



'Within a caring Christian community we enable every child to flourish and inspire a love of learning in all members of our community'

English Policy

Aims (incorporating the aims of the Primary National Curriculum)

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 to 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 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 (in a fluent, controlled joined handwriting style), 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 and reflect on the contributions of others.
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate and drama.

Teaching and learning

The school uses a variety of teaching and learning styles in English lessons, through a mixture of whole-class teaching, group, paired and individual activities.

Children experience a wide range of texts and use a range of resources to support their learning.

We 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:

- setting common tasks that are open-ended and can have a variety of results

- setting tasks of increasing challenge
- grouping children by ability and setting different tasks for each group
- providing a range of resources to support and challenge
- using additional adults to support the work of individual children or small groups
- matching activities to the needs of identified individuals in short term planning

Homework is set to reinforce and extend learning.

English curriculum planning

English is a core subject in the National Curriculum and we implement the statutory requirements of the programmes of study for English as outlined for each key stage.

We carry out the curriculum planning in English in three phases (long-term, medium-term and short-term).

- The long-term plan maps out the units covered in the two-year rolling programme for each class.
- Our medium-term plans give details of each unit of work
- Our short-term plans contain daily lesson plans, which have specific learning objectives and success criteria.

The Foundation Stage

Children in their reception year follow the Foundation Stage Framework. We relate the English aspects of the children's work to the objectives set out in the EYFS which underpin the curriculum planning for children aged four and 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 range of vocabulary and communication skills. Through play, exploration and enjoyment children learn about and use words and texts in a range of situations. These can be adult planned and led and child initiated.

Speaking and Listening

Throughout Coombe Bissett Primary School, speaking and listening skills are central to the language development of our children. Opportunities for skills development are identified in the daily English lesson and across the wider curriculum. In drama, planning incorporates talking to others, talking with others, role play and talking about language.

Reading

All children share a book with an adult on a 1-1 basis; at least once a week in FS and KS1. Some pupils also receive extra support for their reading.

All children in KS1 & 2 participate in small group guided reading; this is in addition to English lessons. Children are grouped according to ability and when not reading are given a purposeful independent activity.

All children have a home-school reading record, in which the older children are encouraged to record their own responses to what they have read. There is an expectation that parents and carers share books with their children on a regular basis; ideally daily in the FS and KS1 and at least twice a week in KS2.

All children have reading targets.

We utilise national initiatives such as World Book Day to promote all aspects of children's reading and are a Book Trust accredited Reading for Pleasure School. Every child in reception year receives the Book Trust bag at the beginning of each academic year.

Writing

Children are taught to write for a range of purposes and to organise the content and structure of their writing in ways appropriate to the purpose. They learn to write in order to communicate clearly in written form using correct spelling, punctuation and grammar.

Guided writing is taught within the English lesson in KS1 and KS2. This may be in small groups and also on a 1-1 basis, giving feedback and advice on how to improve their writing.

Targets are set as a result of marked work and teacher observations; these are used to inform subsequent planning. All children in KS1 and KS2 have individual writing target sheets which are updated regularly, including 3 times a year following summative Teacher Assessments. These targets are shared with both pupils and parents; pupils should be able to articulate their target, progress towards it and how they will know when they have achieved it.

Handwriting (a copy of the school handwriting script is available from our school office)

All teachers have high expectations in the presentation of work in all areas of the curriculum. Handwriting plays an important part and is taught weekly in KS1 and individual support is given as required in KS2. In KS 2, when children have reached a good standard of handwriting (using a controlled and flowing style) in all areas of their work they are awarded their a pen licence.

Phonics and Spelling

Children in the FS and KS1 have daily spelling and phonics lessons as a class using Jolly Phonics (FS) and Letters and Sounds (KS1).

In KS2, the children have a 15 minute lesson every day and progress is monitored through a weekly spelling test using the patterns and rules identified in the statutory requirements and the statutory word lists. The children are encouraged to practise their spellings at home.

Additional support will be provided through 1:1 and small group teaching.

The contribution of English to teaching in other curriculum areas

The skills that children develop in English are linked to, and applied in, every subject of our creative 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 school.

Examples include:

- explaining and presenting their work, using precise mathematical language
- using computers and iPads for research and to plan and present work effectively
- researching and debating topical problems and events
- working together, responding to and respecting each other's views

Spiritual, moral, social and cultural development

We use storytelling, poetry, prayer and song texts from a wide range of cultures, allowing the children to reflect upon different perspectives, eras and cultures. The teaching of English develops skills through which the children can give critical responses to the moral questions they meet in their work. We ensure there are opportunities for children to work together and discuss their ideas and discoveries.

Teaching English to children with special needs

We teach English to all children according to their ability. It is School policy to provide a broad and balanced education to all children. We provide learning opportunities that are matched to the needs of children with learning difficulties, those who are more able and with English as an additional language. Work in English takes into account the targets set for individual children in their Individual Education Plans (IEPs)

Assessment and recording

Formative and summative assessments are used to measure children's progress and attainment in English. During lessons we make formative assessments to inform planning for subsequent sessions. These formative assessments are closely matched to the learning objectives and children's individual targets.

Foundation Stage

While in their reception year children are continuously assessed using the Foundation Stage Profile in the area of communication, language and literacy. Summative assessment is undertaken on entry, mid-year and at the end of the year. The FSP is completed in June for all pupils.

Key Stages 1 and 2

In KS1 and 2, we make summative assessments - using formal assessment - at the end of terms 1 and 3 as well as during assessment week in May. We use the national tests for children in Year 2 and Year 6 plus the optional QCA tests at the end of Years 3, 4 & 5. We also make summative assessments using Teacher Assessment at the end of terms 2, 4 and 6.

We make end of year teacher assessments which are used to monitor progress against the school and national targets. We then set targets for the next school year and make a summary of each child's progress to share with parents. We pass this information on to the next teacher at the end of the year, so that they can plan for the new school year.

Writing will be moderated by teachers and the English subject leader to provide teacher assessments in line with the Primary National Curriculum year group expectations.

Resources

We have a large number of books, which are regularly audited and supplemented with new books. Our main reading scheme in KS1 is Oxford Reading Tree. Books are grouped into book boxes and banded into readability levels. Each box contains a range of different text types. Children progress through the stages at their own rate.

Children in KS2 who require continued support with their reading prior to becoming a 'free reader' use the Oxford Reading Tree Project X and Treetops schemes.

Each class has its own book area, a range of guided reading resources and a Communication Toolkit to develop speaking and listening activities across the curriculum.

The School library contains a range of fiction, non-fiction, plays and poetry. It is overseen by parent volunteers and class library monitors. All children have access to the school library for research or to borrow books in addition to their class reading book.

Monitoring and review

The Headteacher, the English Subject Leader, and the Governor with responsibility for English undertake monitoring.

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