

St Margaret's C.E. Primary School
ENGLISH POLICY 2016

1. MISSION STATEMENT

We seek to be a learning centre of excellence at the heart of the local community, fostering the intellectual, spiritual and emotional development of all who play a part in the school, looking to follow the teachings of Jesus in all we do.

2. AIMS

The aim of the English learning experience at St Margaret's is to equip pupils with the necessary skills to become competent readers, writers, speakers and listeners, through a broad and balanced approach to the teaching of English across the curriculum. Children will:

- read and write with confidence, fluency and understanding, using a range of independent strategies to self-monitor and correct.
- have an interest in books and read for enjoyment.
- have an interest in words, their meanings; develop a growing vocabulary in spoken and written forms.
- understand a range of text types and genres - be able to write in a variety of styles and forms appropriate to the situation.
- be developing the powers of imagination, inventiveness and critical awareness.
- use suitable technical vocabulary to talk about their work.

3. STATUTORY REQUIREMENTS

Statutory requirements for the teaching and learning of English are laid out in the 2014 Primary National Curriculum framework and in the Early Years Outcomes 2013 guidance (non-statutory).

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;
- become immersed in an environment rich in print and possibilities for communication through child-initiated learning.

At Key Stage One (Years 1 and 2), children should learn to speak confidently and listen to what others have to say, beginning to read and write independently and with enthusiasm. They should use language and develop vocabulary to explore their own experiences and imaginary worlds.

At Key Stage Two (Years 3-6), children should learn to change the way they speak and write to suit different situations, purposes and audiences. They should read a range of texts and respond to different layers of meaning in them. They should explore the use of language in texts and learn the correct use of grammar.

4. SUBJECT ORGANISATION

Delivery

In the early years, English is taught through a cross curricular approach and discreet sessions. Children are given opportunities to develop their skills in a range of contexts through structured and 'self-initiated' activities. There are also daily phonics sessions where children are grouped according to the phase they are working at.

In KS1 and KS2 English is taught through discrete lessons. In addition to this, there are many other opportunities for children to develop their skills through guided reading, phonics/spelling and handwriting sessions and across other curriculum areas.

In Early Years and KS1 phonic sessions are drawn from the Letters and Sounds document working through to phase 6.

In some year groups, additional English support is offered, through small group work and 1-1 sessions.

Planning

In all year groups, plans are completed and stored on the school server (see appendices 1 and 3). English is planned in unit blocks, which may cover one or more weeks of work and is usually based around key texts.

5. APPROACHES TO SPEAKING AND LISTENING

Speaking and listening skills are developed through a range of activities both within the English lesson and across the curriculum;

- Drama and role play
- Discussion and debate
- Use of ICT e.g. filming English work
- Interviewing
- Presenting work in a variety of ways

6. APPROACHES TO READING

Pupils at St Margaret's school have access to a wide range of texts. The school library has an extensive collection of books and children are able to take books out to share at home. Each class has their own reading materials, including sets of books for guided reading, which are shared across the year group. In the Early Years and KS1, children follow a reading scheme, which provides levelled bands of books to progress through.

Reading is taught through the daily English lesson, guided reading sessions, individual reading, phonic sessions (KS1) and in other areas across the curriculum where appropriate. Guided reading begins at year 2 and involves children being ability grouped for the session. There is a minimum of 3 reading sessions per week. Children have a group text and where possible, an adult will listen to individuals read and question pupils to encourage them to respond to what they

have read. Reading team guidelines have been distributed to staff (see appendix 2).

Pupils are encouraged to read regularly at home from the Early Years through to Year 6. This is recorded in a home-school reading diary.

7. APPROACHES TO WRITING

Writing is taught through the main English lesson and separate spelling and handwriting sessions. Each year group plans in line with the National Curriculum 2014 or the Early Years Outcomes 2013, to provide pupils with the experience of writing in different contexts. There is a focus on discussing ideas, drafting, editing and improving their writing.

Grammar, punctuation and spelling are taught as part of the English lesson and reinforced in other curriculum areas. Spellings and key words are sent home as part of homework activities to encourage children to learn specific words.

Handwriting is taught throughout the school with cursive handwriting beginning in year 2.

8. CROSS-CURRICULAR ENGLISH OPPORTUNITIES

Teachers seek to take advantage of opportunities to make cross-curricular links. They plan for pupils to practise, apply and further their skills, knowledge and understanding acquired through English lessons to other areas of the curriculum.

9. THE USE OF TECHNOLOGY

Opportunities to use technology to support teaching and learning in English are planned for and used as appropriate; this may include the use of iPads, websites, online and interactive resources.

10. ASSESSMENT

The new programmes of study are used to inform teacher assessment. Moderation meetings, with a strong focus on analysing children's work, take place regularly at least termly. Children are assessed as on-track or not to meet the end of year or Key Stage expectations. The school's judgements are moderated externally, within the locality, every term.

For children who are not on-track, pupil learning intervention action plans are put into place after consultation meetings with line managers.

Formative assessment, with a whole school focus on Assessment For Learning, is integral to this process. Work is marked regularly according to the marking policy, providing pupils with valuable feedback. Pupils are often involved in this process through self-assessment and peer marking.

Opportunities for independence and choice are provided at least half termly allowing pupils to show embedded skills.

In years 2 and 6 Statutory Assessment Tests (SATs) are administered in line with government guidelines.

12. ROLE OF SUBJECT LEADER:

The Subject Leader is responsible for maintaining and improving the standards of teaching and learning in English through:

- Keeping up to date with the latest developments in the English curriculum.
- Monitoring standards and progression in English through observations, book looks, analysis of data and moderation meetings.
- Reviewing and implementing the English policy
- Supporting colleagues in their delivery of the English Curriculum
- Purchasing and organising resources

13. PARENTAL INVOLVEMENT

Parents are encouraged to support pupils with regular reading at home, practising spellings and other appropriate homework tasks. Parents are also encouraged to come in to school to support guided reading and individual reading.

Parents have opportunities to attend informative English sessions to update on relevant curriculum matters.

15. APPENDICES

These include:

1. *Example weekly planning*
2. *Reading team guidelines*
3. *Further weekly planning example*