



SHANKLEA PRIMARY SCHOOL

English Policy

SPS

Policy Control Details

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Shanklea Primary School: English Policy

1 Aims

- 1.1 English has a pre-eminent place in education and in society. At Shanklea Primary School a high-quality education in English will be provided which will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils will have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, will play a key role in such development. Reading will also enable pupils both to acquire knowledge and to build on what they already know.
- 1.2 The overarching aim for English at Shanklea Primary School is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. Our curriculum will ensure that all pupils:
- read easily, fluently and with good understanding
 - develop the habit of reading widely and often, for both pleasure and information
 - acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
 - appreciate our rich and varied literary heritage
 - write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
 - use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
 - are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

2 Teaching and learning style

- 2.1 At Shanklea Primary School we use a variety of teaching and learning styles in our English lessons, to support the children's learning. Our principal aim is to develop children's knowledge, skills, and understanding. We do this through a daily lesson in literacy or language. Whilst there is a high proportion of whole-class and group teaching, the independent activity gives an opportunity to talk and collaborate, and so embed and enhance their learning. They have the opportunity to experience a wide range of texts, and to support their work with a variety of resources, such as dictionaries or thesauruses. Children use ICT in English lessons where it enhances their learning, as in drafting their work and in using multimedia to study how words and images are combined to convey meaning. Wherever possible we encourage children to use and apply their learning in other areas of the curriculum.
- 2.2 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 a range of strategies. In lower school we do it through differentiated group work, while in others we ask children to work from the same starting point before moving on to develop their own ideas. Teaching assistants are used to support some children

and to enable work to be matched to the needs of individuals. Further up the school pupils will be taught in broadly similar ability groups with more specialised teaching. In all cases pupils will undertake interventions where it is felt necessary for them to be able to achieve expected standards of attainment and progress.

3 English Curriculum Planning

- 3.1 English is a core subject in the National Curriculum.
- 3.2 We carry out the curriculum planning in English in three phases (long-term, medium-term and short-term).
- 3.3 Our medium-term plans give details of the main teaching objectives for each term. These plans 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. This lists the specific learning objectives and expected outcomes for each lesson, and gives details of how the lessons are to be taught. It also includes details of what each group of children will be learning.

4 The Foundation Stage

- 4.1 In the Early Years Foundation stage we teach English through all areas of learning. We place particular emphasis on Communication and Language. This underpins everything we do in the EYFS, this involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.
- 4.2 This area provides children with opportunities for speaking and listening and ignites children's interest in reading and writing. To give children the best opportunities for developing Communication and Language Positive Relationships support children to communicate their ideas and thoughts with each other and with adults. Enabling Environments contain signs, symbols, words, songs and notices. They also have books and pictures that take into account interests, backgrounds and cultures. Communication and Language is made up of these aspects: Listening and attention, Understanding and Speaking. Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children are given access to a wide range of reading materials (books, poems and other written materials) to ignite their interest. The pupils' literacy diet consists of "5 a day" – made up of 2 stories, 2 nursery rhymes and 1 poem a day. These will be a combination of one familiar story/ rhyme repeated throughout the week and one new one each day. Literacy development is made up of Reading and Writing aspects.
- 4.3 In Reception we have a specific time allocated to teaching Literacy. We structure our lesson with a 15 minute carpet activity followed by focused group work for every child daily. A phonics Lesson is also taught daily for 25 minutes and a daily handwriting session.
- 4.4 We relate the Literacy aspects of the children's work to the objectives set out in the statutory framework for Early Years, which build up to the Early Learning Goals, these underpin the curriculum planning for children aged two to five.

5 Contribution of English to 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 at school.

5.2 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. Children in Key Stage 1 meet stories and rhymes that involve counting and sequencing. Children in Key Stage 2 are encouraged to read and interpret problems, in order to identify 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. This mathematical language will be explicitly taught and displayed around the classroom.

5.3 Personal, Social and Health Education (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. Older children also research and debate topical problems and events. They discuss lifestyle choices, and meet and talk 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 literary heritage and with texts from a diverse range of cultures. The organisation of our lessons allows children to work together, and gives them the chance to discuss their ideas and results.

6 English and ICT

6.1 The use of information and communication technology, with clear learning objectives, will promote, enhance and support the teaching of English at word, sentence and text level. It also offers ways of impacting on learning which are not possible with conventional methods, for example interactive and non-linear stories.

6.2 ICT is used at whole-class, group and independent level. The screen projection of text enables it to be read and shared. The projection of a word processor permits the writing process to be modelled effectively. The introduction of Apple TV enables pupils to comment and assess each other's written or spoken work effectively. A range of software is used to develop specific grammatical and spelling skills. Lessons can focus on what pupils have achieved using ICT, or ICT can provide the means of presenting their outcomes (via multimedia presentation or the school website).

7 English and Inclusion

7.1 At our school we teach English to all children, whatever their ability and individual needs. 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 good progress. We strive hard to meet the needs of those pupils with

special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this.

- 7.2 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. Assessment allows us to consider each child's attainment and progress against expected levels for their age. This ensures that our teaching is matched to the child's needs.
- 7.3 Interventions may be provided for pupils who require extra support to achieve their expected standard of attainment and progress. These may also include interventions for pupils to reach higher levels where the potential is identified. Where pupils exhibit specific needs Pupil Passports and Profiles will be produced and plans drawn up to ensure pupils are supported appropriately.
- 7.4 We enable all pupils to have access to the full range of activities involved in learning English. Trips are seen as an essential part of developing children's language skills. Where children are to participate in activities outside the classroom (a theatre trip, for example) we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.
- 7.5 Teachers provide help by using:
- texts that children can more easily read and understand;
 - visual and written materials in different formats;
 - ICT,
 - alternative communication, such as signs and symbols;
 - translators and amanuenses, where appropriate .

8 Assessment for Learning

- 8.1 Teachers assess children's work in English in three phases. 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, through the setting of small tasks. Older children are encouraged to make judgements about how they can improve their own work. Further details can be found in the schools marking policy.
- 8.2 Teachers use medium-term assessments to measure progress against the key objectives, and to help them plan for the next unit of work. Regular assessments are made to show how individual children are progressing against expectations. These will form part of the discussion between the class teacher and senior leaders at pupils progress meetings and with termly meetings with parents.
- 8.3 Teachers make long-term assessments towards the end of the school year, and they use these to assess progress against school and national targets. With the help of these long-term assessments they are able to set targets for the next school year, and to summarise the progress of each child before discussing it with the child's parents. The next teacher then uses these long-term assessments as the planning basis for the new school year.

- 8.4 These long-term assessments are based on end-of-year tests and teacher assessments. Children undertake the national tests at the end of Year 2 and Year 6. Pupils in Year 1 also undertake the National Phonics test, with pupils in Y2 being re-tested if they necessary. Teachers also make annual assessments of children's progress based on the expectations for each year group set down in the Primary National Curriculum Framework. NFER tests in Y3, Y4 and Y5 in Reading and SPAG will be used to inform judgements.
- 8.5 The subject leader ensures teachers meet regularly to review individual examples of work, either in year groups, key stages or as a whole school. This demonstrates what the expected level of achievement is in English in each year of the school.
- 8.6 Staff are keen to improve their subject knowledge and the subject leader takes an active role in disseminating best practice and making recommendations for staff development. This could be whole school training, or key stage coaching or individual support.

9 Resources

- 9.1 There is a range of resources to support the teaching of English across the school. All classrooms have dictionaries and a variety of age-appropriate small apparatus. All pupils have access to a selection of fiction and non-fiction texts. Children have access to the Internet. Each Key stage has access to a set of 10 Ipads for classroom use. Access to the Internet is also available in the ICT suite.

10 Monitoring and review

- 10.1 Monitoring of the standards of children's work and the quality of teaching in English is the responsibility of subject leader. The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in the subject, and providing a strategic lead and direction for English in the school. The subject leader undertakes regular work scrutiny of books. Through this and observations and discussions and the analysis of data the subject leader is able to have a clear view of strengths and weaknesses across the curriculum. Pupil voice will form an essential part of this process. From this an action plan is created with clear areas for development, which will be discussed and implemented through the senior leadership team.
- 10.2 This policy will be reviewed at least every two years.