

Woodcroft Primary School

English Policy

Rationale

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
English Programmes of Study, KS1 and 2, Sept 2013

The National Curriculum breaks down the study of English into three strands:

- **Spoken Language**

Pupils learn how to speak in a range of contexts and learn to respond appropriately to others, thinking about what has been said and the language used.

- **Reading**

Pupils read a range of materials and use their knowledge of words, sentences and texts to understand and respond to the meaning.

- **Writing**

Pupils learn the main rules and conventions of written English and explore how the English language can be used to express meaning in different ways. Spelling rules are learnt and handwriting is developed.

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Document (2013) and in the Communication & Language and Literacy sections of the Curriculum Guidance for the Foundation Stage (2012.)

In the Foundation Stage children should be given opportunities to:

- Speak and listen and represent ideas in their activities;
- Use communication, language and literacy in every part of the curriculum;

At Key Stage 1 children should:

- Learn to speak confidently and listen to others;
- Begin to read and write independently and with enthusiasm;
- Use language to explore their own experiences.

At Key Stage 2 children should:

- Learn to vary the way they speak and write according to the situation, purpose and audience;
- Read a range of texts and respond to them appropriately;
- Explore the use of language in a range of texts and learn how the structure of language works.

Aims for Speaking and Listening.

- a) To meet the National Curriculum requirements for speaking and listening using the statutory requirements.
- b) To enable the child to listen, understand and respond appropriately to a variety of different modes of speech, including standard English and regional dialects.
- c) To enable the child to talk with fluency, clarity and expression.
- d) To develop a growing and fluent vocabulary.
- e) To give pupils opportunities to express their ideas to a range of audiences
- f) To give pupils opportunities to take part in group discussion and drama activities
- g) To give pupils opportunities to evaluate and reflect on their own speech.
- h) To give pupils opportunities to speak in a variety of situations (talk partners, small groups, whole class) using a range of techniques.

Aims for Reading.

- a) To meet The National Curriculum requirements by implementing the statutory requirements for reading, as set out in the English Programmes of Study, 2013.
- b) To teach children to read accurately and fluently using a range of strategies (phonic, graphic, syntactic, contextual) but with particular emphasis on phonics.
- c) To take part in a synthetic phonics lesson daily in the Foundation Stage and Key Stage 1.
- d) To develop enthusiastic and independent readers.
- e) To enable children to see written language being used for a wide variety of purposes.
- f) To help pupils to understand and respond to what they read using inference and deduction where appropriate.
- g) To teach pupils how to seek information and learn from the written word.
- h) To enable pupils to appreciate books from a wide variety of cultures.
- i) To foster positive attitudes toward reading that will extend to their adult life.

Aims for Writing.

- a) To meet the National Curriculum requirements by implementing the statutory requirements for writing as set out in the English Programmes of Study, 2013.
- b) To teach pupils to write effectively for a range of purposes (fiction, non-fiction, poetry, reports etc) and a range of readers, adapting their vocabulary and style as appropriate.
- c) To encourage pupils to write with interest, commitment and enjoyment.
- d) To show pupils how to evaluate and improve their own writing.
- e) To show pupils how to use punctuation to make meaning clear to their reader.
- f) To teach children to use correct grammar in their writing.
- g) To give pupils the knowledge and the strategies to become confident and accurate spellers.
- h) To teach pupils a fluent and legible style of handwriting, promoting an understanding of how to present work appropriately.
- i) To encourage pupils to extend their vocabulary.
- j) To make pupils aware of the way our languages varies and in this context, explain the importance of standard English.

Approaches to Teaching and Learning.

The major focus for the teaching and learning of literacy at Woodcroft is through the daily Literacy Hour. However, a more creative approach, where Literacy is linked to other subject areas, should be adopted where possible. Teaching should be:

- Interactive – pupils' contributions are encouraged and extended;
- Confident – teachers have a clear understanding of the objectives;
- Ambitious – a high expectation of achievement and success;
- Well-paced.

Planning.

Lessons are planned with clear reference to the statutory requirements in the English programmes of study and recorded on the weekly planning sheet. Each year group follows the narrative, non-narrative and poetry units of the revised Literacy Strategy. Where possible, links are made between these units and other curriculum areas in order to promote a more creative curriculum. Foundation Stage follows the Communication, Language and Literacy section of the Guidance for the Foundation Stage document. Schemes available for use within the school are Heinemann Literacy World and Grammar for Writing (DfES) in Key Stage 2; Ginn Models for Writing and Developing Early Writing (DfES) in Key Stage 1. Letters and Sounds in Key Stage 1 and Foundation Stage, and Support for Spelling in Key Stage 2 are followed for teaching reading and spelling. The Focus on English document provides guidance on implementing the English programmes of Study.

Additional Support.

Additional support is provided by the EMAG teaching assistants across all key stages. Use is also made of ELS in Year 1 (from January to July). Wave 3 phonics intervention support is used in Years 1, 2 and 3, and 15 minutes a day where needed throughout the school.

Assessment.

Writing assessments take place at the beginning of the academic year and then at half-termly intervals or whenever is felt to be appropriate. They are assessed using APP guidance. Reading tests are undertaken at the beginning and end of the year from Years 3 to 6, using the NFER and QCA tests. Guided reading records are kept weekly from Years 1 to 6 and also individual records in Key Stage 1 and Foundation Stage. In Key Stage 2 the children complete the Suffolk Reading Test in September and May; Year 2 also complete this in May. The four final Early Learning Goals for Literacy are completed at the end of the Foundation Stage and SATs are taken by Years 2 and 6 in May. An assessment is made at the end of each Literacy lesson, where a note is made of children who did not meet or exceeded the objective.

Monitoring

The co-ordinator monitors termly evaluations from each year group and gives feedback and advice. Classroom observations by the co-ordinator also take place as well as sampling of work, planning and assessments on reading and writing.

Computing

Each class is time-tabled for a lesson in the ICT room every week, which often has a literacy focus. There are opportunities to use a range of software and the Internet to support their learning, both in the classroom and in the ICT rooms. Laptop trolleys can be used in classrooms to support lessons.

Equal Opportunities.

Woodcroft Primary School is committed to a policy of Equal Opportunities aiming to give all children the opportunity to learn, regardless of race, religion, language or gender. We endeavour to keep the English curriculum broad so it is relevant to all children whatever their cultural background. By assessing each pupil in the areas outlined by the National Curriculum for English, progress can be monitored. (Please refer to the Guidelines for further information)

Inclusion.

Mission Statement

‘Together Towards Success’

Together we aim for all the pupils, parents/carers and staff, to increase their participation within our school. This is achieved through the development of inclusive cultures, policies and practices; creating a secure, accepting, collaborative community where everyone feels valued.

Towards an appropriate curriculum for everyone; where we accept our responsibility to provide broad and balanced learning experiences for all pupils, and groups of pupils, based on the three principles set out in the National Curriculum of: Setting suitable learning challenges, responding to the diversity of needs and overcoming potential barriers to learning and assessment.

Success is expected for every pupil, to reach their full potential, recognising their own strengths and celebrating the achievements of others.

Safety.

We aim to provide children with a safe learning environment, both inside and outside of the classroom. (Please refer to the Guidelines)

Review Arrangements.

This policy will be reviewed annually.

S. Lloyd