



English Policy

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Introduction

At DWCA we believe that Literacy is a fundamental life skill. Literacy develops children's ability to listen, speak, read and write for 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 non-fiction 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.

Aims & Objectives

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

Teaching & Learning

At DWCA 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. In Key Stage 1 we do this through a daily lesson in which children experience a speaking and listening or reading or writing activity, a guided group or independent activity, and a whole class session to review progress and learning. 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. Staff have high expectations that all children can achieve their full potential. Teaching Assistants work in class, supporting all ability groups, specific individuals or groups of children. They ensure that work is matched to the needs of the child. Children also receive a daily phonics session matched to their ability. Children carry out daily spelling and grammar tasks as part of their English lesson.

Speaking and listening activities are embedded throughout the curriculum. Children have the opportunity to experience a wide range of texts, and to support their work with a variety of resources such as dictionaries and individual word banks. Staff provide balanced and varied learning opportunities within the classroom i.e Visual, Auditory and Kinaesthetic, content and organisation. Children use ICT in English lessons where it enhances their learning. Wherever possible we encourage children to use and apply their learning in other areas of the curriculum. Children are encouraged to use talk frames to help them clarify what they want to say.

In the Foundation Stage language and Literacy development are incorporated in all areas of learning. Opportunities are provided for children to communicate thoughts, ideas and feelings. Purposeful role-play is used to develop language and imagination. Children are given opportunities to share and enjoy a wide range of rhymes, songs, poetry and books. An environment is provided which reflects the importance of language through signs, notices and books. Children are provided with opportunities to see adults writing and can experiment with writing themselves. Children receive daily phonics sessions. Children are also taking part in story telling in both formal and informal situations.

Curriculum Planning

English is a core subject in the National Curriculum and we use the National Primary Framework for English as a basis for implementing the statutory requirements of teaching.

We carry out the curriculum planning in three phases (long-term, medium-term and short-term). The National Primary Framework details what objectives we teach in the long-term, while our yearly teaching programme identifies the units that we teach with purposeful cross-curricular links with other subjects.

Our medium term units and short term plans are adapted from the framework and give the objectives being taught for each unit. These plans define what we teach, and ensure an appropriate balance and distribution of work across each unit covering a range of genres.

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

Guided reading takes place daily outside the English session and is based on a rotation during the week within the class. Children are grouped according to ability and when not reading with the teacher they enjoy a story time with the class ETA.

The school focuses strongly on Talk For Writing, an initiative that we have embraced to support and develop our children's ability to communicate verbally and then transfer this to the written form.

All teachers have high expectations in the presentation of work in all areas of the curriculum. Handwriting plays an important part and is taught for at least 15 minutes daily. At present staff refer to the handwriting scheme 'Pen Pals' when planning their handwriting sessions. Staff have been given appropriate training. Staff are expected to produce a written up plan each week to show what letters they will be focussing on during the handwriting lessons and what activities will take place. The lessons always begin with a physical warm up task before focussing on correct letter formations. Year Two children begin to practice joins straight away in September as long as they are ready for this. In Year 1 we aim to get all children starting to practice by the end of Spring 1. The letters are grouped into 'families' which are taught across the three terms. In Year two children work towards gaining their 'pen licence' thus promoting consistency of writing in all areas of the curriculum. Year One children work towards gaining a 'pencil licence' where they receive a sparkly pencil which can be used in school. Nursery children work towards receiving a special pencil if they can write their first names by the end of the Autumn term. Reception also do this but are encouraged to write their full names.

Early Years

We teach Literacy in the Foundation Stage as an integral part of the school's work. We relate the Literacy aspects of the children's work to the objectives set out in the Early Learning Goals and Foundation Stage Curriculum Guidance, which underpin the curriculum 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
- To practise and extend their vocabulary and communication skills
- To explore words and texts

Contribution of English in 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 effectively in all areas of their work at school.

Mathematics

The teaching of English contributes significantly to children's mathematical understanding, in a variety of ways.

Children develop their understanding of number, pattern, shape and space by talking about these matters with adults and other children.

Children experience stories and rhymes that involve counting and sequencing. They focus on new mathematical vocabulary according to the topic.

Social Development

English teaching effectively encourages children to take part in class and group discussions. They discuss lifestyle choices, and meet and talk with visitors in the community. Planned activities within the classroom also encourage children to work together as talk partners and to respect each other's views.

Spiritual, Moral, Social & Cultural Development

English contributes to all these areas:

- The 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 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.

Computing

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. ICT is used at whole class, group and independent level. A smartboard allows text to be read and shared by the whole class.

A range of software is used to develop grammatical and spelling skills.

A range of equipment such as digital cameras and digital camcorders are used to promote speaking and listening and also prepare children for writing experiences. Children use up to date laptops and software to develop their speaking and listening.

The Smartboard is used daily to model writing and allows children to interact and engage with the writing process.

Inclusion

At our school we teach English to all children regardless of their ability. It is part of the school curriculum policy to provide a broad and balanced education to all children. We provide learning opportunities that are matched to the needs of the children with learning difficulties and those learning English as an additional language, as well as providing appropriate, challenging planned work for those children who have exceeded their targets, new targets are set for these pupils. Work in English takes into account the targets set for children.

Racial Equality & Equal Opportunities Statement

All children have equal access and inclusive rights to the curriculum regardless of their age, gender, race, religion, belief, disability or ability. We plan work that is differentiated for all groups and individuals. DWCA is committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment and to achieve their full potential.

Assessment for Learning

We assess children's work in English from three aspects (long-term, medium-term and short-term).

We make short term assessments which we use to help inform our short-term planning. These are closely matched to the teaching objectives and will often be made from day to day observation of the children.

We make medium-term assessments to measure the progress against the key objectives and to help us plan the next unit of work. We make these judgements with the help of half termly writing assessments.

We make long-term assessments towards the end of the school year and use them to assess progress against school and national targets. We then make a summary of each child's progress before discussing it with parents and collating it in the end of year report.

Resources

There is a wide range of resources to support the teaching of English across the school. All classrooms have a selection of fiction and non-fiction texts. Access to the internet is also available in all classrooms. Children are also given opportunities for whole class computing. There is a range of ICT equipment which can be used e.g digital cameras, laptops. The library contains a range of books to support children's individual research and every child has the opportunity to take a library book home each week.

Roles and Responsibilities

Head Teacher & Governing Body

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

Curriculum & Achievement Leader for English

1. To have an impact on raising standards of attainment for English across the whole school.
2. Ensure the effective implementation of the Statutory National Curriculum for English.
3. Adapt and use the Primary Framework for Literacy across the whole school that meets the needs of our children.
4. To monitor the whole school and individual needs.
5. To be able to assess individual professional development opportunities and needs.
6. To maintain the availability of high quality resources.
7. To maintain an overview of current trends and developments within the subject.
8. To ensure, together with the Head Teacher, a rigorous and effective programme of lesson observation monitoring.
9. To ensure a regular and effective programme of analysis of children's work and sample monitoring is in place.
10. To ensure regular and effective programme of analysis of short-term planning is in place.
11. To effectively manage any funding designated to English.

Class Teachers

1. Ensure the effective implementation of the Statutory National Curriculum for English.
2. Adapt and use the Primary Framework for Literacy across the whole school that meets the needs of our children.
3. Make effective use of Assessment for Learning within English.
4. To ensure work is differentiated to enable all children to reach their full potential.

Teaching Assistants

1. To support the Class Teacher in the implementation of English.

Parents & Carers

We believe that parents have a fundamental role to play in helping children to learn.

We inform parents about what and how their children are learning by:

- Holding parents' evenings to discuss children's progress
- Sending an annual report to parents in which we explain the progress made by each child and indicate how their child can develop their learning
- Explaining to parents how they can support their child with homework
- Holding informal craft and cake mornings to explain relevant developments in their child's education
- Holding parent meetings to explain how they can support their child's learning at home
- Parents are periodically invited to observe their children in phonics and guided reading to gain an understanding of the importance of regular practise

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would like parents to:

1. Do their best to keep their child health and fit to attend school and ensure that their child maintains the best attendance record possible.
2. Ensure their child is equipped for school and for taking part in activities.
3. Inform us if there are matters outside school that are likely to affect a child's performance or behaviour at school.
4. Promote positive attitude towards school and learning in general.