

**POLICY DOCUMENT FOR
ENGLISH
PADIHAM ST. LEONARD'S C OF E PRIMARY SCHOOL
2015**

"This policy reflects the values and philosophy as outlined in the school's Mission Statement and should be read in conjunction with the school's Aims and Teaching and Learning Policy".

Aims for English

The aims of English are:

1. To extend and develop the knowledge of language children bring from home by providing a wide range of linguistic experiences.
2. To ensure that all pupils can read easily, fluently and with good understanding and develop the habit of reading widely and often, both for pleasure and information.
3. To ensure that all pupils acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
4. To ensure that all pupils appreciate our rich and varied literary heritage.
5. To ensure that all pupils write clearly, accurately and coherently, adapting their language and style for a range of contexts, purposes and audiences.
6. To develop every child's understanding of the spoken word and their capacity to express themselves effectively in a variety of speaking and listening activities, matching style and response to audience and purpose.
7. To ensure that all pupils use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.
8. To meet the requirements of the National Curriculum and the EYFS Development Matters document.
9. To appropriately integrate the use of ICT within Literacy delivery in order to enhance teaching and learning.
10. To monitor and evaluate the quality of teaching and regularly assess the standards of teaching and learning across the school.
11. To create an atmosphere of enjoyment and pleasure in which all children feel confident to express themselves in both spoken and written language.
12. To provide high quality literacy experiences outside designated English lessons through a varied, creative and exciting cross-curricular topic approach.
13. To deliver phonics daily throughout the Nursery, FU and Key Stage 1 to improve reading and spelling.

Objectives

1. To recognise the social and educational importance of Standard English but also respect the linguistic background of every child.

2. To provide a wide range of learning opportunities to further the development of speaking and listening skills.
3. To provide a wide range of cross curricular learning opportunities, both within and outside the English lesson, to further the development of reading and writing skills across the school.
4. To include a full range of teaching styles and manage various groupings of children.
5. To work in a positive, challenging environment where ideas are shared and all contributions are valued and used as learning opportunities.
6. To agree and review attainment levels and personal learning targets of all children with their teacher and parents, to promote partnership and progress in attainment.
7. To regularly assess progress towards learning intentions in order to facilitate target setting and enhance levels of achievement

Planning/ Curriculum Content

The school's English coordinator will take overall responsibility for ensuring effective planning and consistency of approach by teachers in accordance with the 2014 English Programmes of Study for Key Stages 1 and 2 and the LPDS National Curriculum Support Materials (Key Learning and Theme Booklets).

Planning is the responsibility of the individual class teachers with consultation from the English coordinator and the Head Teacher where necessary. Medium term planning is completed on a half termly basis (see the LPDS National Curriculum Support Materials) and a copy is provided to the English coordinator. Short term/ unit plans are then adapted from the LPDS documents with specific Key Learning Objectives assigned to each unit of learning.

Four to five English lessons are delivered from Year 1 to Year 6 each week. Children from Nursery to Year 2 also receive thirty minute focused Phonics lessons daily. Foundation Stage plans are based on the Early Learning Goals as set out in the revised Early Years Foundation Stage Profile.

Medium and short term plans endeavor to facilitate the development of English skills through cross curricular links in the foundation subjects. A cross curricular piece of writing is planned for regularly within each topic, allowing children the chance to transfer and apply their writing skills.

Weekly grammar, spelling and punctuation lessons are incorporated into the English lessons and are delivered and then followed up by children applying the skills they have learnt to their independent writing.

Planning will ensure that in addition to the daily English lessons there are frequent and regular opportunities for:

- **Extended writing** – which will be based on and will develop further skills and Key Learning covered in the daily English lessons. This will include both fiction and non-

fiction writing in order to develop the children's ability to develop and apply their Key Learning as independent writers.

- **Reading for Enjoyment/ Guided Reading** – all children will access additional reading opportunities on a daily basis. The activities will be derived from the school's Guided Reading Scheme. Each week, every child will take part in a group guided read and complete a follow on activity linked to the book that has been read. They will also read their home reading book to a member of staff or school reading volunteer and have this book changed at least once a week.
- **Handwriting** – All children will access an additional, stand-alone lesson of 20 minutes handwriting each week. This will begin with mark making and patterns of letters in Nursery, to printing the letters in the Foundation Unit and Key Stage One. Children will begin to join the letters by the end of Key Stage One/ early Key Stage Two, and become more confident and fluent with their joined writing as they progress throughout Key Stage Two. These lessons will be delivered using the Cambridge University Penpal's Scheme of Work.

Class Organisation & Teaching Style

(Please see Teaching and Learning Policy)

Assessment, Reporting & Record Keeping

(Please see Assessment, Reporting and Record Keeping Policy)

Assessment for English will be carried out in a number of ways, including:

- Formative (daybooks) and Summative (Optional/ Statutory SATs) Assessment
- APP's for each child for reading and writing
- Listening to the child read (home readers and guided reading)
- Observing the child at work
- A child's own analysis of their work
- Marking in a positive and constructive manner, linking to the learning objective and providing 'Next Step' guidelines
- Achieving individual, group and class targets
- Attainment tracking (using the levels from the old National Curriculum for Years 2 & 6 children and the new Key Learning Yearly objectives from the new curriculum)
- Foundation Stage children will be assessed using the Early Learning Goals as set out in the revised Early Years Foundation Stage Profile.
- In years FU to Year 2, Phonics will be assessed at the end of each phase.
- All Year 1 children will complete the Phonics Screening Test during the Summer term.
- The Subject Leader will assess the quality of short term plans on a half termly basis and judge them against agreed medium term plans. The Subject Leader also observes lessons, speaks to children and examines a range of work to ensure effective delivery, differentiation and progression towards targets set.

Cross Curricular Links

Children will be stimulated by being given the 'WOW' at the start of a topic. This will be achieved by visitors, trips and visits. Together with multi-sensory lessons to allow children to visualise and experience things first hand. The children will use these experiences to write with a purpose.

Where appropriate, English teaching should be linked to all other areas of the curriculum, through the use of creative planning and teaching. English work should be used to provide a context for related activities in other curriculum areas: such as writing instructions linked to DT or studying an autobiography in history.

Speaking and listening skills will be delivered and developed during English lessons, using Talk Partners and discussion, and partly through activities such as Circle Time. It will also be school policy that all teaching staff should be aware of, and capitalise on, opportunities which may arise on a daily basis, for children to develop their speaking and listening skills across the curriculum.

Drama and role play will be taught within the English lessons. It will also be taught with cross curricular links in other subjects to further develop the children's interests. Teachers are expected to plan carefully for role play and drama to ensure that opportunities to develop it occur in a variety of subject areas.

Different types of writing will be taught to children through English lessons and also using the cross curricular approach. Teachers will be asked to carefully plan their approach to all subject areas in order to ensure that structured opportunities for their work are provided, thus stimulating the development of pupils' independent writing skills.

SEN and Equal Opportunities.

Our school aims to provide for all children with Special Educational Needs with a curriculum that allows for appropriate differentiation. This may be differentiated by outcome, task, resources, support, interest or ability groupings as appropriate. Opportunities will be planned for children with SEN to work on their targets for reading, writing, phonics and handwriting within class time or specific intervention time.

These targets will be assigned and reviewed regularly by the class teacher and checked by the school SENCO.

Professional Development.

It is important to recognise any particular difficulties staff may have in delivering the curriculum and a termly review will determine any additional subject leader input or whole school INSET which may be required. The subject leader will initiate, (under the guidance of the Head Teacher) any external training support required from the advisory service.

Parental Links.

We maintain links with parents, informing them of and including them in their children's progress and explaining the school's approach to the teaching of English through termly Parent and Teacher Meetings and annual written reports. Parent correspondence is also encouraged through the Reading Record and homework tasks which are sent home in line with the Homework Policy for the school.

Evaluation

Evaluation is carried out as a result of ongoing monitoring by the English Coordinator.

Its purpose is to enhance the teaching and learning and is the responsibility of the English Coordinator, who will consult with staff in the reviewing and subsequent revision of the policy and scheme of work, when required.

Evaluation will focus on content, standards achieved and adequacy of resources.

Methods will include:

- Assessing pupils' work
- Reviewing coverage of Programmes of Study
- Classroom observation
- Pupil interviews
- Staff discussion
- Termly planning and work scrutiny.

Monitoring of this subject will be regular and ongoing. Evaluation will be carried out annually.

Review

This document will be reviewed at the end of the academic year 2015-2016 by the Subject Leader, staff and governors.