



Forest of  
Dean Trust

## English Subject Policy

### FOREST VIEW SCHOOL

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Please refer to the school's teaching and learning policy and English curriculum statement for detailed information regarding English planning, marking and monitoring. Please also refer to the school's subject leader policy which provides clear guidelines on the role of the subject leader.

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 Forest View Primary School we strive for all children to be 'Primary Literate Pupils'

We aim for a child to be able to:

- read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct;
- have an interest in books and read for enjoyment;
- have an interest in words, their meanings; developing a growing vocabulary in spoken and written forms;
- understand a range of text types and genres – be able to write in a variety of styles and forms appropriate to the situation;
- be developing the powers of imagination, inventiveness and critical awareness;
- have a suitable technical vocabulary to articulate their responses;
- speak clearly and audibly and to take account of their listeners;
- listen with concentration, in order to identify the main points of what they have heard;
- adapt their speech to a wide range of circumstances and demands.
- Use phonic and spelling knowledge to support reading and writing.

### **Planning and Teaching**

The school follows whole school topics. Adults and pupils work together to decide on the topics for each year. Pupils put the majority of their English work into their topic books which will contain work from across the whole of the school's curriculum. English skills are taught across the curriculum and children are expected to write every day and at length at least once a week.

The school meets the statutory guidelines for English as set out in the National Curriculum.

Planning for English will be done on the school's agreed format for English planning. Detailed information regarding this can be found in the school's teaching and learning policy.

English is taught through discrete English lessons, phonic and spelling lessons and whole class reading. In all other subjects English skills are reinforced.

Children will be given the opportunity to work in a variety of ways through English. This may include independent, paired or group activities. The children may not necessarily record all of their work for English in their topic books. Marking will be in line with the school's Teaching and Learning Policy. Please refer to this for more information.

Teaching Approaches to promote writing:

- Modelled, shared, guided and independent writing sessions take place across all age groups and all genres of writing;

- Children write for a variety of audiences i.e. themselves, for peers, for a parent, for the school web site, etc.;
- Children enter writing competitions;
- Children are encouraged to redraft their writing;
- Children are encouraged to have a go and try and spell words for themselves;
- Story and fact maps are used to aid the children's writing.
- Phonics and spelling are taught through Read Write Inc.

Teaching Approaches to promote reading:

- We ensure children are exposed to a wide range of reading material across the genres, including print and digital media;
- Books are matched to the children's phonic knowledge and levelled across the school to provide a breadth of reading;
- Each child is heard read every week individually or in whole class reading sessions;
- Reading is supplemented by levelled texts to promote independent reading at home;
- Whole class reading lessons take place three times a week using high quality texts;
- Children read to everyday in all classes;
- Phonics is taught through Read, Write Inc in Foundation and Key Stage One as a key strategy to develop reading ability;
- Fresh Start phonics intervention is used when needed in Key Stage Two;
- Modelled, shared and guided reading are used throughout the school;
- We use Teaching Assistants to support reading.

The Four Strands of Speaking and Listening: Speaking; Listening; Group Discussion and Interaction, and Drama permeate the whole curriculum. 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.

### **Assessment**

The on-going assessment of children takes place all of the time. Formal assessment judgements for each child are submitted three times a year following moderation for reading and writing and 'stuck' or 'slow moving' children identified. Staff put in place interventions for these children which are continually monitored to ensure they have the desired impact.

### **Monitoring**

The SLT have a clear programme in place for monitoring subjects and therefore do not require subject leaders to undertake lesson observations for their subjects.

Subject leaders are expected to monitor in the following way:

- Learning walks;
- Pupil conferencing;
- Book scrutiny;
- Planning scrutiny.

The outcomes of monitoring activities are fed back to the SLT and staff through the relevant meetings. Feedback includes at least three positives and a maximum of three development points.

### **Resources/Budget**

Resources for English will be of good quality and used to support teaching and learning. The subject leaders will monitor the resources and bid for money from the school's curriculum budget to purchase new materials.

### **Staff Development**

Staff are required to take responsibility for their own CPD within English. If a member of staff asks for support then the subject leader can offer this themselves through coaching and mentoring or will find a suitable course for that teacher to attend (subject to SLT approval and budget). Subject leaders may also lead parts of INSET days and staff meetings to 'cascade' information through the school or to train all staff in a particular area.

### **Equality**

Please refer to the school's equal opportunities policy for further information. All pupils have equal rights to access learning opportunities across the whole curriculum irrespective of ethnicity, religion, gender, disability or social circumstances. A wide variety of strategies can be used to ensure that teaching meets the needs of different groups of pupils. These include:

- Adaptive teaching;
- Using a range of teaching styles to match the range of learning styles represented in a typical class; Ensuring the classroom environment is safe and secure and accessible for all.

### **Health and Safety**

Please refer to the school's health and safety policy for further details. Before undertaking any activity that may pose a hazard to staff or pupils a full risk assessment will be undertaken. It is the responsibility of the class teacher leading the activity to ensure that this is undertaken.

Any off-site visit will be conducted in line with school policy and the relevant risk assessments completed. Risk Assessments for off-site visits are held in the school office. Teachers are required to 'tick' the risks relevant to their trip.