



Schools

Amberley & St. James' C.E. Primary



ENGLISH POLICY

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| Committee Responsible: | Teaching and Learning Committee |
| Person Responsible: | Headteacher |
| Date Approved by FGB: | October 2019 |
| Date for Review: | September 2022 |

Signed.....

Date.....



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English Policy

Introduction

At our Schools we believe that literacy is a fundamental life skill. Literacy develops children's ability to listen, speak, read and write for a wide range of purposes.

Children are enabled to express themselves creatively and imaginatively as they become enthusiastic and critical readers of stories, poetry and drama, as well as of non-fiction and media texts. Children gain an understanding of how language works by looking at its patterns, structures and origins. Children use their knowledge, skills and understanding in speaking and writing across a range of different situations.

Curriculum planning

English is a core subject in the National Curriculum. We carry out curriculum planning in English in three phases (long-term, medium term/ short term).

The National Curriculum details what we teach and our long term plan identifies the key objectives in literacy that we teach with purposeful cross-curricular links with other subjects.

Our medium-term/short term plans are adapted give details of the main teaching objectives for each unit. These plans define what we teach, and ensure an appropriate balance and distribution of work across the years covering a range of genres.

These plans include weekly short term planning which details the objectives and the differentiated activities, including challenge and support, where appropriate. This is followed through with teacher assessment against the learning outcomes.

Teaching and Learning

We use a variety of teaching and learning styles in our English lessons in order to meet the needs of all our pupils.

Our principal aim is to develop children's knowledge, skills, and understanding.

Children have a wide range of abilities, and we seek to provide suitable learning opportunities in all classes for all children by matching the challenge of the task to the ability of the child.



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Staff have high expectations that all children can achieve their full potential.

Wherever possible, Teaching Assistants work in class, supporting all ability groups, specific individuals or groups of children, ensuring that work is matched to the needs of the child.

Staff provide balanced and varied learning opportunities within the classroom recognising different learning styles.

Children use ICT in English lessons where it enhances their learning, such as drafting their work and using multimedia to explore how words and images maybe combined to convey meaning.

Wherever possible we encourage children to use and apply their learning in other areas of the curriculum.

All teachers have high expectations in the presentation of work in all areas of the curriculum.

Speaking and Listening

Speaking and listening is considered to be both a high priority and a strength within the schools.

Communication by both adults and children is primarily carried out by means of listening and talking. The school environment will foster communicative competence and confidence in children, through good classroom organisation, teaching styles and the range of activities provided. There is a vital relationship between language and the development of thought. It is a two way process: language develops thought and the expression of thought develops language.

Aims

- To encourage confidence, clarity and self-expression.
- To have the ability to match vocabulary and style to the requirements of different situations and audiences, including the uses of Standard English.
- To be able to listen attentively, with sensitivity and understanding, in a variety of situations and act accordingly.
- To enable children to take an active role in a wide range of speaking activities including role-play, discussion, reporting and describing events, as well as more formal presentations and drama based performances.
- To enable children to use talk effectively in rehearsing and articulating their learning in all curriculum areas.



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- To appreciate the enjoyment and pleasure derived from listening to and performing stories, poetry and plays and the link with developing understanding and personal growth.

Assessment

Class teachers will continuously assess the performance and progress of pupils through one to one group and class feedback as well as wider opportunities within the school and community.

This information will be used to inform the grouping of pupils and future planning.

Reading

On entering school children are exposed to attractive and stimulating array of texts. Displays of text represent a wide variety of formats, genres and accessibility for differing levels of reading ability.

The purpose of teaching reading is to encourage enthusiastic readers as early as possible. It is important to provide an opportunity for children to read independently, taking responsibility for their own progress through the range of books they select. Reading is an important element of the home/school partnership and reading needs to be supported and encouraged by parents. During their progression through school children will experience being read to, reading aloud to others, individual reading with an adult, shared reading and guided reading.

Shared reading takes place when a class considers a text, concentrating on specific single learning objectives, such as the use speech marks.

Guided reading takes place when a group of similar ability children work with an adult to not only read but comprehend and analyse text for deeper understanding.

Aims

- To read with enjoyment and understanding.
- To help them become confident, independent readers, through an appropriate focus on word, sentence and text-level knowledge
- To develop an awareness of the range of reading skills required for different purposes and for the range of texts available.



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- To develop enthusiastic and reflective readers, through contact with challenging and substantial texts;
- To produce discerning and critical readers.
- To use reading as a tool for research and learning.
- To be able to use the library independently and have a basic knowledge of how a library is organised.

Assessment and Record Keeping

- Teachers keep on-going records of children's progress against objectives.
- Teachers assess children's understanding of character and plot, inference and deduction, word choice and audience, and links with other texts.
- More detailed records are kept of children on reading support programmes to ensure they are making progress.
- Parents are encouraged to record their child's home reading, in order to facilitate two-way communication about a child's progress.
- Suffolk Reading tests are completed in the Autumn term for Years 3 and 4 and for targeted children in Years 5 and 6.
- Formal reading assessments are completed annually and form part of our pupil tracking processes.

Writing

Children become competent in communicating through writing by experiencing writing in a variety of forms, for a range of purposes and for different audiences.

An awareness of the conventions of written language, including Standard English, will be taught and children will learn to write with confidence, accuracy and enthusiasm.

Children need to develop a range of strategies in order to become independent and accurate with their spelling.

Aims

- To foster the enjoyment of writing, and a recognition of its value.
- To use writing to express themselves in different contexts and for a variety of purposes and audiences.
- To encourage independence in writing, balancing the purpose and function with structure.



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- To become aware of the writing process from ideas through to completion, being able to assess their own efforts and improve them through drafting, sharing, refining and editing.
- To develop positive attitudes and stamina for writing.
- To extend and develop their creative abilities by experimenting with a range of genres, poetry and language conventions.
- To present written information effectively through developing fluent, joined and legible handwriting.

Spelling

- In reception class and key stage 1, Read, Write Inc Phonics, is used as a basis for teaching phonics and this is reinforced and extended with supplementary activities.
- In KS2 Read, Write Inc spellings is used as a basis for teaching spelling and grammar rules.
- Spelling is an integral part of our literacy work in all classes, and forms part of the daily routine.
- Teachers use both synthetic and analytic phonics and as children progress through the school they are taught a range of 'Spelling Strategies' for attempting new words and checking on spellings they are not sure of.

Handwriting

- Children are taught to form letters properly in an agreed style and when they are secure in this, they are taught to develop handwriting which is fluent, joined and legible.
- Handwriting is formally taught in Years R to 4. It is expected that by Years 5 /6 children are experimenting with different styles, adapting these to different purposes and gradually developing their own personal style. Children who still need help with handwriting in Years 5 / 6 receive this on an individual basis.
- Those children who write consistently well are encouraged to write in pen.

Assessment and Record Keeping



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- Teachers make judgements and assessments about children's writing on a daily basis and one piece of unaided work from each child is formally assessed every half term.
- Unaided writing is kept in an individual writing profile book so that children's progress can be monitored from Reception to the end of KS2.
- Children's work is assessed against end of year objectives and is moderated across the schools and the locality.
- Spar Spelling Tests are completed in the Autumn term for Years 3 and 4 and for targeted children in Years 5 and 6 to ensure that children are making expected progress. If there is evidence that children are not making satisfactory progress they are supported in intervention groups.

The Foundation Stage

Communication, Language and Literacy are an integral part of teaching and learning in the Early Years Foundation Stage curriculum.

Aims

All children have the opportunity:

- To talk and communicate in a widening range of situations
- To respond to adults and to each other
- To ask and answer questions
- To listen carefully
- To practice and extend their vocabulary and communication skills.
- To explore words and texts
- To engage in purposeful role-play to develop language and imagination.
- To share and enjoy a wide range of rhymes, songs, poetry and books.
- To experience an environment which reflects the importance of language through signs, notices and books.
- To see adults writing and experiment with writing themselves.
- To receive daily phonic sessions.

Assessment and Record Keeping



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- Progress will be assessed on entry using Baseline Assessment materials and subsequently half termly against the Early Learning Goals
- Formative assessment will be through daily observations and archiving of independent work.

Roles and Responsibilities

Head Teacher and Governing Body

- Support the use of appropriate teaching strategies by allocating resources effectively
- Ensure that the school buildings and premises are best used to support successful teaching and learning
- Monitor teaching strategies in the light of health and safety regulations
- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment
- Ensure that staff development and performance management policies promote good quality teaching.

Curricular Leaders / Teachers

- To have an impact on raising standards of attainment for English across the whole school.
- Ensure the effective implementation of the Statutory National Curriculum for English.
- To maintain an overview of current trends and developments within the subject.
- Make effective use of regular assessment within English.

Teaching Assistants

- To support the class teacher in the effective implementation of English.

September 2019