

# **RAMSEY MANOR LOWER SCHOOL**

## **ENGLISH POLICY**

Ramsey Manor Lower School is committed to safeguarding children and providing a safe, secure and healthy environment for all to learn and grow.

Ramsey Manor Lower School is a Values Education School. Our Values underpin everything we do.

### **STATUS:**

**DATE ADOPTED:** March 2014

Policy agreed by staff: KA      date: January 2019

Date of next review: January 2022

### **RATIONALE**

At Ramsey Manor Lower School we believe that, regardless of ability, ethnicity, gender, beliefs or personal circumstance, English develops essential life skills and teaches children to listen, speak, read and write for a wide range of purposes.

### **AIMS**

The overarching aim for English at Ramsey Manor Lower School is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through reading for enjoyment. Children will be given varied opportunities to consolidate and reinforce taught literacy skills across the whole curriculum.

Our aims in teaching are to ensure that all pupils:

- 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 conventions for reading, writing and spoken language
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- develop their phonic knowledge, skills and understanding of spelling conventions and use them to read and spell accurately
- develop a fluent, neat joined handwriting style
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas

### **IMPLEMENTATION**

We use a variety of teaching and learning styles in English lessons, both indoors and outdoors. Wherever possible, we encourage our children to apply their learning to everyday situations. Whole class teaching is followed up with work in groups, with partners or individually to complete tasks they have learned or are developing. All children are encouraged to set their own challenges and to edit and improve their own work at an appropriate level for their age and ability.

Children are involved in reading a wide range of texts in a whole variety of environments throughout their school day. They will be given a home/school reading book at an appropriate level and are encouraged to read frequently at home. They will also have a home/school reading record book to enable communication between parents and teachers and to record their progress.

The Letters and Sounds phonics scheme is used throughout the school to teach reading and spelling.

Handwriting and Grammar are taught as an integral part of English lessons. Initially, handwriting focuses on the formation of individual letters and, once children are ready, they are taught to use a joined style of handwriting.

## **INCLUSION**

We aim to provide for all children so that they achieve as highly as they can in English, according to their individual abilities. Wherever possible, teachers provide equal access to the English curriculum by differentiating appropriately for all children, including supporting less able children and extending the more able. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment (as detailed in our SEND policy). More able children will be identified and suitable learning challenges provided where appropriate. All children are encouraged to work independently and to set their own challenges.

## **RESOURCES**

Children are taught how to use all equipment appropriately and independently. Teachers use a diverse range of resource material to cater for all the needs of the children. As well as reading books, workbooks and writing equipment, these resources may include: small whiteboards with pens and cloths; dictionaries and thesauruses; word banks or collections of vocabulary; library books; spelling prompt cards; laptops, computers and iPads with suitable programs to support and develop reading and writing.

Opportunities to use ICT to support teaching and learning in English will be planned for and used as appropriate.

## **CURRICULUM PLANNING**

The English Curriculum is planned and taught using the National Curriculum, except in Reception, where English is taught using the Early Years Foundation Stage (EYFS) Curriculum. Wherever possible links will be made through our 'Creative Curriculum' approach to teaching and learning.

## **MONITORING AND EVALUATION**

Planning documents and children's work are monitored regularly by the subject leader and is scrutinised annually by the subject leader in discussion with all teaching staff. Planning is to include all cross curricular work, whilst discrete lessons are delivered four times weekly to ensure all objectives are taught.

## **ASSESSMENT, RECORDING AND REPORTING**

The principles of AFL underpin our methods for formal and informal assessment. Effective assessment will be achieved by;

- Marking of written work and formal assessment tasks.
- Teacher observation whilst children are engaged in a practical activity, to assess whether particular skills are being used.
- On-the-spot comments by the teacher to a group or individual, to extend, limit or change direction of the given task.
- Pupils are to be given the opportunity to assess their own work, and the work of their peers. e.g. Thumbs up, traffic light system smiley faces
- Discussions with individual children, group or class. Often occurs during plenary time.
- Teachers will make notes to identify children who exceed or do not meet objectives.

This ensures that the progress of all learners is known and their next steps can be planned for with accuracy.

Our Year 1 children take part in National Phonics Screening.  
Our Year 2 children take part in SATs.

Pupil progress throughout the year is monitored using Target Tracker. Using this data, at the end of each year teachers make a summary of each child's progress in a written report to parents/carers and to pass on to the next teacher in order to plan for the next school year.

Formal and informal meetings are held with Key Stage Leaders as well as parents/carers throughout the year to discuss progress.

## **CURRICULUM LINKS**

English underpins the whole curriculum as children are both using and reinforcing their skills of speaking and listening, reading and writing in every area of the curriculum. Our 'Creative Curriculum' approach allows us to teach and apply these skills across all subjects. Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum.

## **LINKS TO OTHER POLICIES AND DOCUMENTS**

Teaching and Learning Policy  
Assessment Policy  
SEND Policy  
Inclusion Policy  
Equal Opportunities Policy  
Health and Safety Policy  
Marking Policy  
All other Curriculum Policies