

Greens Norton C. of E. Primary School



'At our school everyone can join in with everything we offer.'

English Policy

Approved by

R J Jones, Chair of Governors

J. Pickering, Head Teacher

Adopted: May 08

Review Date: May 12

POLICY FOR English

Background to the Policy

The use of English in spoken and written form is the foundation of all learning. At Greens Norton Primary school we believe that literacy and communication are key life skills and that through the English curriculum using cross curricular links where appropriate we should help children develop the skills, knowledge and thinking skills that will enable them to communicate effectively and creatively with the world at large.

“Language is an integral part of most learning and oral language in particular has a key role in teaching and learning. A recurring message from research into spoken language is that talk is fundamental to children’s development and learning and has a central role to play in developing their knowledge and understanding.” (Primary framework for literacy and mathematics 2006)

This policy outlines the teaching and learning of English at Greens Norton primary School. The importance of developing successful English skills and knowledge is vital if our children are to communicate in the wider community.

1 Aims and objectives

English offers children many opportunities to:

- develop a positive attitude to speaking and listening and use language confidently in a range of contexts adapting how and what is said to suit the purpose and audience
- participate in conversation, listening to others and responding appropriately, thinking about what has been said and the language used
- become aware of the characteristics of standard spoken English and understand that language varies through dialect and purpose
- develop an enthusiasm and love of reading for life
- to read a wide range of texts
- use speaking and listening, reading and writing as essential tools in developing thinking
- write for a real purpose, so that it is interesting and enjoyable
- write in a range of genres in fiction and poetry developing an understanding of how narratives are structured through basic literacy ideas of setting, character and plot
- Write in a range of non-fiction genres structuring text in a style suited to its purpose.
- use grammar and punctuation accurately
- develop their phonic knowledge, skills and understanding of spelling conventions and use them to read and spell accurately
- Develop a fluent, neat and preferably joined handwriting style as early as possible.

2 Implementation

At each Key Stage a programme of study sets out what pupils should be taught. Lesson content is based on Foundation Stage Curriculum, National Curriculum and the Primary Framework for literacy and mathematics. The Framework helpfully divides the English curriculum into 12 strands (1 speaking, 2 Listening and responding, 3 group discussion and interaction, 4 drama, 5 word recognition reading and spelling, 6 word structure and spelling, 7 understanding and interpreting texts, 8 engaging with and responding to texts, 9 creating and shaping texts, 10 texts structured and organisation, 11 sentence structure and punctuation, 12 presentation. Lesson content is based upon the framework, but may be adapted to meet the needs of individual classes, or to make links with other subject areas.

2.1 Foundation Stage

Children entering school in reception will have already had a wide range of experiences in literacy and we value and build upon these individual experiences using role play, writing areas, the out door area and book corners to develop these skills. The Early learning goals for Communication, Language and Literacy underpins all work in this area.

By the end of the Reception year most children will be able to:

- listen with enjoyment to stories, song, music and poems and to make up their own
- speak clearly and audibly with confidence and control showing an awareness of the listener
- Interact with others, negotiating plans and activities.
- use literacy skills readily in their play and independent learning
- enjoy an increasing range of books
- read a range of familiar and common words and simple sentences independently
- read on sight the 45 reception high frequency words
- show an understanding of the elements of stories such as main character, sequence of events and how information can be found in non fiction texts
- use phonic knowledge to read and write simple CVC words and to make plausible attempts at more complex words
- attempt writing for different purposes and to begin to form simple sentences, sometimes using punctuation
- hold a pencil correctly and to use it effectively to form recognisable letters most of which are formed correctly and when ready begin to join their writing

2.2 Key Stage 1

By end of key stage 1 most children will be able to:

- speak clearly, fluently and confidently to different audiences
- listen to, understand and respond appropriately to others
- work as a member of a group taking into account different views and negotiating roles
- participate in a range of drama activities
- read a variety of fiction and non fiction
- use a variety of strategies in working out unfamiliar words when reading including: phonic clues, contextual clues, syntax and grammar and reading on for meaning
- read with fluency, accuracy and expression
- read on sight the 150 words from the year 1 and 2 word list
- know and understand the alphabetical system and be able to use simple dictionaries
- communicate in narrative and non narrative forms and to write for a purpose
- Use appropriate and interesting vocabulary
- develop and extend ideas in a sequence of sentences
- use capital letters, full stops and question marks
- use correct spelling for monosyllabic words
- to recognise phonemes and graphemes and to use this knowledge when attempting words
- use accurately formed consistently sized handwriting that ideally should be joined

2.3 Key Stage 2

By the end of Key stage 2 most children will be able to:

- speak with confidence in a wide range of contexts, adapting their speech as appropriate
- listen attentively to, understand and respond appropriately to others identifying key features of language used for a specific purpose e.g. to persuade or instruct
- To work as a member of a group qualifying or justifying an opinion and to take up and sustain different roles
- participate in a wide range of drama activities
- read a range of more challenging and demanding reading material fluently, accurately and independently
- interpret meaning beyond the literal
- to ask and answer questions about a text and express opinions, supporting a view by reference to the text
- use library skills to locate books and reference skills to find specific information
- use appropriate reading strategies when seeking information e.g. use of chapters, headings, skimming text
- write in a lively and thoughtful way in a range of forms
- sustain and develop ideas in an interesting ways

- organise writing for purpose and to engage and sustain readers interest
- use effective vocabulary, selecting words with precision to create a desired effect
- use increasingly complex, grammatically correct sentences to extend meaning
- organise sentences into paragraphs
- use increasingly accurate spelling
- use appropriate punctuation, including commas, apostrophes and inverted commas
- use fluent, legible handwriting which is ideally joined

3 English Curriculum Planning

3.1 The school uses the Foundation Stage Curriculum, National Curriculum and the Primary Framework for literacy and mathematics as the basis of its curriculum planning

3.2 We carry out our curriculum planning in English in two phases (long-term and short term. The long term planning tries to make links between areas of the curriculum so that the children experience a connected curriculum that gives literacy a purposeful setting.

3.3 The class teacher is responsible for writing the weekly and daily plans for these lessons (short-term plans). These plans list the specific learning objective of each lesson. The class teacher keeps these plans and s/he and the English subject leader often discuss them on an informal basis. In addition the senior team look at examples of English planning on a regular basis.

4 The contribution of English to teaching in other curriculum areas.

English underpins the whole curriculum as children are both using and reinforcing their skills of speaking and listening, reading and writing in every area of the curriculum. Our connected curriculum allows us to teach and apply these skills across all subjects. As the English curriculum influences all other aspects of the curriculum only a few examples will be used to examine these links in depth.

4.1 Mathematics (key skill: application of number)

English contributes to the teaching of Mathematics in a number of ways.

Children are taught to:

- work on investigations individually, in pairs or groups
- Plan and pursue an investigation and present findings.
- Explain reasoning verbally and by using diagrams, graphs and text.

4.2 Information and Communication Technology (ICT)

ICT helps children learn in English by providing stimuli for their work allowing time for creativity and thinking

Children are taught to:

- use ICT to develop their ideas and to record their creative work
- communicate with the wider community using e-mail
- Develop their research skills and decide what information is appropriate for their work.
- Begin to question the plausibility and quality of information.
- learn how to amend and present their work in different ways

4.3 Science (Scientific enquiry)

Children are taught to:

- ask questions that can be investigated scientifically and decide how to find answers
- communicate what happened in a variety of ways

4.4 History (Historical enquiry and organisation and communication)

Children are taught to:

- ask and answer questions and to select record information relevant to the focus of enquiry
- recall, select and organise historical information
- communicate their knowledge and understanding of history in a variety of ways

5 Inclusion

5.1 At our school we teach English to all children, whatever their ability. English forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our English teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. Opportunity will be found for more able children to extend their understanding. Intervention programmes will be used with children who are finding it more difficult to access the English curriculum where appropriate

5.2 When progress falls significantly outside the expected range, the child 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. This ensures that our teaching is matched to the child's needs.

5.3 We enable pupils to have access to the full range of activities involved in learning English. Where children are to participate in activities outside the classroom, for example, a trip to a museum, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

6 Assessment and recording

6.1 Assessments are made in line with the school assessment policy and are made at the end of each unit of study, in line with the level descriptors in the national curriculum

6.2 In addition Formal assessments are made termly in line with the school assessment policy.

6.3 Children's progress is reported to parents at parent's evenings and annually in the reports issued in the summer term.

6.4 Individual records are on -going and are kept by the class teacher

7 Resources

Teachers have access to a wide range of resources

The school:

- is committed to reviewing the position and use of English resources
- will ensure the efficient deployment of existing resources
- is committed to updating and renewing their replacement when necessary, considering further purchasing to meet future needs

8 Monitoring and review

8.1 It is the responsibility of the English subject leader to monitor the standards of children's work and the quality of teaching in English. The English subject leader is also responsible for supporting colleagues in the teaching of English, for being informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school.

8.2 The English subject leader gives the head teacher an annual summary report, an action plan and a set of curricular targets in which s/he evaluates strengths and weaknesses in the subject and indicates areas for development. The English subject

leader has allocated time to for fulfilling the tasks of reviewing planning, and samples of children's work and visiting classes to observe teaching in the subject.

8.3 The subject leader meets with a befriending governor. At least termly, to discuss the English action plan.

9 The role of the Subject leader

It is the responsibility of the English subject leader to:

- write and update the curriculum policy for English
- produce and monitor the long-term curriculum map to ensure coverage of the scheme of work for English
- monitor and review medium-term plans for English to ensure progression;
- aid colleagues with the planning and delivery of lessons when required;
- maintain a portfolio of children's work and use these to demonstrate what the expected level of achievement is in the English units of study for each age group in the school;
- monitor and review standards of English teaching through e.g. lesson observations, coaching techniques;
- produce an annual report reflecting on the standards of provision for English and to set targets accordingly;
- Review and order resources to enable the delivery of the English curriculum.

10 Health and Safety

- The school agrees to abide by statutory health and safety guidelines as outlined by the LA. Regular checks will be undertaken to ensure compliance with legal regulations

Date ratified:

Due for review: