



## Rettendon Primary School English Policy

### 1 Aims and objectives

1.1 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, reading and writing across a range of different situations.

1.2 Our aims in the teaching of English are:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

### 2 Teaching and learning

2.1 In the morning there is a daily reading lesson and a spelling and technical grammar lesson. Children are set according to their ability rather than their age ensuring challenge is wholly appropriate and focussed.

2.2 Compositional writing is taught daily through the class theme. During these sessions the children are expected to apply their technical skills as well as be creative and imaginative. They may work as a class, in groups or independently.

2.3 Because we teach a thematic curriculum the children also rehearse and apply their writing skills in other subjects. This ensures the children learn that writing is transferable to other curriculum areas.

2.4 In all classes we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. 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. We use classroom assistants to support some children, and to enable work to be matched to the needs of individuals.

### **3 English curriculum planning**

- 3.1 English is a core subject in the National Curriculum and we implement the statutory requirements of the English Curriculum.
- 3.2 The Programme of Study for English forms our long-term plan and details what is to be taught in each year group. These plans define what we teach, and ensure an appropriate balance and distribution of work across each year and ability group.
- 3.4 Class teachers are responsible for short term plans. There is no specific format for these plans but they should include specific learning objectives for each lesson, and give details of how the lessons are to be taught. The class teacher keeps these individual plans and passes a copy on to the other adults who work with the children.
- 3.5 Teachers plan activities in English so that they build on the children's prior learning. There is an increasing challenge for the children as they move up through the school.

### **4 Early Years Provision**

- 4.1 The objectives set out in the EYFS curriculum underpin the 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 have the opportunity to explore words and texts, to enjoy them, to learn about them, and to use them in various situations.

### **5 Contribution of English to teaching in other curriculum areas**

- 5.1 The skills that children develop in English are linked to and applied in every subject of our curriculum. Some examples of this are set out below:
- persuasive writing – to take a position on an issue and justify it (e.g. leaflets, advertisements, flyers, brochures, letters, arguments)
  - instructions – to tell someone how to do or make something (e.g. recipes, experiments, games rules, craft instructions, directions)
  - non-chronological reports – to document, organise and store information (e.g. leaflets, projects, topic books)
  - explanations – to give an account of how or why something happens (e.g. explain how, why ...)
  - recount writing – to retell an event or series of events (e.g. newspaper reports, diaries, journals, biographies, historical accounts, science experiments)
  - discussion writing – to discuss an issue and offer two or more points of view (e.g. articles, reviews, travel guides)
  - Reading for understanding
  - Talking clearly and confidently to communicate

### **5 Contribution of English to the development of SMSC education**

#### **5.1 Spiritual, moral, social and cultural development**

The teaching of English offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together, and give them the chance to discuss their ideas and feelings about their own work and the work of others. Their work in general helps them to develop a respect for the abilities of other children, and encourages them to collaborate and cooperate across a range of activities and experiences. The children learn to respect and work with each other and with adults, thus developing a better understanding of themselves. They also

develop an understanding of different times and cultures, through their work on famous writers and authors from around the world.

## **7 English and inclusion**

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

7.2 When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style and differentiation – so that we can take some additional or different action to enable the child to learn more effectively.

## **10 Monitoring and review**

10.1 The coordination, planning and evaluation of the English curriculum are the responsibility of the subject leader, who also:

- supports colleagues in their teaching, by keeping informed about current developments in English and by providing a strategic lead and direction for this subject;
- contributes to the school development plan and gives the head teacher regular summary reports in which s/he evaluates the strengths and weaknesses in English and indicates areas for further improvement;
- uses specially allocated regular management time to review evidence of the children's work, observe English lessons across the school and prepare INSET;
- supports a library assistant to help with the upkeep of the library.

Miss Smith

English Leader