

INTAKE PRIMARY SCHOOL



English Policy

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& Curriculum Team 2

At Intake School we provide learning experiences, through which a child can develop and extend the skills of speaking, listening, reading and writing. We endeavour, through the teaching of English, to give our children a greater understanding of the world around them, and the opportunity to communicate their ideas using creative, imaginative and practical skills. We look for opportunities to promote English skills through all areas of the curriculum

Aims

The overarching aim for English in the National Curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and develop their love of literature through widespread reading for enjoyment. The National Curriculum for English aims to ensure that all pupils:

- Read easily, fluently and with good understanding.
- Develop the habit of reading widely and often, for 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 literacy 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.

Spoken Language

- To develop pupils spoken language across the whole curriculum.
- To develop confidence & competence in spoken language & listening skills.
- To develop the skills to explain their reading and to prepare ideas before they write.
- To understand & use the conventions for discussion and debate.
- To gain knowledge, skills and understanding in drama. They should have opportunities to improvise, devise and script drama for a range of audiences and develop the ability to respond to drama/theatre performances.

Reading

To develop pupils' skills in:-

- Word reading
- Comprehension

Word reading

- To develop speedy decoding skills and word recognition of familiar words.
- To understand the sounds that letters make (phonics) and the importance of this in the early teaching of reading.

Comprehension

- To develop comprehension skills through reading & discussing a range of stories, poems and non-fiction.
- To read widely both fiction/ non-fiction to develop their vocabulary and imagination.
- To develop both a love of reading and understanding of themselves and the world around them.

Writing

- To use writing as a means to communicate ideas and information to a reader from the very earliest stages, encouraging children to develop an independent approach.
 - To see writing as an enjoyable activity and approach tasks with confidence.
 - To apply knowledge of grammar & punctuation accurately and confidently.
 - To develop an increasingly wide vocabulary suited to the purpose and genre.
 - To write in a particular genre with a good understanding of the features.
 - To understand how the writers can have an effect on the reader and incorporate ideas and skills of other authors into their own writing.
 - To spell quickly and accurately using knowledge of both phonics & word structure.
- To write fluently & legibly using the Sheffield handwriting scheme.

SPAG

- The teaching of Grammar and Spelling is in line with the requirements of The National Curriculum (2014).
- Grammar is timetabled to be taught discreetly for at least one 1 hour session a week in KS2. In KS1 specific sessions each week are dedicated to the teaching of grammar.
- Grammar skills are also embedded within English lessons.
- We use explicit, interactive teaching of spelling which draws children's attention to the origins, structure and meaning of words.

Teaching and Learning

- Medium Term Planning ensures continuity and progression of key skills delivered through a topic based creative curriculum.
- Over the course of a week a balance of 2 writing lessons, 2 reading lessons and 1 grammar lesson should be taught.
- The class teacher evaluates the progress of individuals and this assessment informs the next stages of planning.
- The skills that the 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 in and out of school.

Reading

From the start, we aim to provide a rich and stimulating literacy environment where the children experience a variety of reading materials including fiction, non-fiction and poetry. Above all, we need to encourage the development of a positive response, where success is felt and reading is seen as meaningful and enjoyable.

- Individual reading – Home school reading books are banded using the 'National Book Band' colours.

As pupils progress through school and become more fluent, confident readers they move onto free reading shelves, which are located in their classroom or shared areas.

Guided Reading

Pupils also have regular guided reading sessions where they have the opportunity to learn reading skills within a small group of similar ability pupils. Guided reading books have been banded using the same colour coding system as individual readers.

Shared Reading

During shared reading sessions the teacher can model reading, demonstrate reading skills and assess/observe children's responses.

Assessment

Our aim is that assessment for learning is an integral part of our classroom practice and that children are actively involved in the process of learning. Pupils are involved as much as possible in informative ongoing assessment.

- Reading and writing are monitored/assessed termly.
- Teachers' ongoing assessment informs current progress.
- Formal testing through end of Key Stage tests.
- Regular monitoring of key words/phonic knowledge, eg weekly spelling tests.
- Termly work scrutiny and learning walks to monitor continuity and progression.

Early Years Foundation Stage

Literacy skills are taught on a daily basis in the Foundation Stage following the objectives set in Ages & Stages. Children are given 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 practice and extend their range of vocabulary and communication skills. They have the opportunity to explore, enjoy, learn about and use words and text in a range of situations. Assessment is carried out using the Foundation Stage Profile & Assessment and Reporting Arrangements.

Equal Opportunities

Every child has equal access to the English curriculum regardless of ability, age, gender or cultural background. We provide all the children with a wide range of activities and encourage every child to develop his/her full potential.

We avoid literature or reference material, which reinforces the gender or cultural stereotyping. It is important that children develop their own sense of worth and an increasing sense of their own place in the community and wider world. In addition, there are many opportunities in the teaching of English to foster the attitudes of consideration, understanding and tolerance of others.

SEN

All pupils will be given the opportunity to fully develop their abilities regardless of age, gender, race, cultural or linguistic background, or any physical or sensory disability.

Every opportunity will be made to provide for the individual educational needs of all pupils and where needed, additional teacher support or special equipment/resources will be provided.

The level of support given to SEN pupils and their targets, are detailed in their pupil profile. A number of intervention programmes take place in school to support pupils' learning. (See Special Needs Policy)

Through careful planning we seek to motivate all pupils by providing challenging activities and having a high expectation of their performance.

Staff Development

It is the role of the English subject leader to maintain an overview of the English Curriculum, to keep colleagues well informed and offer support. The subject leader will monitor continuity and progression within the year groups and across the whole school.

Evaluation

We recognise the need to regularly evaluate and review our policy in order to provide and maintain high standards of provision for all the children in our school.

Policy Agreements

This policy has been agreed by:

Headteacher

Name:

Date:

Governor:

Name:

Date:
