

# HALE C.E.V.C. PRIMARY SCHOOL



**HALE CE**  
PRIMARY SCHOOL

## ENGLISH POLICY

*H*Heart of the Community

*A*Accepting everyone

*L*Love of God and neighbour

*E*xcellence for all

Signed -----

Date-----

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## POLICY FOR ENGLISH

### **Aims and Objectives**

The study of English develops children's abilities to listen, speak, read and write for a wide range of purposes, so 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 and writing across a range of different situations.

### **Aims**

- To enable children to speak clearly and audibly in ways which take account of their listeners;
- To encourage children to listen with concentration in order to be able to identify the main points of what they have heard;
- To enable children to adapt their speech to a wide range of circumstances and demands;
- To develop children's abilities to reflect on their own and others' contributions and the language used;
- To enable children to evaluate their own and others' contributions through a range of drama activities;
- To develop confident, independent readers through an appropriate focus on word, sentence and text-level knowledge;
- To encourage children to become enthusiastic and reflective readers through contact with challenging and lengthy texts;
- To help children enjoy writing and recognize its value;
- To enable children to write with accuracy and meaning in narrative and non-fiction;
- To increase the children's ability to use planning, drafting and editing to improve their work.

### **Teaching and Learning Style**

At Hale School we use a variety of teaching and learning styles in English lessons. Our principal aim is to develop children's knowledge, skills, and understanding in English. We do this through a daily lesson that has a mixture of whole-class and group teaching. During these lessons children experience a whole-class shared reading or writing activity, a whole-class focused word or sentence activity, a guided group or independent activity and a whole-class plenary to review progress and learning. Children have the opportunity to experience a wide range of texts which may reflect work within the wider curriculum and use a range of resource to support their work.

Children use ICT in English lessons where it enhances their learning, as in drafting and presenting their work and using multimedia to study how words and images are combined to convey meaning. Wherever possible we encourage children to use and apply their learning in other areas of the curriculum, reading and writing in the afternoon, maintaining the high standards expected in morning sessions.

There are children of differing ability in all classes at Hale 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 some lessons we do it through differentiated group work, while in other lessons we ask children to work from the same starting point before moving on to develop their own ideas. We use classroom assistants to support some children and to enable work to be matched to the needs of individuals.

### **English Curriculum Planning**

English is a core subject in the National Curriculum. 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, ensuring all the possible genres are covered.

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 and ensure an appropriate balance and distribution of work across each term. The Head teacher and English subject leader are responsible for regularly reviewing these plans.

Class teachers complete a weekly (short-term) plan for the teaching of English. This lists the specific learning objectives for each lesson, group/individual targets and any assessments to be undertaken that week and gives details of how the lessons are to be taught. It also includes details of what each group of children will be learning. The class teacher keeps these individual plans, and the class teacher and subject leader often discuss them on an informal basis.

### **The Foundation Stage**

We teach English in reception classes as an integral part of the school's work. The format for the daily lesson has some similarities to that used in the rest of the school but is adapted for the needs of the children. 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 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.

Children are encouraged to share their interests with the class and where appropriate these are taken into consideration when planning activities.

### **Reading:**

The school has an ever growing range of reading resources and consciously provides books to suit the ability and interests of all the pupils. Individual and group guided reading is undertaken as appropriate to the age of the child, where children focus on decoding, comprehension, author style and use of language. Reading at home is encouraged and facilitated.

### **Writing:**

Literacy skills are taught which pupils are given the opportunity to apply through weekly, age appropriate, BIG WRITE activities. Personal success in writing is celebrated in weekly assemblies and is displayed in the entrance to the school. Great emphasis is placed on self assessment using differentiated success criteria and marking ladders in these lessons, leading to peer assessment when appropriate.

### **Speaking and Listening:**

The use of Kagan team activities supports many of our speaking and listening sessions. Children grow in confidence as they work in teams that let them express themselves comfortably.

### **Phonics**

The 'Letters and Sounds' phonic programme runs through both Key Stages. Pupils are grouped by ability for these 30 minute daily sessions.

### **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 reading, writing, speaking and listening enable them to communicate and express themselves in all areas of their work in school.

### **Mathematics**

English contributes significantly to the teaching of mathematics in our school. Children in the Foundation Stage develop their understanding of number, pattern, shape and space by talking about these areas with adults and other children. Children

in Key Stage 1 meet stories and rhymes that rely on counting and sequencing. Children in Key Stage 2 are encouraged to read and interpret problems in order to identify the mathematics involved, explaining and presenting their work, both orally and in written form to others during plenary sessions and they communicate mathematically through the developing use of precise mathematical language.

### **Information and Communication Technology (ICT)**

The use of ICT enables children to use and apply their developing skills in English in a variety of ways. Younger children use ICT as a source of information and as a way of enabling them to present their completed work effectively. Older children use the Internet when searching for information about a different part of the world, or when using desktop publishing as a presentation tool. Children use the planning and proofing tools in a word processor when checking and drafting their work. ICT is also used as a means of communication, as children are taught to send emails when we link other schools etc. We encourage all children to use ICT as a resource for learning, whenever they feel it is appropriate. PCs and Macs are available to all children to use within lessons spanning across the curriculum.

### **Personal, Social and Health Education (PSHE) and Citizenship**

English contributes to the teaching of personal, social and health education and citizenship. We encourage younger children to take part in class and group discussions on topical issues, while developing their speaking and listening skills. In their science work, for example, they talk about things that improve their health and about rules for keeping them safe around the school. Older children research and debate topical problems and events. They discuss lifestyle choices and meet and talk with many visitors who work within the school community during our annual careers day. Planned activities within the classroom encourage children to work together in their Kagan teams learning to respect each other's views. Members of the school council meet regularly to discuss and act upon relevant issues.

### **Spiritual, Moral, Social and Cultural Development**

The teaching of English develops skills through which our children can give critical responses to the moral questions they meet in their work. Their understanding and appreciation of a range of texts brings them into contact with their own literary heritage and texts from other cultures. The organisation of lessons allows children to work together and gives them the chance to discuss their ideas and results.

### **Teaching English to Children with Special Educational Needs**

At our school we teach English to all children, whatever their ability. 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 progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

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, differentiation - so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs. Regular termly pupil progress meetings give staff the opportunity to track and plan for individual progress.

Intervention through School Action and School Action Plus leads to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to English.

We enable pupils to have access to the full range of activities involved in learning English. Where children are to participate in activities outside the classroom, for example, a theatre trip, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

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, other technological aids and taped materials;
- using alternative communication, such as signs and symbols;
- small supported group work
- 1:1 precision teaching sessions
- Target groups of writers have an adult "buddy" to encourage them.
- Where necessary children are targeted for extra reading with support staff or with our volunteers in school.

### **Every child a reader (ECAR)**

In Hale we are lucky to have a specially trained reading recovery teacher. Children who are identified through a rigorous screening process are given support, following an intensive daily programme. Those who take part in this programme are retested and continue to be monitored so that progress can be maintained.

### **Assessment and Recording**

Teachers assess children's work in English in three phases. The short-term assessments that teachers make as part of every lesson help teachers to adjust their daily plans. Teachers match these short-term assessments closely to the teaching objectives and to pupils individual targets in reading and writing. They use medium-term assessments to measure progress against APP assessment Focus. These run from Yr1 to Yr6 alongside the Criterion Scales, P Scales and Foundation Stage Profiles and to help teachers plan for upcoming work and to set new targets. Teachers make long-term assessments towards the end of the school year, and they use these to assess progress against school and national targets. With the help of these long-term assessments, teachers are able to set targets for the next school year and summarize the progress of each child before discussing it with the child's parents. The next teacher also uses these long-term assessments as the basis for planning work for the new school year. These long-term assessments are made using APP, end-of-year tests and teacher assessments. 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. Teachers also make annual assessments of children's progress using the level descriptions of the National Curriculum. Phonic testing takes place in the summer term for those children in Year 1.

The subject leader keeps samples of children's work, alongside completed assessment grids, in a portfolio. This demonstrates what the expected level of achievement is in English in each year of the school. Teachers meet regularly to cross moderate children's writing and to ensure all assessment material is being used appropriately.

### **Resources**

There is a range of resources to support the teaching of English across the school. All classrooms have dictionaries and thesauri and a range of age-appropriate small apparatus. All classrooms have a selection of fiction and non-fiction texts which are further supported by a wide selection of banded books housed in two central areas, one in each key stage area. Children have access to the Internet via the ICT suite. The school library, in the main hall, contains a range of books to support children's individual research that are sorted and labelled into topics and children are encouraged to select individual books or whole boxes to take to class and share.

### **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 Headteacher and English 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. The subject leader meets with the headteacher regularly to give feedback on progress within the subject and to discuss areas for further improvement. These are outlined in yearly gap analysis reviews and subsequent action plans. The leader has specially-allocated regular management time in order to enable her to review samples of the children's work and undertake lesson observations of English teaching across the school. The named governor responsible for literacy meets regularly with the subject leader in order to review progress.