



HALE CE

PRIMARY SCHOOL

ENGLISH POLICY

*H*ear of the Community

*A*cepting everyone

*L*ove of God and neighbour

*E*xcellence for all

Signed -----

Date-----

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Hale CEVC Primary School English Policy

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, and listening to, its patterns, structures and origins and use their knowledge, skills and understanding in speaking and writing across a range of different situations and genres.

Our aims when teaching English here at Hale Primary School

- To enable children to speak clearly and audibly in ways which take account of their audience.
- To encourage children to listen with concentration in order to be able to identify and understand the main points of what they have heard.
- To enable children to adapt their speech and converse confidently in response to a wide range of circumstances and demands.
- To develop children's abilities to respectfully reflect on their own and others' contributions and the language used and suggest ways to develop these contributions.
- To enable children to evaluate their own and others' contributions through a range of drama and debating activities.
- To develop keen, confident and 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 stimulating and challenging texts and to build on their resilience by introducing them to texts of greater lengths.
- To help children enjoy writing and recognize the value by creating opportunities to make their writing purposeful.
- To enable children to write with accuracy and meaning in both narrative and non-fiction situations.
- To increase our pupils' ability to use planning, drafting, polishing and editing to improve their work and that of their peers.

Teaching and Learning Style

At Hale School we use a variety of teaching and learning styles in our English lessons making them accessible and meaningful to all our learners. Our principal aim is to develop children's knowledge, skills, and understanding of the English language. We do this through a daily lesson that has a mixture of whole-class and group teaching. The exact structure of the lesson being dictated by the class teacher, the main lesson focus and the needs of the learners. Children have the opportunity to experience a wide range of texts through their engagement with the Pathways to Writing scheme, which may also reflect work within the wider curriculum and often use a range of additional resources to support their work. Children use ICT in English lessons where it enhances their learning, perhaps when studying and researching around a chosen text, or when drafting and presenting their work or by using multimedia to study how words and images are combined to convey meaning. Wherever possible we encourage children to use and apply their mastered skills to other areas of the curriculum, writing in the afternoon within different subjects perhaps, while maintaining the high standards expected in morning English lessons.

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 this is achieved 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 are currently using the Pathways to Writing Scheme as a springboard for implementing the statutory requirements of the programmes of study for English. This scheme outlines 'keys' (specific points of learning) which span across the English curriculum to be

covered in each year. However, it must be noted that teachers have the freedom to alter, add to and support the lessons in this scheme with activities they plan themselves using their own professional knowledge and expertise when considering the levels of ability of the pupils within their class.

We carry out the curriculum planning in English in three phases (long-term, medium-term and short-term). The National Curriculum detailing what we teach in the long-term, with careful planning and monitoring ensuring all the necessary programmes of study and skills are covered within the appropriate year groups. Collaboration between staff, as cohorts pass through the school, allow for concepts to be revised and revisited where necessary therefore ensuring our teaching of English remains thorough and robust.

Our medium-term plans, supported by Pathways to Writing, 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 alongside the class teacher.

Class teachers complete a weekly (short-term) plan for the teaching of English, sometimes annotated planning from our scheme, which 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, sharing them with the classroom assistants and again these are regularly collected and discussed with the subject lead and head teacher on an informal basis.

When blended learning is required, teachers provide weekly English plans for parents to follow along with their children. These planned activities closely mirror, wherever possible, the learning taking place within the classroom. These resources are made accessible online and parents can submit work to their child's teacher for marking and feedback.

Our Early Years English Teaching

We teach English in our Reception class as an integral part of their daily work. The format for the daily lesson is open and flexible as it should be for pupils of such a young age. 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 and teachers aim to make these experiences as stimulating and as relevant to the pupils as possible.

Children are encouraged to share their interests with the class and where appropriate these are taken into consideration when planning activities, encouraging child led learning as much as possible.

Reading:

At Hale CEVC Primary School we believe that competence in reading is the key to independent learning and has a direct effect on progress in all other areas of the curriculum. We want our children to be 'readers', not just children who can read. Meek (1983) believes that, 'Readers are made when they discover the activity is worth it.' We aspire for each of our children to engage with the world of learning and then work as articulate and literate individuals with a strong love of reading. For detailed information on our teaching of reading, please see [Hale CEVC Primary School Reading Policy](#).

All pupils are provided with a log in to our Bug Club online reading scheme which provides an excellent opportunity to further develop reading skills through carefully selected word, sentence and text focussed activities.

Writing:

Writing skills are taught in our daily English lessons, supported by daily phonics teaching, which pupils are given the opportunity to apply when completing extended writing tasks. Purposeful writing is at the heart of these writing experiences as we aim for pupils to see the task as a means to an end and always relevant to the life outside of the classroom either in the present or their

future. Personal effort and success in writing is often celebrated in weekly assemblies and is linked to the pupils' application of the 5R's. These 5R's being the tools we train our pupils to apply when approaching new and challenging tasks: resilience, resourcefulness, responsibility, reflectiveness and reasoning. Great emphasis is placed on self- assessment using differentiated success criteria and marking ladders in these lessons, leading to peer-assessment when appropriate. Teaching pupils to self-evaluate with a view to improvement is a skill we aim to embed from an early age.

Speaking and Listening:

Teaching pupils the necessary skills to express themselves clearly and confidently is a priority when English is taught and teachers are careful to build in opportunities to develop these skills when they plan their lessons. Planning and delivering both individual and group topics encourage pupils to work collaboratively and to be reflective and responsive to the views and ideas of others. Skills taught here may be developed through drama, debating or oral presentations of a pupil's work.

Phonics

The 'Letters and Sounds/Support for Spelling' phonic programme runs through both Key Stages and pupils are grouped according to level and ability. The teaching of phonics is supported by materials found in the 'Read, Write Inc' Program and sessions run daily for approximately 20 minutes. These sessions are led either by teachers or classroom assistants and all staff are fully trained in delivering these structured learning opportunities. Pupils in Yr1 sit the Yr1 phonics screening check in the summer term, as do any pupils in Yr2 who did not meet the required pass mark the previous year.

Group Guided Reading

Sharing texts and learning with and from each other, is a skill we aim to encourage when reading in group situations and teachers incorporate group

guided reading sessions into their medium-term planning. A reading buddy system also operates regularly, where older pupils share books, listen to and encourage younger pupils. Seeing this in action is a testimony to how seriously the older children take this role and how much our younger pupils benefit from this regular 1:1 attention and support.

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. Similarly, we acknowledge that all curriculum subjects provide the opportunity to build upon English skills and this is never a stand-alone subject. High expectations in reading, writing and presentation are demanded within every subject at all times.

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, reasoning 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 through the See-Saw App. While other are Apps being used to encourage the practise of basic grammar, handwriting and spelling skills. Older children may

use the internet when searching for information around their topics, or when using desktop publishing as a presentation tool, power points, comic strips and eBooks being a few ways in which this can be generated. We encourage all children to use ICT as a resource for learning, whenever they feel it is appropriate and teachers often use it to set tasks to be completed out of school hours. E-Safety is taught across all year groups as we strive to keep our pupils safe on line as they complete the activities mentioned above. PCs, iPads and Macs are available for all children to use within lessons spanning across the curriculum. We may also have pupils for whom ICT provides the best possible means of completing their daily work and this is recognised and encouraged as we see every learner as an individual.

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 and visit our setting for different purposes. Planned activities within the classroom encourage children to work together in teams learning to respect each other's views. Members of the school council meet regularly to discuss and act upon relevant issues and actively speak to classes as a whole to gain an insight into the views, ideas and concerns of their peers.

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's 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 and we use this information to guide our daily planning and lesson delivery, utilising a variety of teaching styles to suit each of our learners.

When progress falls significantly outside the expected range, it is acknowledged that the child may have a special educational need that requires intervention. Our SEN identification process looks at a range of factors, such as classroom organisation, teaching materials, teaching style and differentiation as well as a child's individual ability, so that we can take additional or alternative steps to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs. Pupils requiring further support are given a personal support plan (PSP) which is written in consultation with the SENCO and shared with parents. Outside agency support may be sought to offer further advice in specific areas of need. Regular termly pupil progress meetings give staff the opportunity to track and plan for an individual's provision and to ensure their needs are being appropriately met.

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 recorded materials
- using alternative communication, such as signs and symbols
- small supported group work
- 1:1 precision teaching sessions
- additional adaptations as suggested by our outside agency support colleagues

Assessment and Recording

Teachers assess children's work in English in three phases. The formative 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. Medium-term assessments in reading and writing are conducted through in-house and cluster school moderation sessions and through collaborative assessment opportunities arising from the Liverpool Assessment Team briefings or those run by the local education authority for pupils in Yr2 and Yr 6. Regular assessments against the programmes of study for English are made as teachers plan for their pupils to meet their next target. 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 against the national curriculum programmes of study and skills, end-of-year tests and teacher assessments. Children undertake the national tests at the end of Year 2 and Year 6, and the NFER tests at the end of Years 1, 3, 4 and 5. Phonic testing takes place in the summer term for those children in Year 1 in addition to regular spelling, grammar and punctuation tests.

The subject leader keeps samples of children's written work, alongside completed assessment grids, in a writing evidence portfolio. This demonstrates what the expected level of achievement is in English in each year of the school and is linked to the end of key stage exemplification materials provided by the DfEs each year. As aforementioned, 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 and portable iPad stations in both key stages. There is a central store for large class books and some group readers and children are encouraged to select individual books or whole sets 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 Head teacher 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 Head teacher 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 them 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.

Signed: Y.Buckley

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