



Burnopfield Primary School

English Policy 2019-2020



Intent	Implementation	Impact
<p>At Burnopfield, we aim for a high quality English curriculum which will ensure that every child leaves our school being able to read and write and to have well-developed speaking and listening skills.</p> <hr/> <p>Children will speak clearly and audibly in ways which take account of their listeners.</p> <p>Children will listen with concentration in order to be able to identify the main points of what they have heard.</p> <p>Children will be able to reflect on their own and others' contributions and the language used.</p> <hr/> <p>Children will become confident, independent readers. They will become enthusiastic and reflective through contact with challenging and lengthy texts.</p> <hr/>	<p>Using the National Curriculum and the Durham objectives, teachers plan exciting and creative sequences of lessons. Teachers consistently set high standards for all children. Monitoring is relentless. Teachers ensure that lessons are well prepared, meet the needs of the children and that children are challenged. Teachers use highly effective questioning. Teachers consolidate learning and deepen understanding. Teachers and subject leaders have strong subject knowledge and make real connections during learning.</p> <hr/> <p>Teachers and staff model language and communication skills and speak in Standard English at all times. They possess good questioning skills. Children are encouraged to speak clearly from the start of the EYFS. Starting in the EYFS, teaching staff model</p>	<p>Children's work across the curriculum is at a consistently high quality. Attainment at the end of Key Stage 2 are outstanding, showing that all children have made outstanding progress from their starting points in all subjects</p> <hr/> <p>Children are confident speakers.</p> <p>Children speak in Standard English. Children have well-developed language and vocabulary.</p> <p>Children can listen for extended periods of time and can summarise key points of what they have heard.</p> <hr/> <p>Children can read well. They read widely and with fluency and comprehension appropriate to their age. Children have a range of</p>

<p>Children will have a well-developed vocabulary. Children will constantly learn new vocabulary.</p> <p>Children will enjoy writing and recognize its value;</p> <p>Children will write with accuracy and meaning in narrative and non-fiction contexts.</p> <p>Children will be able to use planning, drafting and editing to improve their work.</p>	<p>language and encourage children to give extended answers for questions. Teachers do not correct children but instead model how a sentence or word should be said and ask open questions to gain further language use.</p> <p>Through class debates, drama and performance including poetry recitals, children are given opportunities to practise speaking in front of an audience.</p> <hr/> <p>Reading is prioritised to allow children to access the full curriculum. Early Bird reading ensures our disadvantaged children have daily opportunities to read. In KS1, teachers use 30 minutes of lunchtime to prioritise reading. English is taught through a book. Teachers choose high quality texts to develop children's vocabulary.</p> <p>Reading is taught with an appropriate focus on vocabulary, inference, prediction, explanation, retrieval and summarising.</p>	<p>favourite authors and a well-developed vocabulary.</p> <p>Children love reading, they read for pleasure. They are able to discuss their favourite books and authors.</p> <hr/> <p>Children are confident and able writers and leave our school ready for their KS3 education and their future learning.</p>
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	<p>Teachers effectively check for understanding</p> <p>Starting in the EYFS, children learn phonics using Letters and Sounds in conjunction with Jolly Phonics. This phonic knowledge is taught alongside whole word reading. Children continue to develop their reading across the year groups through daily lessons in reading, spelling and grammar. Children are consistently taught the 'steps' (strategies) needed to decode language. Teachers provide opportunities to recall and practise previously learned skills and knowledge</p> <p>Children are taught to develop a love of reading through exposure to a wide range of carefully chosen high quality texts. Weekly 'Hooks into Books' assemblies as well as reading challenges and book and poetry weeks.</p> <p>Children develop their reading comprehension through daily guided reading sessions.</p> <hr/>	
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	<p>Writing is also developed through exposure to a wide range of carefully chosen high quality texts. Children are given daily opportunities to write in a range of different ways. Teachers have consistently high expectations.</p> <p>Writing and handwriting are given high focus across all subjects. Teachers give explicit, detailed and constructive feedback in class to ensure they are moving children's learning forward.</p> <p>Assessment provides relevant, clear and helpful information about current skills and knowledge of learners</p>	
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