

**Longroyde Primary School**

**English Policy**

# **1**. **Rationale**

English is arguably the most important National Curriculum subject. Language is the means of learning throughout the whole curriculum. It is essential that opportunities be created to develop children’s learning through language, about language and as users of language in all areas of the curriculum.

Language and learning are fundamentally linked, thus language development is a process central to the work of every teacher. The four communication skills - listening, speaking, reading and writing - although needing at times to be considered separately, are in effect also fundamentally linked and their interaction forms the basis of language development. Through language, pupils explore their world and their view of it.

**2**. **Aims**

When children arrive at Longroyde Primary School, their language experience and their skills and abilities in English vary considerably. It is with this in mind that the following aims have been put together:

* To enable pupils to develop the ability to use language to clarify ideas, extend knowledge and understanding in all curriculum areas.
* To value all children’s language contribution and achievements and create an environment which ensures a variety of purposes for speaking and listening.
* To ensure that all adults model good communications skills: being aware of when to listen to a child and when to lead a conversation.
* To develop and encourage good listening.
* To build upon the pupil’s own knowledge of language and provide opportunities to develop and extend a range of language forms through role play, drama, fiction, non-fiction and poetry.
* To provide a rich diet of imaginative literature, poetry and drama, from a range of cultures.
* To ensure children encounter a wide range of well-presented quality fiction, non-fiction and poetry as individual readers, in group guided reading sessions and whole class activities.
* To develop children’s ability to respond to a piece of text they have read.
* To develop an awareness and knowledge of the various forms of spoken and written language and its power to influence attitudes and actions.
* To provide activities that will stimulate effective communication skills, including ICT.
* To explore the variety of language forms and functions, both standard and non-standard, written and spoken.
* To provide opportunities for a variety of writing tasks, both individual and collaborative.
* To develop an awareness of the need to write for a range of purposes and audiences.
* To develop information retrieval and study skills from non-fiction text and ICT resources.
* To ensure a whole school approach to formal and informal assessment of individual progress and the identification of areas for development.

**3**. **School Policy and the National Curriculum**

The English Curriculum focuses on the technical aspects of language – including grammar, punctuation, spelling, handwriting and phonics. These are the building blocks to help children read and write. Whilst some of these aspects need be taught discretely, others will be embedded into existing learning.

The English language curriculum should make a distinctive contribution to both Equal Opportunities education and Multicultural education. Pupils can explore the ways in which language can create, maintain and also destroy gender and racial stereotypes. They will encounter literature from a range of cultures, introducing views of the world against which they can test and revise their own ideas and beliefs. They will also encounter texts that include same sex marriages, boys playing traditionally girls roles and vice versa. This is in line with our LGBT policy and Inclusion Policy.

**4. Terminology**

The curriculum terminology has changed; the main terms used are:

**Domains**: the area of the subject, for English the domains are ‘Spoken Language’, ‘Reading’ and ‘Writing’.

**Programmes of Study:** The programmes of study for reading at key stages 1 and 2 consist of two dimensions: word reading and comprehension (both listening and reading). The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading: transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing).

**Curriculum Objectives**: these are the statutory programme of study statements or objectives.

**Appendix**: Any reference to an appendix refers to the appendix of the National Curriculum for English document.

**5. Pupils’ English Language Activities**

There must be an appropriate range and balance of activities in the four communication skills. In particular there should be:

* Activities which encourage children to express their ideas and thoughts which, at the same time, provide clear structures and time limits.
* Activities which provide a variety of audiences for children’s talk and writing.
* Activities which provide a range of opportunities for drama and role play.
* Opportunities for children to use and extend their existing knowledge of media and develop critical reflection.
* Activities which require children to use a wide range of fiction and non-fiction texts, for both enjoyment and research.
* Activities that develop ICT skills.
* Opportunities for cross curricular links with the foundation subjects; developing links and extending subject knowledge further.
* Activities in which children produce individual or class books, anthologies, newspapers, play scripts etc.
* Opportunities to read regularly to a teacher, other adults and other children.
* Opportunities to discuss their reading and develop reading strategies including skimming, scanning and higher order reading strategies.
* Opportunities to listen to a wide variety of literature, including stories from other cultures, LGBT friendly texts and classic poetry.
* Opportunities for silent reading and enjoyment of books, including special events throughout the year e.g., Book week, book fairs, library visits etc.
* Opportunities to write for a variety of purposes and audiences e.g., class presentations, school newsletter, national competitions etc.
* Activities which develop recognition of word families and spelling patterns, including investigative work and games.
* Activities which encourage children to use dictionaries and thesauruses.
* Activities which encourage legible, well presented handwriting by providing a purpose for high quality presentation of work.

**6. Pupil’s Records of their work**

The purposes for which pupils record their work include:

* To help clarify their own thinking
* To act as a note for future reference
* To communicate with others
* To provide evidence of their work
* As a stimulus to set personal targets
* To allow the teacher to assess progress and to use this to inform planning

Recording can take different forms depending on the nature of the activity and can be:

* Pictorial
* Diagrammatic
* Written
* Oral
* ICT based

Work will be stored in children’s VGP books, literacy books, literacy folders, computer folders, reading records, guided reading books and in assessment portfolios.

**7. Cross Curricular Issues**

A broad and balanced curriculum will provide the stimulus for many activities in which language skills can be developed and extended.

The English medium term plans have been developed to incorporate cross curricular links with some foundation topics. It is also expected that children write to a high standard in their foundation lessons, applying the knowledge and skills they have from their English lessons and practising their basic skills.

Basic skills are one of the three main curriculum intentions and so must be a focus in all lessons.

**8. Assessment**

The assessment of English will have two purposes. Firstly, to inform the teacher and others of a child’s progress. Secondly, to help the teacher plan for progression for each child.

There are various ways in which information is collected. There are formal reading and spelling tests, carried out at the beginning and end of each academic year, where information is gathered whilst children are tackling carefully devised tasks, under controlled conditions. These scores are reported to parents at the first parent’s evening of the year and in the end of year report.

Children’s writing is moderated every term, or in the case of Year 6 pupils-every half term. Personal targets are set from this, to advise children how they can improve their writing.

Children are assessed against the national curriculum objectives in guided reading sessions. They are also expected to quiz on their accelerated reading book weekly. Scores are monitored weekly by the Library Manager.

Each domain (Spoken Language, Reading and Writing ) is assessed every term. Data is recorded on the school’s electronic tracking system and discussed at a review meeting with the Assessment Co-ordinator.

**9. Recording Pupils’ Progress**

At the beginning of the school year and at the end of the school year, reading and spelling tests will be administered to map the progress of the children. Class teachers will record these results on the school’s tracking system.

Every term, teaching staff moderate a portfolio of the children’s work against the national curriculum objectives. The portfolio consists of a variety of genre based written tasks.

At the end of each school year, the children’s portfolios are passed on to the child’s next teacher. This provides evidence of the child’s progress and is a reference point for the new teacher to plan and work from.

**10. Staffing and Resources**

In Key Stage One, English is taught in classes with differentiated work planned. During the Spring Term, Year 2 may be placed in ability groups in order to further target set and meet targets in preparation for the KS1 SATs.

In Key Stage Two, children are taught in ability groups, within the year group. The Writing Lead and Reading Lead teachers are able to offer support to colleagues and manage resources in school.

**General Resources**

* AR books are situated in the library.
* DVDS are stored in the Learning Suite.
* Relevant CD ROMS are stored in the English co-ordinators room.
* Co-ordinator folders are stored in the Co-ordinator’s room.
* Laptops and net books are stored in cabinets.

**Classroom Resources**

Books featured in the medium term plansare kept in the relevant classrooms, as are:

* Interactive whiteboards
* Spell Checkers
* Dictionaries
* Thesaurus
* Writing materials
* Personal word books and word banks.
* Individual whiteboards
* Camera
* Handwriting pens

**11. Classroom Management**

Children should experience a variety of teaching styles and classroom organisation depending on the requirements of the activity. Classrooms should display stimulating information and pictures, as well as a record of the children’s work. Materials should be easily accessible, with clear labels that the children can read.

**12. Planning**

All plans need to put on the VLE, for the Deputy Headteacher (Curriculum Lead Teacher) to check.

Planning and book scrutinies take place, termly, to guarantee all objectives are being covered and to ensure that there are high expectations for the achievement of children (see teacher’s appraisal sheets/school action plan).

**13. Evaluation**

Evaluation, like assessing, is an ongoing process. We need to evaluate the teaching of English, and the resources we use, not only to make judgements about degrees of success but to use judgements to improve the quality of English education provided for the children.

Writing and Reading Teams aim to ensure there is continuity and progression throughout the school.

Subject leaders observe the teaching of English and feedback is given to members of staff.

Subject leaders attend meetings in Calderdale, to keep up to date with current developments in the subject and this is then fed back to staff at meetings.

Training days are held to ensure staff are secure in their knowledge of English teaching and staff attend training courses with local schools, the authority and nationally (Osiris courses etc.).

Discussions about developments in English and areas to target in the next academic term are carried out regularly, between the Head and the subject leaders. Staff meetings are planned around this (see training plan).

**This policy was produced by Mrs. Helen Hemingway in October 2019 and supersedes all previous policies.**

**Approved by Governors: See School Bus**