



English Policy

1. Introduction

- At Longney C. of E. Primary School, we acknowledge that Language is the foundation upon which intellectual, social and emotional development is built. We believe in the equal value of speaking, listening, reading and writing. We seek to demonstrate the use and power of language through its integral place across the curriculum.
- We believe that making links between curriculum subjects and areas of learning can deepen children's understanding by providing opportunities to reinforce and enhance learning. It can enrich the curriculum and support achievement and enjoyment.
- English is co-ordinated by the English Subject Leader and non-contact time will be made available to allow for monitoring of this subject.
- Each visit to school by our Governors will focus on areas of priority in the School Development Plan. This will include English when appropriate.

2. Aims

- To enable each child to develop their full potential in reading, writing, speaking and listening.
- To promote a positive attitude to reading, writing, speaking and listening throughout the whole curriculum.
- To develop the children's ability to become confident users of language, both oral and written.
- To value literacy from a variety of cultures.
- To ensure that children have access to a broad and balanced curriculum.

3. Objectives: To achieve our aims we have the following objectives:

Planning

- To use a planned, progressive and differentiated programme of study based on the 2014 National Curriculum for Primary Schools in England, to ensure the acquisition of skills, experiences and concepts.
- To provide opportunities to use literacy skills and knowledge in everyday classroom situations and through topic work.
- To have high but realistic expectations of all pupils.



- To provide a balance between practical and recorded activities and give opportunities for independent and co-operative work.

Teaching and Learning

- To engage in direct teaching and interactive oral work with the whole class and groups for a high proportion of the lesson.
- To encourage children to read a range of materials with fluency, accuracy, understanding and enjoyment.
- To encourage children to speak clearly, fluently and with confidence. To encourage children to listen to each other and value the contributions of others.
- To encourage children to write effectively for a range of audiences and purposes, using accurate spelling and punctuation.
- To promote positive attitudes and confidence in literacy, fostering in each child interest, enjoyment and appreciation of the English language.

Assessment

- To use regular assessment to identify children's progress and inform planning.
- To create a stimulating and well resourced environment where each child gains an on-going sense of achievement.

4. Planning

The curriculum is planned within and between year groups to provide a structured and balanced progressive scheme of work using the 2014 National Curriculum for Primary Schools in England and the Statutory framework for the Early Years Foundation Stage. Links are made through topic work in order that children understand how to speak, read and write in context.

- Work is differentiated to ensure expectations are met.
- Weekly planning includes learning objectives appropriate for the class that are based on age related expectations. 'I can statements' are used to define the learning objective.
- Intervention programmes are identified, planned for, implemented and evaluated as appropriate.



5. Implementation / Teaching and Learning

- Reception children are taught in accordance with the requirements of the statutory framework for the Early Years Foundation Stage.
- Children are taught English by their class teacher. The English Subject Leader and the SENCo provide advice as required.
- English is taught daily. This may be as a discrete lesson or through the topic.
- I.C.T. will be used to enhance and support the teaching of English.
- 'Working Walls' will be used as a tool to engage the children in the learning process.

Writing

- Pupils are encouraged to write for different audiences and purposes within Literacy lessons and in weekly Big Write sessions. The following strategies are used: shared writing, modelled writing, scribing, supported compositions; guided and independent writing.
- Guided writing is used flexibly to teach 'next steps'.
- To enable the teaching of writing to be given a higher priority during the literacy lesson, guided reading is taught outside the literacy session.
- Children are taught to form letters correctly through a phonics programme and to join when ready, using The Write Path script.

Spelling/Phonics

- A phonic approach is used to teach spelling in ability groups, daily in Key Stage 1 and EYFS, this is continued where necessary in Key Stage 2.
- In KS2 the 'The National Literacy Strategy Spelling bank, DfES' is used.

Reading

- Reading is taught through shared reading during whole class work and guided reading sessions.
- All children have individual fiction and non fiction reading books that they take home to read. Children begin by reading the schools reading scheme which has a wide range of reading scheme books and progress to reading a wide range of books.
- In school, individual children may be heard read by an adult.
- Children have access to non-fiction books in the school library and are taught how to access information using the Dewey system.
- Children are expected to read regularly at home.

Spoken Language

- Speak audibly and fluently with an increasing command of Standard English.
- Participate in discussions, presentations, performances, role play, improvisations and debates.
- Interactive teaching strategies are used to engage all pupils in order to raise reading and writing standards through the use of spoken language.
- The children use 'oral rehearsal' to clarify ideas before writing.
- To develop understanding through speculating, hypothesising, imaging and exploring ideas.



6. **Assessment**

Assessment has two main purposes:

- Assessment **of** learning (also known as summative assessment);
- Assessment **for** learning (also known as formative assessment).

Staff recognise that AfL lies at the heart of promoting learning and in raising standards of attainment. We further recognise that effective AfL depends crucially on actually using the information gained.

The assessment procedures within our school encompass:

Assessment of learning

- Using knowledge of pupils drawn from ongoing pupil tracking records and from the progression indicated within the 2014 National Curriculum for Primary Schools in England to guide our planning and teaching.
- Use of information gained from statutory tests, assessment of work in response to targets set a particular cohort and APP. Analysis is done at both a quantitative level and a qualitative level. Information gained is used to set focused curricular targets (what to teach) and also to determine which strategies or methods are particularly effective in respect of specific areas of English.

Assessment for learning

- Making ongoing assessments and responding appropriately to pupils during 'day-to-day' teaching. These 'immediate' responses can be verbal.
- Evidence is gathered across the curriculum.
- Adjusting planning and teaching within units in response to pupils' performance.
- Use of questioning to check learning against objectives at the end of each unit of work. Future planning is adapted in response to assessment outcomes.



7. Equal Opportunities

- We aim to ensure that all children have equal access to a rich and varied programme of study regardless of gender, ethnicity, ability or other determining factor, including children that have English as a second language.
- We have high expectations for all children
- We aim to provide for all children so they achieve as highly as they can in English according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. This may result in additional support in consultation with the SEN Co-ordinator. High achieving children will be identified and suitable learning challenges provided.
- Resources will actively promote an awareness of the diverse nature of the world around us.

8. Staff Development

- Through the monitoring and evaluation of teaching, planning, observations and assessment of the children's performance, staff development needs are assessed.
- Staff development may be undertaken through whole school In-Service training, courses, network meetings, visits to or by Leading English Teachers/Consultants or in-house.



9. Home-school links

- We recognise the importance of involving parents and guardians in the process of developing children's English skills.
- Parents are informed of the English work being undertaken in school through topic overviews.
- Parental involvement is encouraged through home tasks e.g. weekly spellings, reading diaries and through research activities.
- Parents' consultation evenings are held twice a year and parents are informed of their child's progress. Annual reports to parents are sent in the Spring and Summer terms.

This policy was revised in October 2014 and will be reviewed when necessary.

