



English Policy

1 Aims and objectives

1.1 The study of English develops children's ability to speak, listen, read and write for a wide range of purposes including the communication of their ideas, views and feelings. Children are enabled 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 - including grammar, spelling, phonics and punctuation. Children use their knowledge, skills and understanding in speaking, listening, reading and writing across a wide range of situations.

1.2 Our objectives in teaching English are:

- to enable children to speak clearly and audibly, and to take account of their listeners;
- to encourage children to listen with concentration, in order to identify the main points of what they have heard and respond appropriately;
- to show children how to adapt their speech to a wide range of circumstances and demands;
- to teach children effective communication skills, both verbal and non-verbal, through a range of speaking and listening and drama activities;
- to develop children's communication and co-operation skills so they are able to work effectively as members of a class, group or independently;
- to help children become confident, independent readers through an appropriate focus on word, sentence and text level knowledge;
- to foster a love of reading in order to develop enthusiastic and reflective readers, through contact with challenging and substantial texts;
- to foster the enjoyment of writing across the curriculum and a recognition of its value;
- to encourage accurate, meaningful and purposeful writing - both narrative or non-fiction;
- to improve the planning, drafting and editing of written work;
- to ensure children leave school with appropriate literacy skills to prepare them for the next stage of their education and later life.

2 Teaching and Learning

2.1 At Yohden Primary School we use a variety of teaching and learning styles in English to teach interesting and enjoyable lessons which meet both the needs of learners and the requirements of the National Curriculum. Our principal aim is to develop children's knowledge, skills and understanding of English. We do this through a daily lesson in which children may encounter: whole class reading or writing activities, guided group reading or writing activities, independent reading or writing activities and regular reviewing of progress and learning. Other activities children may participate in include: phonic and spelling work, drama and the study of grammar. Wherever possible we try to ensure that the context for our English work is meaningful making as many cross curricular links to the International Primary Curriculum (IPC) as possible. This approach ensures that reading and writing have a real purpose making these activities relevant to the children.



- 2.2 Children's work in English is also supported by a variety of resources such as dictionaries and thesauri. ICT is used, when appropriate, to enhance learning in English. Children use ICT to redraft and present work as well as investigating multimedia to study how words and images are combined to convey meaning. Other ICT resources used to support learning may include; ICT programmes such as Lexia, phonic games and talking tins.
- 2.3 In all classes children have a wide range of abilities and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through differentiated work, guided sessions with an adult or children developing their own ideas from a shared starting point. We use Learning Support Assistants effectively to support learning and enable work to be matched to the level of challenge needed for all learners.

3 English Curriculum Planning

- 3.1 At Yohden Primary School we believe it is vitally important for children to develop skills for later life and being literate is integral to future success. English is a core subject of the National Curriculum and we use the statutory requirements as the basis for our English planning and teaching.
- 3.2 Curriculum planning is carried out in three phases (long-term, medium-term and short term). Currently, we use the Primary Framework for literacy which details what we teach in the long-term. Our yearly teaching programme identifies the key objectives in literacy that we teach to each year group. However, we greatly adapt these units in order to make purposeful links with the International Primary Curriculum ensuring tasks have a real purpose.
- 3.3 Our medium term plans, which are also based on the Primary Framework, give details of the main teaching objectives for each term. These define what we teach and ensure an appropriate balance and distribution of work across each term.
- 3.4 Class teachers complete a weekly short-term plan for the teaching of English. Teachers in Key Stage 1 also complete a weekly plan for the teaching of phonics. These plans list the specific learning objectives, success criteria and expected outcomes for each lesson as well as providing details of how the lessons are to be taught. Details of what each group of children will be learning are also included.
- 3.5 Progression is a key focus of our work in English building on children's prior learning. We give children the opportunity to develop their skills, knowledge and understanding and ensure there is increasing challenge for the children as they move up through the school.

4 The Foundation Stage

- 4.1 At Yohden Primary School the Foundation Stage consists of one class of Reception age children. Work is planned for using the EYFS curriculum and focuses on the development of communication, language and literacy skills. As in other year groups, we give children the opportunity to talk and communicate in a widening range of situations, to respond to adults and to each other, to listen carefully and to practise and extend their vocabulary and communication skills. They have the opportunity to explore words and texts, to enjoy them, to learn about them and use them in a variety of situations. The development of reading, writing and phonic skills is a key focus of work in the Early Years Foundation Stage.

5 Contribution of English to the teaching in other curriculum areas

- 5.1 The skills that children develop in English are linked to, and applied in, every subject of our curriculum. The children's skills in reading, writing, speaking and listening enable them to communicate and express themselves in all areas of their work in school.
- 5.2 Mathematics - The teaching of English contributes significantly to children's mathematical understanding in a variety of ways. Children in the Foundation Stage develop their understanding of number, pattern, shape and space by talking about these matters with adults and other children. In Key Stage 1 children meet stories and rhymes that involve counting and sequencing and begin to read and solve problems. Children in Key Stage 2 are encouraged to read and interpret problems, identifying the mathematics involved. They explain and present their work to others during plenary sessions and they communicate mathematically through the developing use of precise mathematical language.
- 5.3 PSHE and Citizenship - English contributes to the teaching of PSHE and citizenship by encouraging children to take part in class and group discussions on topical issues. They discuss lifestyle choices and meet with visitors who work within the school community. Planned activities within the classroom also encourage children to work together and to respect each other's views.
- 5.4 Spiritual, moral, social and cultural development - The teaching of English develops skills through which our children can offer critical responses to the moral questions they meet in their work. Their understanding and appreciation of a range of texts brings them into contact with their own heritage and with texts from a diverse range of cultures. Our lessons are organised so that children are able to work together, discussing their ideas and opinions.
- 5.5 International Primary Curriculum - At Yohden Primary School we ensure that children have the opportunity to apply their English skills across the curriculum. Where possible we teach English using the current IPC units as the context.

6 English and ICT

- 6.1 ICT is used at whole class, group and independent levels. The Interactive Whiteboard is used to display text and enable it to be read and analysed by all learners. It also allows the writing process to be modelled effectively. Software can be used to support independent reading, writing and spelling through the use of programmes such as Lexia, Bug Club and Clicker. Lessons can focus on what children have achieved using ICT, or ICT can provide the means of presenting their outcomes in English.

7 English and Inclusion

- 7.1 At our school we teach English to all children, whatever their ability or individual needs. English forms part of the school policy to provide a broad and balanced curriculum. Through our English teaching, we provide learning opportunities that enable all pupils to make good or better progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents as well as those with English as an additional language. We take all reasonable steps to achieve this. For further details see the Special Educational Needs policy and Equality and Diversity policies.

- 7.2 Some children may have special educational needs. 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. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. This ensures that our teaching is matched to the child's needs.
- 7.3 Children who have been identified as having Special Educational Needs have an action plan developed following a 'Structured Conversation' between home and school. If appropriate this action plan may include specific targets relating to English. At times, children may require additional support from an external agency and this will be organised by the SENCO following consultation and agreement from parents and carers.
- 7.4 We enable all pupils to have access to the full range of activities involved in learning English. Where children are to participate in activities outside the classroom, such as a theatre trip, we carry out a risk assessment prior to the activity to ensure that it is safe and appropriate for all pupils.
- 7.5 Modifications may be made by using:
- differentiated texts that children can read and understand;
 - visual and written materials in different formats;
 - ICT or other technological aids and programmes such as Clicker;
 - alternative communication such as signs and symbols;
 - translators and amanuenses.

8 Assessment for Learning

- 8.1 Teacher's regularly assess children's work in English. The short term assessments that teachers make as part of every lesson help them to adjust their daily plans. They match these short term assessments closely to the teaching objectives. Written or verbal feedback is given to help guide children's progress. Children are also encouraged to self assess making judgements about how they can improve their work.
- 8.3 During reading sessions teachers assess children's learning and progress using the assessment foci and update their reading file and records on a weekly basis. Children's independent writing is also regularly assessed against the assessment foci and assessment sheets, located in the back of English books, highlighted.
- 8.3 Teachers assess children's attainment at the end of every half term and use this information to help plan the next units of work. At the end of the year teachers use this information to assess children's progress against school and national targets.
- 8.4 Children undertake national tests at the end of Year 2 and Year 6. A phonics screening check is also administered to children in Year 1. Optional national tests are used at the end of Years 3, 4 and 5 to reinforce the assessments made by class teachers.
- 8.5 Samples of children's English books are kept and stored in school. These demonstrate what the expected level of achievement is in English in each year of the school. It also allows the school to demonstrate how standards have risen over time. Teachers meet regularly to moderate work and agree the judgements made. Staff also participate in moderation with other schools in the local area.

- 8.6 Staff are keen to develop and improve their subject knowledge and pedagogical skills. The subject leader takes an active role in disseminating best practice and making recommendations for staff development.

9 Resources

- 9.1 There are a wide range of resources available to support the teaching of English across the school. Children have access to the internet through classroom computers as well as timetabled sessions with the laptops. The guided and home reading schemes are well resourced and targeted at the appropriate stage of children's development. Home reading books can also be accessed using Bug Club Online. Children have access to a wide range of fiction and non-fiction books in the library and there are reading areas in all classrooms. If needed, children may access audio-visual aids.

9 Partnership with parents and carers

- 9.1 The school aims to work closely with parents and carers so they are able to support their children's learning in English. The school holds parent sessions to discuss supporting children in phonics and reading as well as producing parent guides which include further advice and support. Parents are encouraged to speak to staff should they require any additional information.

10 Monitoring and review

- 10.1 The coordination and planning of the English curriculum are the responsibility of the subject leader who also:
- supports colleagues in their teaching by keeping them informed about current developments in English and providing a strategic lead and direction for this subject;
 - provides regular feedback to the headteacher and governors in which strengths and areas for development in English are identified;
 - regularly reviews the progress of children through planning, work scrutiny and observations of teaching and learning in the subject;
- 10.2 A member of the school's governing body is briefed to oversee the teaching of English. The governor meets with the subject leader to review progress.

Signed:

Date:

NOTE:

This policy will be reviewed in the autumn 2014 to ensure it is line with the new National Curriculum due to come into effect 1st September 2014.