

Woodthorpe J.I. School

English Policy

1. Aims

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 by speaking, reading and writing across a range of different situations.

Our aim is that pupils at Woodthorpe J.I. School will leave Year 6:

- reading and writing with confidence, fluency and understanding, using a range of independent strategies to self-monitor and correct;
- with a love of reading and a desire to read for enjoyment;
- with an interest in words and their meanings; developing a growing vocabulary in spoken and written forms;
- understanding a range of text types, media types and genres;
- able to write in a variety of styles and forms appropriate to the situation;
- using their developing imagination, inventiveness and critical awareness;
- having a suitable technical vocabulary to articulate their responses.

2. Statutory Requirements

Statutory requirements for the teaching and learning of English were laid out in the National Curriculum English Document (2000) leading to the New Curriculum (2013) and in the Communication and Language and Literacy sections of the Statutory Framework for the Early Years Foundation Stage (2014).

The new English programme of study (2014) is based on 4 areas:

- Spoken language
- Reading
- Writing
- Spelling, grammar, punctuation and glossary

The new National Curriculum is divided into 3 Key stages: Key Stage 1 (Years 1 and 2), Lower Key Stage 2 (Years 3 and 4) and Upper Key Stage 2 (Years 5 and 6). By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. The document gives detailed guidance of what should be taught at each Key stage under the following headings:

- Spoken language
- Reading - Word reading,
Comprehension (both listening and reading)

- Writing – Transcription (spelling)
Handwriting and Presentation,
Composition
Vocabulary, Grammar and Punctuation
- English Appendix 1 : Spelling

In the Foundation Stage (Reception) children are given opportunities to:

- speak and listen and represent ideas in their activities;
- use communication, language and literacy in every part of the curriculum;
- become immersed in an environment rich in print and opportunities to communicate.

At Key Stage One (Years 1 and 2) children learn to speak confidently and listen to what others have to say. They learn to read and write independently and with enthusiasm. They learn to use language to explore their own experiences and imaginary worlds. Children are given opportunities to speak and listen throughout all subject areas.

At Key Stage Two (Years 3-6) children learn to change the way they speak and write to suit different situations, purposes and audiences. They read a range of texts and respond to different layers of meaning in them. They explore the use of language in literary and non-literary texts and learn how the structure of language works.

The Governing Body receive termly reports on the progress of English provision.

3. Subject Organisation

Foundation Stage

In Foundation stage children have daily discreet phonics lessons. Children have opportunities to develop their communication, language and literacy skills on a daily basis in both adult led and child initiated activities.

Key Stage 1

In Key Stage 1 daily phonics lessons (Letters and Sounds) continue and are taught in ability groups. Children take part in both guided and individual reading sessions and have regular story times to develop a love of reading. Literacy skills are developed across the curriculum. Provision is made for children who require extra support through intervention programmes, differentiated class teaching and differentiated Letters and Sounds sessions.

Key Stage 2

In Key Stage 2 Children have daily Literacy Lessons including grammar for writing. Additional literacy sessions include Quality Write sessions, Guided Reading, handwriting, grammar and spelling from the 2014 Guidance.

Literacy skills are developed across the curriculum. Provision is made for children who require extra support through intervention programmes and differentiated class teaching.

4. Organisation of Teaching and Learning

At Woodthorpe School we use a variety of teaching and learning styles in our English lessons. We ensure that every lesson includes teaching to meet a range of Learning styles – Visual, Auditory and Kinaesthetic. Talk for Writing approaches are incorporated into examining and understanding the text being studied.

Our principal aim is to develop children's knowledge, skills, and understanding. We do this through a daily lesson in which children will initially study a text and complete activities based on it. Once children have studied a text in detail, lessons will focus upon children creating their own piece of writing based on the features of that text.

Teachers include a range of whole-class and focussed group teaching, as well as independent and paired activities which give an opportunity to talk and collaborate, and so embed and enhance learning.

Children have the opportunity to experience a wide range of texts, and to support their work with a variety of resources, such as dictionaries, thesauruses, word banks and phonic paddles.

Synthetic phonics are taught rigorously in KS1, via the Letters and Sounds programme, and for children who have gaps in their phonic knowledge in KS2.

Children use ICT in English lessons as it enhances their learning. They may draft their work, research or use multimedia to study how words and images are combined to convey meaning. We may also use visual literacy such as film clips and news reports. Tablets are used for a wide range of purposes in English – for example, special effects, movie making, photography and to review spoken language performance.

Drama is used to deepen understanding of specific texts studied and improve the speaking and listening skills of children.

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

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: differentiated activities, learning objectives, success criteria, by support, resources and starting points. Children may also be asked to work from the same starting point before moving on to develop their own ideas. We use teaching assistants to support groups of children and to enable work to be matched to the needs of individuals. We also deploy cover/booster teachers and teaching assistants to accelerate learning for identified target groups.

Reading and Writing targets

Targets are taught either discreetly or within Literacy lessons, Guided and

Independent reading. Children work to achieve their targets and new targets are set when the previous targets have been fully achieved. Targets are sent home at the beginning of each term with the outline of work for the term. Teachers make sure that all staff teaching the intervention groups have the children's targets to focus on. Short term targets are set and reviewed regularly over the term to help children make expected progress. Children's English targets are located in the front of their English books as a way of tracking their own learning.

Display

We recognise the important role display has in the teaching and learning of English. Every class has an English Working Wall display in the main teaching area so that it is used as a support for teaching. There are Vocabulary, Connectors, Openers and Punctuation prompts, vocabulary e.g. grammar terms, words, phrases and sentences to show aspects of grammar, questions and features of the text that the children are working on. We aim to include examples of work and work in progress to illustrate good work.

Planning

English is a core subject in the National Curriculum. We use the English Programmes of Study and Appendix as the basis for implementing the statutory requirements.

We carry out the curriculum planning in English in three phases (long-term, medium-term and short-term). 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. The English co-ordinator is responsible for keeping and reviewing the planning. Senior Leadership Team (SLT) review overall progression and attainment.

Class teachers complete a weekly (short-term) plan in their own files for the teaching of English. This lists the specific learning objectives and success criteria for each lesson, resources, use of support staff and gives details of how the lessons are to be taught. It also includes details of what each group of children will be learning. The class teacher keeps these individual plans, and the class teacher, Standards Leader and coordinator discuss them on an informal basis.

The Foundation Stage

We teach English in the Reception class 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. 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 have the opportunity to explore words and texts, to enjoy them, to learn about them, and to use them in various situations.

Transition to Year 1

The practical approaches of the Foundation Stage are combined with the rigour of

the National Curriculum as appropriate to the developmental stages of the children. Some children who have attained Early Learning Goals 1-8 will move straight to work from the National Curriculum for English, others will be taught from this when they are ready for it.

5. English and other curriculum areas

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.

Foundation Subjects

Reading and Writing are practised and reinforced in other areas of the curriculum. These primarily include: Geography, History, Religious Education (R.E) and Science which form our Topic scheme of work. Recounts, reports and other means of presenting information to the reader (e.g. charts, diagrams and graphs).

Mathematics

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 study 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. The acquisition of reasoning within maths is developed through writing, speaking and listening.

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.

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 often allows children to work together, and gives them the chance to discuss their ideas and results.

ICT

The use of information and communication technology, with clear learning objectives, will promote, enhance and support the teaching of English for speaking, listening, reading, writing, drama and group interaction.

ICT is used at whole-class, group and independent level. The screen projection of text via the interactive whiteboard enables it to be read and shared. Visualisers are also used to support this. The projection of a word processor permits the writing process to be modelled effectively. A wide variety of text types are available through the Internet and subscription services. Software is used to support independent reading (text to speech) and writing (predictive word processors, word banks and spell checkers). 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 drafting, reworking or presenting their outcomes (via multimedia presentation or the school website).

E-safety

Class teachers teach children about how to use the Internet and other new technologies safely and also about the potential dangers.

The school's Designated Senior Leads (DSL) for child protection update staff about e-safety information as it becomes available. An e-safety scheme is in place to teach e-safety throughout the school (for further information refer to school's E-safety policy).

6. Inclusion

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 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 (EAL), and we take all reasonable steps to achieve this. For further details see separate policies: Special Educational Needs; Disability Non-Discrimination; Gifted and Talented; English as an Additional Language; Equality Scheme.

When a child's progress falls significantly outside the expected range, that child is classified as having special educational needs. Our assessment process looks at a range of factors - classroom organisation, teaching materials, teaching style, differentiation - so that we can take some additional or different action to enable the child to learn more effectively. Assessment against Key Performance Indicators and the SEN continuum grid allows us to consider each child's attainment and progress against expected standards. This ensures that our teaching is matched to the child's needs.

Children identified as having additional needs will be provided with an Individual Education Plan (IEP). The IEP may include, as appropriate, specific targets relating to English.

Children who fall behind age related expectations or the progress expected of them from their starting point in school, based on expectations from their attainment in Early Learning goals and KS1 SATS, are targeted for more support.

We enable all pupils to have access to the full range of activities involved in

learning English. 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.

Teachers provide help by using:

- texts that children can more easily read and understand;
- visual and written materials in different formats;
- ICT, interactive whiteboards, other technological aids and recording devices;
- alternative communication, such as signs and symbols;
- translators and amanuenses.

7. Assessment

Assessment for Learning forms a crucial part the teachers' assessment toolkit for judging how well children are doing and planning their next steps in learning. 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. Children are encouraged to make judgements about how they can improve their own work either by teacher intervention and marking or by self and peer assessment. Peer or self evaluation is part of most lessons.

Teachers use medium-term assessments to measure progress against the key objectives, and to help them plan for the next unit of work. They use a record of the key objectives as the recording format for this. This is based on the Progression Framework.

Teachers make long-term assessments towards the end of the school year, and they use these to assess progress against school and national targets. Pupils are tracked termly through their school career via Early Learning goals in Reception through KS1 SATS results. 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.

These long-term assessments are based on end-of-year tests and teacher assessments. Children undertake the national tests in May in Year 2 and Year 6. Year 1 levels in reading and writing are based on teacher assessment. The English Subject Leader, Key Stage Leader and the class teacher, identify under-achieving children and the support and intervention needed. Senior Leadership Team meet to arrange the distribution of available staff to meet the needs of each class. Teachers also make annual assessments of children's progress based on the Programmes of Study in the National Curriculum.

Children complete at least two pieces of unaided writing which is marked by the teacher, every half term. Teachers meet each term during the year to moderate the teachers' judgements of writing by reviewing individual examples of work against the targets in the Progression Framework.

Staff are keen to improve their subject knowledge and the English Coordinator takes an active role in disseminating best practice and making recommendations for staff development.

8. Resources

There is a range of resources to support the teaching of English across the school including tablets, internet learning sites. All classrooms have dictionaries and a variety of age-appropriate small apparatus. All classrooms have access to a selection of fiction and non-fiction texts. Children in all classrooms have access to the Internet through their classroom computer. Access to the Internet is also available in the computer suite. The school has a class set of i-pads, a set of digital cameras with video facilities. EYFS and Key Stage 1 have equipment for speaking and listening activities. The library contains a range of books to support children's individual research.

Books are expensive items and all teaching staff must encourage children, verbally and by example, to take proper care of books. Deliberate defacing of books is not acceptable and will be dealt with immediately in line with the school behaviour policy.

Lost/damaged books - If a pupil fails to return their guided reading books to their class teacher, over a period time, the teacher will send a standard reminder letter home. If the pupil/parent still does not return the book, or the book is returned in a badly damaged state, a further letter will be sent requesting a voluntary contribution of £5.00 towards the cost of replacing the book.

9. Monitoring and review

Monitoring of the standards of children's work and the quality of teaching in English is the responsibility of all class teachers. This is overseen by the English subject leader to support colleagues in their teaching, being informed about current developments in the subject. The coordinator gives the head teacher termly summary reports evaluating the strengths and weaknesses in the subject, indicating areas for further improvement. Evidence is collated from book trawls, environment and planning scrutiny and learning walks.

10. Equal Opportunities

Woodthorpe J.I School has equally high expectations of all pupils and is committed to encouraging and enabling all pupils to achieve the highest standards in English. Pupil attainment and progress is monitored by gender, racial group and other groupings and evaluated to identify trends and patterns of under achievement. Support and intervention are planned and implemented should any disparities between groups be found.

11. Related policies:

Equality Scheme; Inclusion/ SEN; Gifted and Talented; English as an Additional Language (EAL); Assessment, E-Safety; and Library.

12. The Rights of Every Child

Woodthorpe JI School uses the U.N. Convention of the Rights of the Child to

ensure that every policy supports the improvement of life chances for children.

Articles: 1, 2, 3, 4, 28, 29.

Signed:

Approved: 25th January 2018

Date: January 2021