

ASTON ALL SAINTS C OF E PRIMARY SCHOOL

English Policy

Date: February 2015

Review Date: 2016/17

The study of English develops children's abilities to listen, speak, read and write for a wide range of purposes, so using language to learn and communicate ideas, views and feelings. It enables children to express themselves creatively and imaginatively, as they become enthusiastic and critical readers of stories, poetry and drama, as well as 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 English are:

- To enable children to speak clearly and audibly in ways which take account of their listeners;
- To encourage children to listen with concentration in order to be able to identify the main points of what they have heard;
- To enable children to adapt their speech to a wide range of circumstances and demands;
- To develop children's abilities to reflect on their own and others' contributions and the language used;
- To enable children to evaluate their own and others' contributions through a range of drama activities;
- To develop confident, independent readers through an appropriate focus on word, sentence and text-level knowledge;
- To encourage children to become enthusiastic and reflective readers through contact with challenging and lengthy texts;
- To help children enjoy writing and recognise its value;
- To enable children to write with accuracy and meaning in narrative and non-fiction;
- To increase the children's ability to use planning, drafting and editing to improve their work;
- To teach the children how to appreciate, interpret, gather information, follow and give instructions, follow and lead a line of logical arguments; read and write for a variety of purposes;
- To teach children about language so that they have a working knowledge of its structure and the variety of ways in which meaning is conveyed so that they know how to use language and the appropriate vocabulary.

THE NATIONAL CURRICULUM

We base our teaching on the National Curriculum for the Foundation Stage, Key Stages 1 and 2. This informs our planning and together with continuous assessment, helps to ensure progression.

Planning

Medium term planning is undertaken by each class teacher for their year group. .

Short term planning is undertaken by each class teacher and has clear learning objectives, success criteria and differentiated learning opportunities linked to A.F.L. and gives details of how the lessons are to be taught. It also includes details of what each group of children will be learning.

Staff meetings and key stage meetings are used to discuss the English Curriculum and to ensure consistency of approach, standards and expectations.

The Foundation Stage

We teach English in Foundation 2 as an integral part of the school's work. Literacy is taught daily in practical and interactive ways and includes both child initiated and teacher led activities. As the reception class is part of the Foundation Stage. We relate the English aspects of the children's work to the objectives set out in the Early Learning Goals in the EYFS curriculum 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 range of vocabulary and communications skills. They have the opportunity to explore, enjoy, learn about and use words and text in a range of situations.

Speaking and listening activities: role play, small world, circle time, story time, listening station, songs, talking partners, cross-curricular / literacy CD roms. Opportunities are planned for focused group and independent activities both inside and outside, Independent reading and writing opportunities are provided with a reading area, writing area and reading and writing opportunities outdoors eg. Writing box, reading boxes, chalk boards, whiteboards. Indoors opportunities to read and write are created with small reading and writing boxes to accompany small world, role play and construction activities.

Assessment

Children are assessed against the Early Learning Goals within the Foundation Stage Profile for communication, language and reading and writing. The children are assessed continually and the data is submitted to the LA at the end of the year and an analysis is made. In addition, the children are assessed half termly by the class teacher specifically for phonics using a Letters and Sounds Assessment. This shows in detail which phase each child is working within. At the end of F2 the children are assessed in these areas and their outcome of emerging, expected or exceeding is reported to parents.

Phonics in Key Stage 1

Phonic work in KS1 is planned in accordance with the letters and sounds document and is taught discreetly for 20-25 minutes every day. Each child is assessed at the end of every phase before embarking on the next one.

There is an ELS programme in Year 1 which directly links to the letters and sounds document and gives support especially for children who need extra support when working within phase 3. This programme is run with the class teacher and teaching assistant working together and is rigorous in its approach. All children in Y1 are screened using the National Assessment materials in the second half of the summer

term. If the children do not meet the standard of the screening they will be screened again in the summer term of Y2. This data is submitted to the Local Authority and reported to the DFE.

Reading comprehension skills

Reading comprehension begins in KS1 when the children undertake comprehension activities linked to a text in a range of genres. Accurate assessments are made and recorded as the children progress.

Individual Reading

All the children in KS1 have individual reading books which they are encouraged to take home. The teacher keeps an individual record book for each child of the books read and progress made. There is also a record book which the children take home with their individual books in which parents are encouraged to comment as their child reads at home.

Reading in KS2

From Y3 onwards the emphasis on teaching word recognition moves to that of language comprehension. Spelling continues to be taught rigorously from Y3 – Y6.

Throughout all classes in KS2, children undertake weekly comprehension sessions and accurate assessments are made and recorded as the children progress.

Individual Reading

The continuity of the individual reading continues throughout KS2. The children are encouraged to take their books home daily. A diagnostic record book for each child is kept by the class teacher – detailing the books read, progress made, intervention / support etc. The children too, have a record book in which they and their parents are encouraged to comment positively.

Those children who have been identified as needing more support are listened to read on a daily basis by both the class teacher and support staff.

Through their teaching of literacy, teachers will:-

- have high expectations of their pupils
- an awareness of what they can do
- and what they need to know next

Teachers will:-

- Implement literacy lessons including:-
 - o shared text work
 - o word / sentence level;
 - o individual / group activities;
 - o a plenary session.

Clear learning objectives and success criteria encourage children to become assessors of their own learning through a range of teaching strategies which include:-

- o quality first teaching
- o modelling
- o instructing
- o explaining and illustrating

- questioning and consolidating
- evaluating pupil's response and taking learning further
- give individual, group or class targets as appropriate
- give individual, group or class targets as appropriate

Teaching English to children with Special Needs

At Aston C of E 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. Teachers provide learning opportunities matched to the needs of children with learning difficulties and gifted and talented children. Work in English takes into account the targets set for individual children in their Individual Education Plans (IEP's). Teachers provide help with communication and literacy through:

- Using texts that children can read and understand;
- Using visual and written materials in different formats;
- Using ICT, other technological aids and taped materials;
- Using alternative communication such as signs and symbols;
- Using translators and amanuenses.

THE SENCO WILL:-

- Support the literacy co-ordinator and teachers in dealing with pupils with special educational needs;
- Refer to the objectives in IEP Writer for Literacy when preparing I.E.P.'s;
- Use quality, appropriate resources to meet specific needs;
- Secure the involvement of children in agreeing their own literacy targets;
- Provide a copy of I.E.P. for parents and emphasise their involvement.

Parents will:-

- a) Be encouraged to support their child in reading and writing from their child's earliest days in school;
- b) Be given support materials to help them support their child, especially in reading;
- c) Be well informed of their child's progress through annual reports, parent's evening, open days, workshops and observing their child's literacy lessons as and when appropriate.

Monitoring and review

Monitoring of the standards of the children's work and of the quality of teaching in English is the responsibility of the English subject leader, headteacher and senior leadership team. The work of the subject leader also involved supporting colleagues in the teaching of English, being informed about current developments in the subject and providing a strategic lead and direction for the subject in school. The leader undertakes lesson observations of English teaching across the school as and when appropriate.

THE GOVERNORS WILL:-

Be well informed through the leadership of the headteacher, literacy coordinator and governors.

Support the staff in implementing the school's policy for literacy;

Monitor and review progress on the literacy priority within the School Improvement Plan;

Work with the school to inform parents about and involve them in their child's literacy.

Date.....

Signed.....

Linked policies –

- Phonics Policy
- Reading Policy
- Handwriting Policy
- Teaching and Learning Policy