



'I will give teachings to all and live by what I teach.'

Lord Chaitanya

English Policy

Approved: September 2022

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INTRODUCTION

At Krishna Avanti Primary School, we recognise the crucial importance of studying the English language. Improved performance at reading, writing and spoken language will enable our learners to express their thoughts and ideas more fluently and accurately. This will also help them to deal more successfully with other curriculum subjects, while enriching their lives beyond school. The teaching and learning of language skills are, therefore, given a high priority in our school. Our overarching aim for English is to promote high standards of language and literacy by equipping learners with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

AIMS

We aim for our learners to:

- Develop the ability to communicate effectively in speech and writing.
- Listen with understanding.
- Enable our children to become fluent and responsive readers.
- Develop a lifelong love of reading and writing.

To develop our learners as Speakers and Listeners we:

Give them opportunities to express their ideas to a range of audiences.
Give them opportunities to take part in group discussion and drama activities.
Encourage them to listen and respond appropriately to others.
Help them to understand the need to adapt their speech to different situations.
Give them opportunities to evaluate and reflect on their own speech.
Encourage them to use the vocabulary and grammar of standard English whenever appropriate.

To develop our learners as Readers we:

Teach them to read accurately and fluently using a range of strategies.
Share reading targets with children verbally with

Show them how to use punctuation

Early Reading-Phase 1 to Phase 5 overview:

A whole-class approach ensures

Independent

3. Writing:

At Krishna Avanti Primary School, we strive to create an environment that will promote both reading and writing. In

Talk for Writing (T4W) has a strong contribution to make to the learning and writing development of all children, including those identified as having special educational needs, children from diverse cultural backgrounds, those for whom English is an additional language and children who are particularly Gifted and Talented. Children in any of these groups benefit considerably from the strategies and approaches used in Talk for Writing.

Teachers should ensure that:

Wherever possible, all children are included, whatever their needs, in Talk for Writing sessions and learning sequences.

Appropriate adjustments are made for pupils identified with speech, language and communication needs (SLCN) or dyslexia.

Scaffolds are used to support pupils towards the learning objective through the use of resources e.g. word mats, sequencing cards, pictorial representations and other tailored help sheets, pre-teaching of key vocabulary, working in mixed ability pairs and 'keep up' intervention sessions.

Where needed,



7.