



# ENGLISH

# POLICY

Signed \_\_\_\_\_ (Principal) Date \_\_\_\_\_

Signed \_\_\_\_\_ (Chair of Governors) Date \_\_\_\_\_

October 2018

Date of next review \_\_\_\_\_

## **Aims**

Our aims in teaching English are that all children will:

- develop the necessary skills to use the English language confidently, appropriately and accurately
- be able to speak clearly, fluently and cogently
- be able to listen to the spoken word attentively with understanding, pleasure and empathy
- be able to read a range of materials fluently and with understanding for enjoyment and for information
- be able to write effectively for a range of audiences and purposes using spelling, punctuation and grammar accurately and confidently

## **Principles behind the Teaching and Learning of English**

English is paramount because:

- it is the basic language of communication in our society
- it is the foundation for almost all the learning which takes place in our school
- its mastery empowers the learner and is essential for independent learning, the world of work and most other aspects of everyday life

## **Strategies for Teaching English**

English is organised into:

- 'formal' learning of reading, writing, speaking and listening in periods distinctly allocated to this work
- informal learning which goes on throughout the school day and throughout different curriculum areas
- approximately 7.5 hours per week are allocated to the 'formal' teaching of English

**Speaking and Listening Skills** are developed through:

- providing a range of opportunities for children to talk and listen in formal and informal settings
- the use of drama techniques and role-play to explore imagined situations
- a regular story time when the teacher or other adult reads aloud to the class
- class discussion and debate on topical or contentious issues, both local and worldwide
- 'show and tell' or 'news sharing' when pupils are encouraged to speak to their classmates
- interviewing carried out as part of a topic or project.

**Phonetic Knowledge** is developed through:

- the use of the *Letters and Sounds* scheme in Foundation and Key Stage 1, (continuing in Key Stage 2 for some children, if necessary)
- discrete, daily 20 minute sessions, in Foundation and Key Stage 1
- practising blending and segmenting, as well as the sounds and letter names, through English based activities.

**Reading** is developed through:

- providing a wide range of genre classified reading material and opportunities for children to select from this for entertainment and information
- use of a structured system of reading books for emerging readers which are banded according to difficulty/challenge
- weekly guided reading or whole class reading sessions with the class teacher
- shared reading of high quality and inspirational texts during English lessons
- opportunities for quiet reading
- whole school reading challenges.
- Inference intervention programme for targeted children from Year 3 & 4.

**Writing** is developed through:

- the use of good quality texts to provide exciting and engaging stimuli for writing
- providing a wide range of contexts for writing and building up ideas using speaking and listening and drama activities
- an emphasis on punctuation, grammar and spelling through daily morning SPaG sessions
- encouraging a process of drafting and redrafting,
- modelled and scaffolded writing during English lessons
- weekly independent writing sessions across a range of subject areas
- the marking of unaided pieces of writing twice every half term with clear targets for the children to improve on.

**Spelling** is developed through:

- addressing teacher feedback in books in line with the marking policy
- regular spelling tests allocated according to ability groups using the Rainbow Grammar spelling scheme
- the use of *Letters and Sounds* in Foundation and Key Stage 1
- Specific spelling lessons in Key Stage 2.
- targeted/individualised additional spelling homework

**Handwriting** is developed through:

- regular teaching sessions
- encouraging a cursive style throughout the school
- the use of guidelines and lined paper.

**Pupils with additional needs / special educational needs** in English are supported through the use of:

- Differentiation
- Additional phonics sessions
- Additional keyword work
- Additional reading opportunities in line with a whole school Reading programme
- The Five Minute Box
- One-to-One Phonics sessions
- Additional guided reading / comprehension / inference groups
- Additional spelling groups
- Toe by Toe

**The emphasis in our teaching of English** is on building upon, and having respect for, the child's home experience and language, developing and extending this in ways which school is best suited for. We aim to facilitate learning by:

- offering adults as positive role models in reading, writing and listening
- allowing pupils to acquire a vocabulary for talking about language.

**Homework is used to support English through:**

- the regular reading of school reading books
- the learning of keywords and spelling lists
- specific English or cross-curricular tasks set by teachers

**Excellence in English is celebrated through:**

- handwriting and writing certificates
- termly Reading Challenge certificates and assemblies
- annual 'World Book Day' activities and 'Book Fair' competitions

**Strategies for Ensuring Progress and Continuity**

Planning in English is a process in which all teachers are involved wherein:

- medium term plans are drawn up by individual using the whole-school proforma
- lessons are planned to fulfil the learning objectives of the National Curriculum (Year 1-6)
- English books are regularly analysed by the subject coordinator to ensure progress.

**Feedback to pupils** about their progress in English is achieved through discussion and through marking of work in line with the marking policy.

Effective marking:

- is detailed, precise and sets high expectations
- is meaningful and understood clearly by the child

- is often done while a task is being carried out through discussion between child and teacher
- gives clear targets and feedback to enable the child to improve
- gives the child the opportunity to respond and improve their work.

**Formative assessment** is used to guide the progress of individual pupils in English. It involves identifying each child's progress in each aspect of the subject. Formative assessment determines what each child has learned and what, therefore, should be the next stage in his/her learning. Formative assessment is mostly carried out informally by teachers over the course of their teaching. Suitable tasks include but are not limited to:

- hearing children read in a one-to-one/group or whole class context
- small group discussions
- short tests such as spelling tests or dictation exercises
- discussions with the teacher in which children are encouraged to appraise their own work and progress
- weekly extended writing tasks
- unaided writing sessions
- end of phase assessments for *Letters and Sounds*.

**Formal Summative Assessment** is carried out at the end of each National Curriculum Key Stage through the use of SATs and teacher assessment.

### **Strategies for Recording and Reporting**

Records of progress in English kept for each child contain:

- the ongoing completion of Learning Logs in Reading and Writing, which document the curriculum objectives met.
- reading records from guided reading
- records of 'scheme' books read
- two assessed pieces of independent writing per half-term

**Reporting to Parents** is done on a termly basis through discussions at parents' evening and annually through a written report. Reporting in English will focus on each child's progress in:

- reading
- writing
- speaking and listening
- SPaG

**The Role of the English Leader** is to:

- take the lead in policy development
- support colleagues in their development and implementation of the English National Curriculum
- monitor progress in reading, writing and phonics and advise the head teacher on

action needed

- take responsibility for the purchase and organisation of central resources for English
- keep up-to-date with developments in English education and disseminate information to colleagues as appropriate
- attend termly moderation meetings with both the English leads at the Pax Christi trust and also the Year 6 teachers within both the trust and the local Hucknall family of schools.

### **Strategies for the Use of Resources**

#### **Classroom resources for English include:**

- class-based reading books containing fiction, non-fiction and poetry – including a range of books for those working at greater depth in Year 6.
- dictionaries and thesauruses
- English books, paper and whiteboards
- pencils, pens, whiteboard markers and other mark making tools
- English working wall

**Central Resources in English** are the responsibility of the English team leader. They include:

- The KS1 library – contains banded fiction and non-fiction books, guided reading fiction and non-fiction books, books from favourite authors to enhance the 'scheme' provision, big books.
- The KS2 library - is a resource of reference materials for the whole school. All children are taught how to use the library effectively and how to make the best use of reference materials such as encyclopaedias and dictionaries. Fiction and non-fiction books are banded by genre.

**External resources** include:

- real authors, who visit the school to read and discuss their work with pupils
- public libraries which children are encouraged to visit and who visit school to promote reading
- the Education Library Service.

**Information Technology** is a major resource that is used in English for:

- word-processing, involving the drafting and redrafting of work
- accessing multi-modal texts
- the use of Amazon Kindle and Amazon Audible for good quality whole class reading
- online SPAG/phonic activities
- finding information using the Internet  
using English to communicate – email, blogging, videos, presentations.