Teachers match these short-term assessments closely to the teaching objectives. They use medium-term assessments to measure progress against the key objectives, and to help them plan for the next unit of work. This is in the form of the three writing assessments, which are assessed against the termly Hampshire three phase model criteria. Each pupil has a dedicated writing book and this moves through the school with the pupil. Teachers make long-term assessments towards the end of the school year, and they use these to assess progress against school and national targets. With the help of these long-term assessments, teachers are able to set targets for the next school year and summarise the progress of each child before discussing it with the child's parents.

The next teacher then uses these long-term assessments as the basis for planning work for the new school year. These long-term assessments are made using end-of-year tests, termly writing assessments and teacher assessments.

Children undertake the national tests at the end of Year 2 and Year 6, plus assessments at the end of Years 3, 4 and 5.

Teachers meet regularly in school and as part of a cluster group to review individual examples of work against the national exemplification criteria.

Monitoring and Review

Monitoring of the standards of the children's work and of the quality of teaching in English is the responsibility of the English subject leader. The work of the subject leader also involves supporting colleagues in the teaching of English, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The subject leader reports to staff in a termly monitoring report when they review books and conference pupils to assess progress in the subject as a whole throughout the school. In Year 2 and Year 6 the English subject leader meets in the Spring term and reviews the children's work against National standards with the class teacher.

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