

THE ROCHE SCHOOL
English Policy

This policy which applies to the whole school is publicly available on the school website and upon request a copy (which can be made available in large print or other accessible format if required) may be obtained from the School Office.

Information Sharing Category	Public Domain
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Statement of intent

At The Roche School we believe that a quality English curriculum should develop children's love of reading, writing and discussion. We aim to develop in the children we teach, an appreciation of our rich and varied literary heritage, a habit of reading widely and often and the confidence to express themselves both orally and through the written word. We recognise how essential this is for the children's development, it is part of the '*essential knowledge*' (p6. National Curriculum) that is needed in society. By developing a comprehensive range of reading skills we aim to foster in the children a love and appreciation of a variety of literature. These skills will enable them to access all aspects of the curriculum.

This English policy should be read alongside other school policies, including:

- Phonics policy
- Handwriting policy
- Homework policy
- Curriculum and Planning policy
- Early Years Foundation Stage policy
- Special Educational Needs and Disabilities (SEND) policy
- EAL Policy
- High Achievers policy
- Assessment policy

Our curriculum overview and medium-term planning help to support this policy, as will the relevant schemes of work for each Key Stage. These may include:

- Phonics
- Grammar and Punctuation

The Roche School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all children fulfil their potential

- Spelling

Planning and teaching

We find English to be a creative subject that heavily relies on imagination and creativity, something children can have in abundance regardless of their ability. To accommodate this, across a year group, all children are in mixed ability sets. In all sets, the children cover the same work with some children requiring more support or a different pace of working than others do. In all year groups, for one day a week, the children are in streamed sets where they undertake more skills-based lessons with the appropriate amount of support and stretch. Teachers across the sets plan together referring to the National Curriculum framework and using their own knowledge and experiences to inform planning and work. They ensure that all lessons are differentiated and that each lesson challenges each child appropriately. In Upper Key Stage Two, the children will begin to move off of the National Curriculum and instead move towards the 11+ curriculum in preparation for their entrance exams in the spring term of Year 6. All aspects of English are covered in the lessons, including reading, writing, poetry, speaking and listening, drama, role play and a love of reading is promoted across the school.

Reading

At The Roche School, we recognise the importance of reading. In the National Curriculum reading is singled out as of extreme importance, since through it *'pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually'*, *'Reading allows pupils to 'acquire knowledge' and to 'build on what they already know' (p13.)*.

The 2014 Curriculum divides reading skills into two parts:

- Word reading/decoding
- Comprehension

We recognise that these areas are clearly linked to the other aspects of English learning: speaking and listening, writing, grammar and vocabulary and that both these elements are essential to success. We support the acquisition of both sets of skills through various methods and understand that reading is a developmental process and part of life-long learning and we encourage and praise children at every stage of it.

At The Roche School we aim for/to:

- Pupils to learn to read easily and fluently. This is achieved through daily phonics in EYFS and Year 1, whilst in Year 2 the children have a thrice weekly phonics lesson. All children in lower school read regularly to adults in school, children are encouraged to read every night at home, all classes have a class novel and regular reading interventions are put in place when necessary.
- Pupils are offered a range of texts throughout their time at school, to support them on their reading journey. These are monitored by teachers to ensure that all children are being appropriately challenged.

- Pupils are encouraged to read widely, through our use of differing class texts, reading records, the school library, school wide reading events (such as world book day and author visits) and high quality attractive books in classrooms
- Pupils are encouraged to read for pleasure using quiet reading time, listening to an adult read, reading records and the various methods outlined above
- Pupils also need to read to find information in all lessons and comprehension is assessed in a formal way every term, whilst in Key Stage 2 the children have weekly comprehension lessons to support their development
- Pupils are exposed to a range of texts from their literacy heritage during their school career
- All children are offered booster lessons to help their understanding if needed. These are for 30 minutes each week with an adult

Writing

At The Roche School we understand that children should: develop the stamina and skills to write at length, use accurate spelling and punctuation, be grammatically correct, write in a range of ways and purposes including narratives, explanations, descriptions, comparisons, summaries and evaluations and write to support their understanding and consolidation of what they have heard or read. This is in accordance with the guidance in the National Curriculum.

The 2014 Curriculum divides writing skills into two dimensions:

- Transcription (spelling and handwriting)
- Composition (articulating ideas in speech and writing)

We recognise that these areas are clearly linked to the other aspects of English learning: speaking and listening, writing, grammar and vocabulary and that both these elements are essential to success and we support the acquisition of both sets of skills through various methods. As a school, we understand that writing is a developmental process and part of life-long learning and we encourage and praise children at every stage of it.

At The Roche School we aim for/to:

- Teach grammar included in other English lessons, allowing the children to see and use the devices in normal practice.
- Correct grammatical errors orally and in written work (where appropriate)
- Have a systematic approach, where we revisit key learning and build upon it in all areas from phonics, through to grammar and spelling
- Use high quality texts, modelling and undertaking group or shared writing
- Children to have practice writing a wider variety of text types and a purpose for their written work
- In Lower School, children produce an extended piece of writing once every two week. In Upper School this happens weekly.

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To achieve our school aims, we ensure that the English curriculum is:

- Appropriately challenging
- Differentiated to support children of all needs
- Broad, covering the full scope of the curriculum in English lessons and cross curricular with other subjects
- Relevant to the children's lives and their understanding
- Progressively builds upon the children's previous learning each term and year