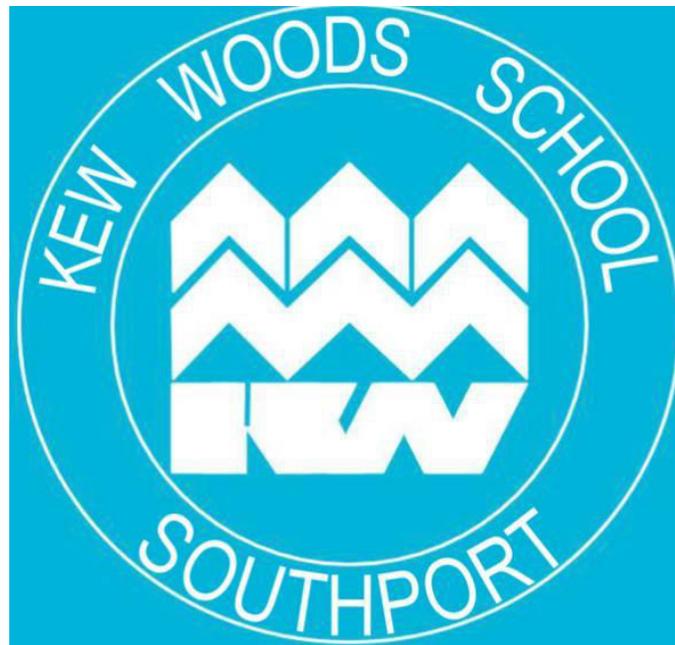


KEW WOODS PRIMARY SCHOOL



English Policy

Introduction

English is defined as the united skills and knowledge of reading, writing, speaking and listening for a wide range of purposes. English is a fundamental life skill and enables children to express themselves creatively and imaginatively as they become enthusiastic and critical readers. Children gain an understanding of how language works by looking at its patterns, structures and origins.

Aims and Objectives

- ❖ To provide children with the opportunity to read, write and speak with confidence, fluency and understanding.
- ❖ To enable children to speak clearly and audibly and to take account of their listeners. To become good and responsive listeners. To teach children effective communication through a variety of drama activities.
- ❖ To develop enthusiastic and reflective readers through contact with challenging and substantial texts.
- ❖ To foster the enjoyment of writing accurate and meaningful texts including narrative, non-fiction and poetry. Also to develop a recognition of the value of writing. Use a range of spelling strategies and apply them in their independent work.
- ❖ Develop a cursive handwriting style and take care with the presentation of their work.

Teaching and Learning

The school believes that its teachers must work together to plan, deliver and moderate the teaching of English in order to ensure that expectations are high and that children are able to achieve the best of their ability. Teaching approaches will be those laid down by the National Curriculum, including the teaching of Read Write Inc phonics throughout the school. Children will be taught in ability groups where teachers will provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. Teaching will include a range of learning styles and strategies including:

- ❖ demonstration
- ❖ modelling
- ❖ explanation
- ❖ questioning
- ❖ discussion
- ❖ guided/ group work
- ❖ independent work
- ❖ visual, auditory and kinaesthetic.

Guided Reading will take place independent of the English lesson. All children will read books suitable for their reading ability during the school day. Records of books read and children's progress will be recorded by the class teacher and communicated to parents via reading records. Children will have the use of reading journals throughout the guided reading session when they are not working with the teacher.

Planning/Subject Coverage/Timetabling

The school's English Subject Leader will ensure all teachers use the correct planning format which shows progression between the phases, assessment opportunities, cross-curricular writing opportunities and target-focussed guided group work for reading and writing.

Weekly planning will be carried out by individual teachers who liaise with other teachers in their phase group. Children will be grouped based upon their attainment and guided activities will be planned in order for children to meet their targets.

There are 5 allocated English hours per week including the discrete teaching of Phonics. Phonics is taught up to Year 4 using Read Write Inc, with intervention opportunities at Year 5 and 6 where required. A Big Write session is also taught from years 1-6. The timing of this session varies within year groups.

Other skills are taught as part of the wider English curriculum (Basic Skills including grammar and handwriting).

Use of Computing

Computing will be built into the English programme to promote enhance and support the teaching of English allowing for a multi-sensory learning environment. A range of software and equipment (such as digital cameras and recording devices) are used to develop English skills. Class teachers have an iPad which can be used to enhance their teaching. There are also 2 class sets of iPads and iPad minis for children to access during their lessons.

SEND Pupils

SEN Children

The SENCo will liaise with the English Subject Leader and class teachers to ensure that the individual needs of pupils with special needs are met and that appropriate targets are set and are regularly reviewed. Class teachers and Teaching Assistants will be made aware of any interventions which could benefit individual children and will receive training on how to implement them either from within school or from outside agencies.

Class teachers will ensure planning and teaching is appropriately targeted towards any children with Pupil Profiles. Teachers will be mindful of the English needs of the children and differentiate questions and activities to allow all children access. Please also refer to the SEND Policy.

Most Able children

Class teachers will liaise with the SENCo to ensure individuals' needs are met and that appropriate targets are set and reviewed regularly.

Teachers will be mindful of the extra needs of the most able children and will differentiate questions and activities to allow for further progression and challenge.

Cross-Curricular Links

Teachers will consider the opportunities for developing English skills across the curriculum.

Spoken Language will be taught partly via the daily English lesson with activities such as hot seating, role play and group work and partly through activities such as Circle Time and school performances. Teachers should be aware of and capitalise on opportunities, which will arise every day, for children to develop their spoken language skills across the curriculum.

Drama will be taught mainly in the English lesson but should aim to teach it in other areas of the curriculum. The shared or plenary sessions offer excellent opportunities for Drama. Teachers will be expected to plan carefully to ensure that opportunities for Drama occur in a variety of subject areas e.g. History, Geography.

Independent and Individual reading is seen as a crucial aspect of the development of English. All children will be placed on a reading band suitable for their ability and will read books taken from this band independently and at home. The school actively encourages parents to read with their children. This is recorded in a reading diary which the children take home daily. Children will have the opportunity to change books daily from Year 1. Class teachers will keep records of the books read by the children and they will also be written in their reading records. Children will take part in a target focussed guided reading session each week with their class teacher. Benchmarking may be used to assess children alongside teacher assessment. Children will also have access the Oxford Reading Tree scheme to enable them to make quicker progress in reading. Once children have completed the scheme they will be put on a band suitable for their ability.

Spelling will be taught during Phonics and English sessions. All pupils will be given words to learn each week that are linked to the sounds they have learned, and they will be tested on these. Teachers will also seek to encourage independent spelling by children when they are producing written work.

Different text types will be taught to children through the English lesson and also via a cross-curricular approach. Teachers will carefully plan their approach to all subject areas in order to ensure that structured opportunities for their work are provided, thus stimulating the development of pupils' independent writing skills.

Marking/Assessment

Marking will be carried out regularly and in accordance with the school's marking policy.

Teachers will carry out formative assessment of children's progress in all aspects of the English Curriculum and, where appropriate, inform the subsequent teaching and learning for the children.

In the medium term, teachers will make summative assessments of children's progress at the end of each term, focussing on the testing of reading, writing, phonics, grammar and spelling. The outcomes of such assessments will inform the following term's planning. The teacher will report these assessments and parents are informed of progress at various points in the academic year.

There will be formal testing of children at the end of Key Stage 1 and Key Stage 2 using the SAT's. There is also a Year 1 Phonics screening test which is reported to parents and the Local Authority. The outcomes of formal assessments will be recorded for the child's records and for her/his next class teacher or school. They will also be reported to parents. These scores will be used to highlight areas of strength and weakness within the English teaching and learning process.

Targets

Children will receive Big Writing targets regularly and will be encouraged to achieve these targets within English lessons. Specific individual targets are shared with parents at Parents' Evening.