

# Broad Chalke CE VA Primary School

## English Policy 2018

**With the love of God, we learn, care, grow and share**

### **1 Introduction**

**1.1** In keeping with our Church School Values, we recognise that every child is unique and special. The study of English develops each child'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 patterns, structures and origins. Children use their knowledge, skills and understanding in speaking and writing across a range of different situations. We aim to encourage children and enthuse them with an enjoyment of Literacy and a mastery of language.

**1.2** In line with the ethos of our Church School, the aims of teaching English are:

- to encourage children to actively enjoy reading and writing for pleasure
- to enable children to speak clearly and audibly and to take account of their listeners
- to encourage children to listen with concentration, in order to identify the main points of what they have heard
- to show children how to adapt their speech to a wide range of circumstances and demands
- to teach children effective communication, both verbal and non-verbal, through a variety of drama and performance activities
- to help them become confident, independent readers, through an appropriate focus on word, sentence and text-level knowledge
- to develop skills for technical decoding and deeper comprehension
- to develop enthusiastic and reflective readers, through contact with challenging and substantial texts and poetry
- to enable children to be aware of writing purposes and a recognition of its value
- to encourage grammatically accurate and meaningful writing, be it narrative or non-fiction
- to improve the planning, drafting and editing of their written work.

### **2 Teaching and learning style**

**2.1** We use a variety of teaching and learning styles in our English lessons. Our principal aim is to develop children's knowledge, skills and understanding. Children in our school experience English through whole-class, group, paired and independent reading, writing and verbal activities. They have the opportunity to experience a wide range of texts and to support their work with a variety of resources, such as dictionaries, thesauruses and glossaries. Children use ICT in English lessons where it enhances their learning, such as in drafting their work and using multimedia to study how words and images are combined to convey meaning. Wherever possible, we encourage children to use and apply their literacy skills in other areas of the curriculum.

**2.2** 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. We use teaching 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.

**3.2** 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 unit of work. These plans define what we teach and ensure an appropriate balance and distribution of work across each term. The subject leaders are responsible for keeping and reviewing these plans, which are stored on the central network.

### **4 The Early Years Foundation Stage**

**4.1** In Reception, we teach English as an integral part of the school's work. The children follow the *communication and language, reading and writing* development as outlined in the Foundation Stage guidelines. 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 in order to practise and extend their vocabulary and communication skills. They have the opportunity to explore words and enjoy age-appropriate picture texts in various situations. Through free-writing and teacher-led sessions, the children practise early writing skills, alongside consistent letter formation guidance and phonic knowledge, which is discretely taught.

### **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. 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.

#### **5.2 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 read 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, and they communicate mathematically through the developing use of precise mathematical language. We recognise that the mastery of this subject is inextricably linked to verbalising their deeper understanding.

#### **5.3 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. 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. Developing good listening skills contributes greatly to caring and sharing for life skills and choices in this subject.

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

The teaching of English helps children to develop the skills needed to offer responses to 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 allows children to work together, and gives them the chance to discuss and share their ideas.

### **6 English and ICT**

**6.1** The use of information and communication technology can support the teaching of English. ICT is used at whole-class, group and independent level. The interactive whiteboards enable text to be read, and skills such as phonics, spelling, editing and grammar to be taught to the class. Software is also used to support handwriting and spellings. For children of all abilities, computing is used as another means for presenting their work and accessing tools to enhance presentation and content.

### **7 English and inclusion/equality**

**7.1** English is taught to all children, whatever their ability and individual needs. 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 and those with special gifts and talents, and we take all reasonable steps to achieve this.

**7.2** When progress falls significantly outside the expected range, the child may benefit from special educational needs provision. Our provision process may include 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. Continuous assessment and tracking allows us to consider each child's attainment and progress against expected objectives. This ensures that our teaching is matched to the child's needs.

**7.3** Intervention through School Support will lead to the creation of a My Support Plan for children with special educational needs. The My Support Plan may include, as appropriate, specific targets relating to English. These strategies are recorded on class provision maps and regularly reviewed in liaison with the SENCO.

### **8 Assessment for learning**

**8.1** Teachers assess children's work by giving written or verbal feedback to help guide children's progress. Children are encouraged to evaluate their own and other children's work, by a variety of strategies appropriate to their age-group.

**8.2** Teachers use daily observations and summative assessments to measure progress and to help them plan for the next unit of work. Summative assessments for independent writing and reading are systematically added to Insight for tracking and analysis. The children write unaided termly in their independent writing books which are formally marked against the *Criterion Scale* or Interim Framework. These books provide evidence of a child's progress in writing and demonstrate consistency in the assessment of writing

**8.3** These long-term assessments are compiled from summative tests and teacher assessments. Children undertake national key stage interim tests at the end of Years Two and Six.

**8.5** By the end of the school year data on Insight will be used to assess progress against school and national targets. With the help of these assessments teachers 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 and the next teacher.

**8.6** The subject leaders disseminate best practice and information to other staff, making recommendations for future school development plans.

## **9 Resources**

**9.1** There are a range of resources to support the teaching of English across the school. We have a centrally accessible range of reading books from a selection of schemes which are book-banded. These include Oxford Reading Tree; Songbird; Big Cat; Ginn and New Way. All classrooms have dictionaries and there are a variety of support resources available for staff to use. All classrooms have a selection of fiction and non-fiction texts and children have access to the Internet through school computers. The library contains a range of books to support children's individual research and for the children to borrow and select for interest.

## **10 Monitoring and review**

**10.1** Monitoring of the standards of children's work and the quality of teaching in English is the responsibility of the Senior Management Team and subject leaders. The work of the English Leaders also involves supporting colleagues in their teaching; being informed about current developments in the subject, as well as providing a strategic lead and direction for English in the school. Subject Coordinators plan and promote school Literacy events and competitions, which enhance and enrich the learning and teaching of English. The head teacher has access to an annual position statement evaluating the strengths and weaknesses in the subject and indicating areas for further improvement. This is also made available to the Subject Governor.

**10.2** This policy will be reviewed at least every two years.

Agreed by FGB: November 2013

Reviewed: November 2016, October 2018

Next Review due: October 2020