



ENGLISH POLICY

INTENT

The study of English develops children's ability to listen, speak, read and write for a wide range of purposes, including the communication of their ideas, views and feelings. 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.

The aims of teaching English are:

- to enable children to speak clearly and audibly, and to take account of their listeners;
- to encourage children to listen with concentration, in order to identify the main points of what they have heard;
- to show children how to adapt their speech to a wide range of circumstances and demands;
- to teach children effective communication, both verbal and non-verbal, through a variety of drama activities
- to help them become confident, independent readers, through an appropriate focus on word-, sentence- and text-level knowledge;
- to develop enthusiastic and reflective readers, through contact with challenging and substantial texts;
- to foster the enjoyment of writing, and a recognition of its value;
- to encourage accurate and meaningful writing, be it narrative or non-fiction;
- to improve the planning, drafting and editing of their written work.

IMPLEMENTATION

We use a variety of teaching and learning styles in our English lessons. Our principal aim is to develop children's knowledge, skills, and understanding. Specific skills are taught in Spelling, Handwriting, Punctuation, Grammar, Comprehension, Reading, Drama and Creative Writing. They have the opportunity to experience a wide range of texts, and to support their work with a variety of resources, such as dictionaries and thesauruses. Wherever possible we encourage children to use and apply their learning in other areas of the curriculum, including ICT.

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 some lessons 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.

IMPACT

The impact on children is clear, children leave the school having a passion for reading. They are confident to read aloud to others and know that it is an integral part of their education journey.

Our children build their stamina in writing throughout the key stages and are able to write a range of genres. In key stage 2 we focus on creativity, writer's craft, sustained writing and implementation of grammar and punctuation skills.

As all aspects of English are an integral part of the curriculum, cross curricular writing standards have also improved and skills taught in the English lesson are being transferred into other subjects; this shows consolidation of skills and a deeper understanding of how and when to use specific grammar, punctuation and grammar objectives. We hope that as children move on to further their education and learning, that their creativity, passion for English and high aspiration continue to grow and develop as they do.

CURRICULUM PLANNING

English is a core subject in the National Curriculum. We ensure that all areas of the National Curriculum are taught. However, our lessons are divided into specific aspects of English i.e. Reading, Spelling, Grammar, Creative Writing, Book Study and Handwriting.

We carry out the curriculum planning in English in three phases (long-term, medium-term and short-term).

These plans define what we teach, and ensure an appropriate balance and distribution of work across each term. Teachers of English complete a weekly (short-term) plan for the teaching of English. This lists the specific learning objectives for each lesson. Each teacher of English keeps these individual plans, and copies are stored online in the staff area, where other staff may access them if needed.

THE FOUNDATION STAGE

We teach English in Reception classes as an integral part of the school's work. As the Reception class is part of the Foundation Stage of the National Curriculum, we relate the English aspects of the children's work to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five. We give all children the opportunity to talk and communicate in a widening range of situations, to respond to adults and to each other, to listen carefully, and to practise and extend their vocabulary and communication skills. They are taught early reading and spelling using the school's own intensive *Reading Rules* scheme, Montessori phonic resources and word boxes, Schofield and Simms phonic lessons written resources and we send home to parents, sheets from Jolly Phonics, that they share with their children at home. Many of our pupils achieve the Early Learning Goals before the end of the Reception year. These pupils move on to the Year 1 curriculum, which follows the letters and sounds scheme in the National Curriculum. At the end of each term in Reception, the children are assessed to measure their progress through the phonics scheme and for reading ability.

CROSS-CURRICULAR LINKS

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.

ENGLISH AND ICT

A range of software can be 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 work in a different format. Diagnostic software is used for SEN pupils, e.g. for Dyslexia. We have a variety of software to help children in the areas they find difficult.

ASSESSMENT

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. Targets are set and discussed with each pupil to ensure that they understand how they can improve their work. They are also praised for the work they have done well and the progress they have made. Older children are encouraged to make judgements about how they can improve their own work.

The school has purchased a new scheme, Headstart, which is written to meet all the criteria for the current English curriculum.

At the end of each term there are assessment papers to monitor progress and attainment for the areas of the curriculum taught that term. The Summer paper tests and assesses each child's attainment against the National Curriculum, for English, for each year group.

In addition, all children are tested twice a year using Salford and Holborn for reading aloud and Young's for spelling. These tests are standardized and give an age score. Any child who scores below their chronological age is given additional help.

The teachers also use PITA (Point in Time Assessments) at the end of each term.

All these results are entered onto pupil's individual trackers.

In Year 1 all the children are screened using the Ann Arbor dyslexia test. From the results of this, we can identify any child with possible dyslexic tendencies and set them an appropriate programme of work. Any child causing concern is then tested again using Lucid Rapid, an on line screening test for dyslexia.

Any child showing problems with reading is also screened for Irlen Syndrome (Scotopic Sensitivity Syndrome). If the test is positive, they are given coloured overlays to help overcome the problem. Pupils who find that the overlay helps are referred to a specialist Irlen Screener to have coloured lenses made (in spectacles).

At the end of Key Stage 2 (Year 6) the children are assessed using Key Stage 2 SAT's papers. Key Stage 3 pupils are assessed using a range of Year 7 papers and Common Entrance Papers.

RESOURCES

There is a range of resources to support the teaching of English across the school. All English classrooms have dictionaries and a variety of age-appropriate reference books. All classrooms have a selection of fiction and non-fiction texts. Access to the Internet is also available. The library contains a range of fiction and books to support children's individual research, these are colour coded this enables the teacher to guide each child to a level suited to their reading ability. There is also a range of High- Lo readers for older children with a lower reading ability.

Pupils with reading difficulties are screened for Irlen Syndrome. Initially they are given coloured reading rulers and if these are helpful they are then screened for coloured spectacles.

MONITORING

Monitoring of the standards of children's work and the quality of teaching in English is the responsibility of the Principal.

This policy will be reviewed at least every two years.

Principal:	Mrs Sharpe	Date:	January 2023
Subject Leader	Mrs Sharpe	Date:	January 2023

Review date: January 2025