



## **Lees Hill C. E. Primary School**

### **English Policy**

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**POLICY ADOPTED BY FULL GOVERNING BODY: May 2017**

**Name:** Mary Alston

**Position:** Chair of Governors

**Next Review Date:** May 2020

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#### **RATIONALE**

Competence in English enables children to communicate effectively at home, at school and in the wider world and leads to improved life opportunities. The skills of listening, speaking, reading and writing enable children to organise and express their own thoughts and to access the knowledge and ideas of others. These skills, together with confidence in the use of ICT, are increasingly necessary in today's world. In addition to this, the ability to respond to literature at a personal and aesthetic level enriches our children's lives.

#### **AIMS**

Teachers should develop pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.

*Our English curriculum is based on the English objectives found in the National Curriculum  
September 2013*

#### **SPEAKING, LISTENING, GROUP DISCUSSION AND DRAMA**

##### **AIMS**

Pupils should be taught to speak clearly and convey ideas confidently using Standard English. They should learn to justify ideas with reasons; ask questions to check understanding; develop vocabulary and build knowledge; negotiate; evaluate and build on the ideas of others; and select the appropriate register for effective communication. They should be taught to give well-structured descriptions and explanations and develop their understanding through speculating, hypothesising and exploring ideas. This will enable them to clarify their thinking as well as organise their ideas for writing.

#### **READING & WRITING**

##### **AIMS**

Teachers should develop pupils' reading and writing in all subjects to support their acquisition of knowledge. Pupils should be taught to read fluently, understand extended prose (both fiction and non-fiction) and be encouraged to read for pleasure. Schools should do everything to promote wider reading. They should provide library facilities and set ambitious expectations for reading at home. Pupils should develop the stamina and skills to write at length, with accurate spelling and punctuation. They should be taught the correct use of grammar. They should build on what they have been taught to expand the range of their writing and the variety of the grammar they use. The writing they do should include narratives, explanations, descriptions, comparisons, summaries and evaluations: such as writing supports them in rehearsing, understanding and consolidating what they have heard or read.

## **APPROACHES**

We encourage a love of books and of reading by providing a rich reading environment in our classroom so that children can develop their reading skills.

We use Accelerated Reader to assess individual reading.

We encourage children to read at home by providing books at the correct difficulty for them (using the information from AR). Children's achievements are celebrated through earning 'lamda' for secure completion of an online quiz, based on the book that they have read and through celebration worship, when regular reading is celebrated.

Throughout the school, teachers read aloud to children on a regular basis. We read a wide range of good quality fiction, non-fiction and poetry.

We teach the word recognition skills needed to decode text and the language comprehension skills needed to understand what they read.

Word recognition skills are developed systematically in the early years through the teaching of synthetic phonics. We use the National Strategy Letters and Sounds materials and teach phonics daily in Early Years Foundation Stage (EYFS) and Key Stage 1.

In shared reading the teacher models the reading process to the whole class as an expert reader, providing a high level of support. The children join in, where appropriate with the reading of the text. The texts selected are quality texts that reflect the teaching objectives.

During guided reading the responsibility for reading shifts to the learner. Guided reading takes place with a small group of children, of a similar reading ability. During a guided reading session, the children read and respond to a challenging text with the adult supporting the group. It is intended that guided reading provides a forum for children to demonstrate what they have learned about reading and to further develop and extend their reading and comprehension skills.

To enhance the children's love of books, we also teach units of work from the Power of Reading Project.

We provide a wide variety of reasons and purposes for writing and in the early years provide many opportunities for child initiated and role-play writing.

In shared writing the teacher models the writing process to the whole class as an expert writer, articulating the process. The children join in individually or through partner work following the Talk for Writing principles.

During guided writing the responsibility for the writing shifts to the learner. Guided writing takes place with a small group of children with similar writing targets. During a guided writing session, the children will write with the teacher supporting. It is intended that guided writing provides a forum for children to demonstrate what they have learned about writing and to further develop and extend their writing skills.

During independent writing the responsibility for writing is on the learner. Independent writing opportunities are provided so that children can apply the skills that they have developed.

Handwriting is taught using a cursive script to encourage a joined hand.

We encourage children to complete ALL work to the same standard regardless of the subject being taught.

Children's writing is celebrated on displays and in worship times. This provides opportunities to celebrate creativity and application of skills.

### **TIME ALLOCATION**

In Key Stages 1 and 2 an English session is taught daily, although this may be spread across the day as appropriate. It has been agreed that additional time is given to phonics and spelling, punctuation and grammar (SPAG).

In the EYFS Communication and Language and Literacy are carefully planned so that they permeate all aspects of the child's day.

### **USE OF ICT**

Opportunities to use ICT to support teaching and learning in Literacy will be planned for and used as appropriate.

### **EQUAL OPPORTUNITIES**

All children have an entitlement to participate fully in English, regardless of gender, race, age or ability, in accordance with the school's Equal Opportunities Policy.

Children whose second language is English receive appropriate support as necessary.

### **PLANNING**

**Long term and medium term planning** is based on the National Curriculum. Teachers are encouraged to plan their units of work in a way that supports good cross-curricular links.

**Short term planning** is produced on weekly plans that show the objectives for the week taken from the Primary Curriculum. These plans are expected to show differentiation where appropriate and progression over the week in specific areas, eg in phonic or sentence skills. Teachers plan to include a range of teaching strategies ensuring a balance between audio, visual, and kinaesthetic techniques.

### **ASSESSMENT AND RECORDING**

Assessment is at the heart of the teaching and learning process. In the EYFS, teachers assess children's learning using the Foundation Stage Profile. Most of the observations for assessment are based on those activities that children initiate and engage with independently across the range of provision.

As children move on through the school, teachers continue to observe and note children's progress on a day-to-day basis.

In addition, EYFS and Key Stage 1 teachers track children's phonic progress to confirm the phase children are working at.

### **FEEDBACK ON WRITING**

Feedback is an essential to help children move forward as writers. With younger children, feedback on writing will usually be verbal and immediate. With older children, feedback may be verbal or written. Children are also encouraged to evaluate their own work and children develop peer working by working as 'Editor Pairs', to develop evaluative skills, sharing of ideas and mutual appreciation.

Teachers mark writing regularly in accordance with our marking policy.

## **REPORTING TO PARENTS**

Parents have a termly opportunity, to meet with the staff to discuss progress and to see work. Parents receive regular informal or verbal feedback as to their children's progress in Literacy, as appropriate. Each child has a reading link book to record progress in reading at home and school. The practising of spellings and other written work may be set in accordance with the Homework Policy.

Parents receive an annual written report at the end of the school year. This includes details of their children's progress and areas for development. Where appropriate the SAT results are reported.

## **MONITORING AND EVALUATION**

In order to monitor standards and progress the following systems are in place:

- At Pupil Progress meetings three times a year the Class Teacher and English Subject Leader / Headteacher monitor and evaluate the progress of children in Literacy.
- The English Subject Leader is given time to observe lessons and give oral and written feedback, and also to see children's work.
- Staff meet regularly to engage in whole school moderation.
- The progress of pupils with Special Educational Needs (SEN) is reviewed with the Special Needs Co-ordinator (SENCO) each half term.
- The school's Literacy Action Plan is part of the School Improvement Plan – this is reviewed and updated annually by the English Subject Leader and Senior Management Team.

## **THE ROLE OF THE SUBJECT LEADER**

- Teach demonstration lessons.
- Ensure teachers are familiar with the content of the English curriculum and help them to plan lessons.
- Lead by example in the way they teach in their own classroom.
- Prepare, organise and lead INSET, with the support of the Headteacher.
- Observe colleagues from time to time with a view to identifying the support they need.
- Attend INSET provided by outside agencies.
- Inform parents.
- Inform Governors.

## **THE ROLE OF THE GOVERNORS**

It is the responsibility of the Governing Body to monitor the effectiveness of this English policy. The Governing Body does this by:

- Requiring the Headteacher to monitor the progress of pupils of minority groups and comparing it to the national expectation, individual progress and comparative progress made by other pupils in the school.
- Requiring the Headteacher to either report to Governors directly or to make a monitoring visit on an annual basis on the effectiveness of this policy.
- Taking into serious consideration any complaints regarding equal opportunity in English, or issues from parents, staff or pupils.

## **RESOURCING**

The English Subject Leader, with the Headteacher, is responsible for the ordering, costing and allocation of resources to support the teaching of English. A review of resources is carried out periodically which leads to a prioritised list of requirements. This is funded within the school's budget plan for the financial year.

### **SPIRITUAL DEVELOPMENT**

Pupils are given opportunities to:

- Express personal thoughts, feelings and ideas through discussion and responding to text.
- Understand human feelings (eg hopes and fears) through stories and drama.
- Reflect on issues raised in text (eg relationships and moral dilemmas).
- Experience and share a sense of wonder through the beauty of language used in poetry, literature and the spoken word.

### **REVIEW**

This policy shall be formally reviewed by the Governing Body on a three yearly basis, or sooner if there are significant changes.

