

Glory Farm Primary School, Bicester, Oxfordshire

Policy Document for English

Introduction

The study of English develops children's abilities to speak, listen, read and write for a wide range of purposes, using language to learn and communicate ideas, views and feelings. It enables children to express themselves creatively and imaginatively, as they become enthusiastic and critical readers of stories, poetry and drama, as well as 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 listening, reading and writing across a range of different situations.

Aims

1. To provide a range of situations, audiences and activities that are designed to develop competence, precision and confidence in language, irrespective of the child's initial understanding or home language.
2. To involve parents, teachers and children together in the learning process.
3. To encourage a confident attitude towards the subject.
4. To develop a love of language through the presentation of a range of rich and stimulating texts.
5. To encourage collaboration, mutual support and constructive criticism between children, and between adults and children, so that the classroom can become a community of readers and writers.
6. To foster the habit of reading in all children and enable them to become proficient, discerning and critical readers.
7. To be observers, facilitators and supporters of children's linguistic and literacy progress.
8. To ensure a standard of attainment and presentation commensurate with the best ability of the child.
9. To enable children to attain a level of competence in their use of language which will equip them for situations they will encounter beyond the primary school.

Objectives

Speech, Language and Communication

1. To help children of all abilities to realise that everyone has something of worth to contribute and should be allowed an uninterrupted opportunity to make that contribution.
2. To stimulate a varied and wide-ranging interchange of ideas and opinions by grouping children in different ways.
3. To ensure that listening is an active, not a passive activity.
4. To develop in children the confidence to communicate effectively with both their peers and adults.
5. To emphasise the importance of drama and role-play in language work across many curriculum areas.
6. To allow children to practise the skills of turn-taking, attention-holding, voicing disagreement courteously, assertiveness and appropriate responses in a range of situations.

7. To provide stimulating speaking and listening opportunities to develop in children the power of sustained concentration.
8. To provide the opportunity for the children to hear, and respect the contribution to our language of, a rich variety of accents and dialects.

Reading

1. To encourage the enjoyment of books in school and at home; with other people and alone.
2. To help children to become readers in addition to giving them the ability to read.
3. To introduce children to as wide a range of stimulating literature as possible.
4. To familiarise children with a wide variety of written/printed texts (e.g. stories, labels, captions, signs, newspapers, magazines, poetry, plays etc.)
5. To develop reading ability through a range of teaching methods including synthetic phonics and whole-word recognition.
6. To encourage the enjoyment of reading through exposure to a range of carefully chosen books and through the provision of time, space and uninterrupted silence.
7. To develop fluency and expression in reading aloud.
8. To develop the skills of discrimination, reflection, appreciation and prediction.
9. To comprehend a range of texts, developing such skills as inference, deduction and a writer's literal choice.
10. To develop the ability to detect bias and explore preference.
11. To respect other people's views and empathise with others experiences.
12. To allow sufficient time to browse, choose, read, enjoy and discuss.

Writing (including spelling and presentation)

1. To develop the skill of self expression.
2. To give a purpose to writing, making links across the curriculum and to ensure that the pupils understand this purpose and the need to adapt style and presentation accordingly.
3. To provide and foster a range of examples and encounters to make sense of literacy experiences.
4. To precede and support writing by talk, thus helping children to realise their intentions, structure imaginations and formulate an enthusiasm to write.
5. To write (where possible) for a known audience, making the planning and writing a valid experience.
6. To provide opportunities for children to write about their own experiences.
7. To encourage children to use the written word to report, narrate, persuade, argue, describe, instruct and explain.
8. To help children to gain control of narrative and non-narrative forms.
9. To allow children to learn the rules that govern the written word through active experiences, hypothesis and risk-taking on a basis of knowledge acquired.
10. To encourage children to discuss the organisation of their own writing and to draft and re-draft as appropriate, so that they become aware that their work can be improved upon and developed – using the Glory Farm *Writing Process*.
11. To comment constructively and positively on what has been written, looking first at what is being said rather than looking at the work only in a proof reading capacity.

12. To help children to understand and use the conventions of English spelling, grammar and punctuation.
13. To develop children's ability to use a range of presentational devices so that finished work is presented clearly, attractively and with fluent handwriting.

Teaching and learning style

1. At Glory Farm School we use a variety of teaching and learning styles in English lessons.
2. Our principal aim is to develop children's knowledge, skills, and understanding in English, through purposeful and creative learning opportunities. We do this through structured teaching each day in either whole-class and / or guided group situations. Children have the opportunity to experience a wide range of high quality, rich language texts, use a range of resources such as dictionaries, thesauruses and phonic materials to support their work and be supported in sentence structure and punctuation work.
3. Guided Learning in English is a bridge between shared and independent work, with a clear focus on supporting children towards developing and applying independent learning strategies.
4. Children use ICT in English lessons where it enhances their learning, as in drafting and editing their work and using multimedia to study how words, sentences, texts and images are combined to convey meaning. We encourage children to use and apply their English skills across the curriculum.
5. There are children of differing ability in all classes at our School. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies. In the majority of lessons we do it through taught guided groups and clearly differentiated, yet challenging independent work. While in some lessons, we ask children to work from the same starting point before moving on to develop their own ideas. We use Teaching Assistants to support children to enable work to be matched to the needs of individuals (eg Rapid Write, Clicker 6). At all levels, we recognise the necessity for children to be challenged and supported by work as individuals or in small groups which is stimulating, relevant and purposeful.

English Curriculum Planning

1. English is a core subject in the National Curriculum and we use this as the basis for implementing the statutory requirements of learning objectives for speaking, listening, reading and writing.
2. We carry out the curriculum planning in English in three phases (long-term, medium-term and short-term). The National Curriculum details what we teach in the long-term. Our yearly teaching programme identifies the key skills and topics in English that we teach to each year group.
3. Our medium-term plans, which we also base on the National Curriculum, give details of the main teaching objectives for each term. These plans define what we teach, link to cross-curriculum topics and ensure an appropriate balance and distribution of work across each term. The English Curriculum Team is responsible for keeping and reviewing these plans.
4. Class teachers complete a weekly (short-term) plan for the teaching of English. This lists the specific learning objectives for each lesson as well as each guided group. It gives details of how the lessons are to be taught, how

independent learning groups will be differentiated for and how assessment opportunities are used throughout the lesson (eg AfL).

The Foundation Stage (Reception)

We teach English in Foundation Stage (Reception) class as an integral part of the school's work. The format for the daily lesson is similar to that used in the rest of the school. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the English aspects of the children's work to the objectives set out in the Early Learning Goals which underpin the curriculum planning for children aged three to five. We give all children the opportunity to talk and communicate in a widening range of situations, to respond to adults and to each other, to listen carefully, and to practise and to extend their range of vocabulary and communication skills. They have the opportunity to explore, enjoy, learn about, and use words and text in a range of situations.

Contribution of English to teaching in other curriculum areas

The skills that children develop in English are linked to, and applied in, every subject of our curriculum. The children's skills in speaking, listening, reading and writing enable them to communicate and express themselves in all areas of their work in school.

Teaching English to children with Special Educational Needs

At Glory Farm School we teach English to all children to enable them to overcome barriers to learning. English forms part of the school curriculum policy to provide a broad and balanced education to all children. Teachers provide learning opportunities matched to the needs of children with learning difficulties. Work in English takes into account the targets set for individual children in their Individual Education Plans (IEPs).

Teachers provide help with communication and literacy through:

- Using texts that children can read and understand;
- Using visual and written materials in different formats;
- Using ICT, photos, films and visual aids;
- Using alternative communication such as signs and symbols;
- Using alternative means of recording (eg scribes)

Assessment and recording

1. Teachers assess children's work in English in three phases. The short-term assessments that teachers make is part of every lesson helping teachers to adjust their guided learning groups. Teachers match these short-term assessments to the assessment foci of a specific level for that individual child or group of children. Planning can then be adapted from these two forms of assessment, in order to teach key skills, across a range of curriculum areas and hence develop progress.
2. Children are assessed on their spelling and reading ages twice within the year from Year 2.
3. Year 1 use the *Phonics Bug* assessment tool to assess children's phonological awareness (segmenting and blending).

4. Individual children's levels are recorded onto a whole school tracking system (OPT and APS / APP) which is then scrutinised. Any individual children who are not making progress with Reading and Writing (6 points per year Years 1 and 2; 3.5 points per year Years 3 – 6) are identified and interventions are put in place to further develop progress.
5. At the end of the school year, formal QCA assessments are carried out in Reading and Writing and the results from these go together with the collected Teacher Assessments to identify children's levels against their individual targets.
6. Children undertake the national tests at the end of Year 2 and Year 6, plus the optional national tests at the end of Years 3, 4 and 5.
7. Assessment is effectively used to identify pupil's needs so that guided group sessions have the correct balance of skills based learning, challenge and support.

Resources

There is a wide range of resources to support the teaching of English across the school. All classrooms have dictionaries and a range of age-appropriate small apparatus. Each classroom has a selection of fiction and non-fiction texts, a range of multi-media technologies, an interactive smart-board and access to the internet. The library contains computers with access to the internet and a range of both fiction and non-fiction books for all abilities. Audio-visual materials, games, puppets, storybook artefacts and teacher reference books are also available.

Monitoring and review

Monitoring of the standards of the children's work and of the quality of teaching in English is the responsibility of the English Curriculum Team. The work of the Consultant 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. The English Lead gives the Headteacher an annual summary report in which s/he evaluates the strengths and areas for development in the subject.

Equal Opportunities

We aim to ensure that all children have equal access to the whole English curriculum. Adults will be sensitive to the differing backgrounds of children, taking into account their cultural, physical and academic needs.

English 2014