



**ST. ANNE'S C.E.(VC) PRIMARY SCHOOL**

**ENGLISH POLICY**

**'Together with God, Making Learning a Life Long Friend'**



### **OUR VISION FOR ENGLISH**

English stimulates creativity and imagination. It provides real-life experiences, and a creative way of understanding and responding to the world. It enables children to communicate in writing and through their reading and performances. Children should be able to appreciate the creativity in writing, enjoy and be able to choose their own texts as well as to show a passion for reading. They learn to make informed judgements in use of punctuation and language and to present their ideas in a variety of ways. They explore ideas and meanings through the work of authors and poets. Through learning about the roles and functions of language and punctuation, they can explore the impact it has had on different audiences. The appreciation and enjoyment of English, enrich all our lives.

### **SUBJECT AIMS AND OBJECTIVES**

The study of English develops children'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 its patterns, structures and origins. Children use their knowledge, skills and understanding in speaking, reading and writing across a range of different situations.

Our aims in the teaching of English are the following:

- 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 a varied literary scope
- write clearly, 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
- are competent in the arts of speaking and listening, making presentations and performances, demonstrating to others and participating in debate.

## **SUBJECT LEADER**

The member of staff responsible for leading English at St Anne's is Miss Alexa Turner.

## **TEACHING APPROACHES**

Each morning there is a guided reading lesson: in Early Years and Year 1 this is based upon Read Write Inc (RWI) Phonics and from Year 2 onwards this is focussed around specific skill-sets using the "model, practise, review" cycle and varying relevant resources. The "model, practise, review" cycle is where the teacher/teaching assistant demonstrates a specific reading skill, children are given the opportunity to practise this either independently or within a guided group; this is reviewed and then repeated as necessary.

Spelling is taught through phonics (RWI Phonics) in Early Years and Key Stage 1 and then following through into Read Write Inc Spelling from Year 2 upwards. Children who need further support in Year 2 with phonics have intervention within RWI Phonics groups. Spelling is taught as starter activities within an English lesson around 5/6 times over a two week period. Grammar is taught both as starters in 5/6 English lessons per week from Year 1 onwards and within grammar for writing within an English lesson.

Compositional writing is taught daily through the class theme and class texts. During these sessions the children are expected to apply their technical skills as well as be creative and imaginative. They may work as a class, in groups or independently.

Because we teach a thematic curriculum the children also rehearse and apply their writing skills in other subjects. This ensures the children learn that writing is transferrable to other curriculum areas.

In all classes we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. In some lessons, we do it through differentiated group work, while in others, we ask children to work from the same starting point before moving on to develop their own ideas. We use teaching assistants to support different children as appropriate, and to enable work to be matched to the needs of individuals so that each child is stretched and challenged.

## **EARLY READING**

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## **PLANNING**

English is a core subject in the National Curriculum and we implement the statutory requirements of the English Curriculum.

The Programme of Study for English forms our long-term plan and details what is to be taught in each year group. These plans define what we teach, and ensure an appropriate balance and distribution of work across each year and ability group.

Class teachers are responsible for short term plans. There is no specific format for these plans, but they should include specific learning objectives for each lesson, and give details of how the lessons are to be taught as well as the role of the teacher and teaching assistants within each lesson. The class teacher keeps these individual plans and passes a copy on to the other adults who work with the children.

Teachers plan activities in English so that they build on the children's prior learning. There is an increasing challenge for the children as they move up through the school and through the school year.

## **CONTRIBUTION OF ENGLISH TO THE DEVELOPMENT OF SMSC EDUCATION**

The teaching of English offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together, and give them the chance to discuss their ideas and feelings about their own work and the work of others. Their work in general helps them to develop a respect for the abilities of other children, and encourages them to collaborate and cooperate across a range of activities and experiences. The children learn to respect and work with each other and with adults, thus developing a better understanding of themselves and to develop an understanding of different times and cultures, through their work on famous writers and authors from around the world.

## **INCLUSION**

At our school, we teach English to all children, whatever their ability and individual needs. English forms part of the school curriculum policy to provide a broad and balanced education to all children. 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, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve

this. For further details, see separate policies: Special Educational Needs; Disability Discrimination. When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at 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.

## **ASSESSMENT AND RECORDING**

Writing is assessed half termly in a Writing Journey book which follows the child through the school. These are then assessed using Staffordshire Writing Grids or an adapted version for each year group. The Teacher Assessment Frameworks are used for Year 2 and Year 6 from Christmas onwards as appropriate. Our ongoing assessment is using an Excel spreadsheet outlining each objective for writing per year group.

Reading is assessed both termly using NFER testing and half termly using teacher assessment grids which are located on the Staff shared area. Reading is also assessed through the use of optional SAT's in Year 3-5 in May as well as statutory testing in Year 2 and 6.

Grammar is assessed termly through NFER testing and forms part of writing judgements.

Moderation is conducted by the subject lead and headteacher termly and moderated as a whole school at termly intervals as well as with other schools on a cyclical basis. Year 2 and Year 6 have bi-annual moderation with other schools.

After each assessment point, the SLT conduct pupil progress interviews with each staff member to identify interventions as necessary.

## **RESOURCES**

The following resources are used within the teaching of English across the school:

- Read Write Inc Phonics
- Read Write Inc Spelling
- Oxford Reading Tree Reading Scheme
- Collins Big Cat Reading Scheme
- Headstart Comprehension
- Reading Explorers Comprehension
- Teaching Comprehension Strategies
- Previous SAT's papers
- Optional SAT's Papers
- Nfer Testing materials
- CGP materials

## **MONITORING AND REVIEW**

The monitoring of the standards of children's work and of the quality of teaching in English is the responsibility of the subject leader. The work of the subject leader also involves supporting colleagues in the teaching of English, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

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