



Flakefleet Primary School

English Policy

Policy aims

English is a core subject in the National Curriculum and has a crucial and integral place in the school curriculum. The study of English develops children's abilities to listen, speak, read and write for a wide range of purposes: using language to learn and communicate ideas, views and feelings. It enables children to empathise with others as well as 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. They use their knowledge, skills and understanding in speaking and writing across the creative curriculum. This engages pupils, as they are immersed in topics and their writing therefore has a real meaning and purpose.

Objectives in the teaching of English are:

- to read easily, fluently and with good understanding
- to develop the habit of reading widely and often, for both pleasure and information
- to acquire a wide vocabulary, as well as an understanding of grammar and punctuation for reading, writing and spoken language
- to appreciate our rich and varied literary heritage
- to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences, for both pleasure and purpose
- to spell and use grammar and punctuation correctly and confidently.
- to use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- to be competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Teaching and Learning

We use a variety of teaching and learning styles in our English lessons, as recommended by the 2014 National Curriculum. The principal aim is to develop children's knowledge, skills, and understanding. We do this through a daily lesson in which children experience a mixture of whole-class reading or writing, a whole-class focused word or sentence activity, a guided group or (differentiated) independent activity, and a whole-class session to review progress and learning. Whilst there is a high proportion of whole-class and group teaching, the independent activity gives an important opportunity to talk and collaborate, and so embed and enhance their learning. They have the opportunity to experience a wide range of texts, and to support their work with a variety of resources.

Each child receives at least one guided reading session each week to improve higher order reading skills.

Weekly Grammar and Punctuation lessons improve accuracy in writing in Key Stage 2.

Key Stage 1 children receive 15 minutes of Phonics daily.

Children read daily (independently or class reader).

Children complete weekly independent writing in their 'Pink' book, giving them the opportunity to apply writing skills that have been studied previously.

Curriculum Planning

Teachers follow the Literacy Framework for the units of work for their year group, adapting units to the specific needs of the pupils. This provides opportunities for cross-curricular links. There is a consistent format for medium term planning, a yearly grid for each year group that shows which week(s) each unit will be taught. There is a consistent format for short term planning; comprising of a weekly plan, which consists of a page per day/lesson (Five Minute Plan). Plans are uploaded to the iPad Showbie Application.

Use of ICT

ICT is used in lessons to promote, enhance and support the teaching of English at word, sentence and text levels. It also offers ways of impacting on learning that are not possible with conventional methods, e.g. interactive and non-linear stories. ICT is used at whole-class, group and independent levels. The projection of text enables it to be read and shared. The projection of a word processor permits the writing process to be modeled effectively. A wide variety of text types are available through the Internet or appropriate programs. Software is used to support independent reading and writing. A range of software is used to develop specific grammatical and spelling skills. Lessons can focus on what pupils have achieved using ICT, or ICT can provide the means of presenting their outcomes (via multimedia presentation, the school website or school Blog). Pupils also have access to Apple Mac computers, Apple iPads and handheld devices (including iPods) to enhance their learning. The white Wall provide excellent support for teaching and learning programs and is a medium for many aspects of the lesson, including planning and expressing ideas. Pupils use these to develop their skills and knowledge in all areas of the English curriculum (see ICT policy). Flakefleet Radio and Green Screen provide opportunities for the children to develop confidence and competence in speech and language.

Foundation Stage

As the Nursery and Reception classes are part of the Foundation Stage of the National Curriculum, English aspects of the Children's work are related to the objectives set out in the Early Learning Goals (2012). All children are given the opportunity to talk and communicate in a wide 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. Role-play is an integral part of daily life. This helps to develop and extend their vocabulary, explore different concepts and characters, learning about the world and people around them. Children are immersed through a variety of creative topics to inspire, engage and challenge children to write independently once they have acquired the necessary tools to become more confident learners. They have the opportunity to explore,

enjoy, learn about, and use words and texts in a range of situations. Daily assessment for learning is integral to supporting and challenging children as they become confident communicators. Observation and targeted questioning is key to pinpointing needs and next learning steps. 2Simple is used as a means of recording the children's attainment as well as written outcomes.

Cross Curricular

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

SEND

All pupils have access to the full range of activities involved in learning English. If progress falls marginally below the expected range, intervention strategies are put into place. For children whose progress falls significantly outside the expected range, the child is identified as having special educational needs. The school's assessment process examines a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that additional or different action can be taken to enable the child to learn more effectively. This ensures that teaching is matched to the child's needs. Additional support is also targeted to these children for whom the Pupil Premium applies.

G&T

Annual Spelling Bee and Poetry Bee competitions are organised.

Assessment

Making informal judgments as they are observed during each lesson assesses children's work. On completion of a piece of work, the teacher marks the work and comments as necessary, in accordance with the school's marking policy. Time is given for the children to reflect on and improve their work where necessary. In Key Stage Two, weekly purple books tasks are given to provide children with the opportunity to apply skills acquired previously, thus allowing teachers to assess the progress of the child against KLIPS objectives. In Key Stage One, a cold writing task is often given at the beginning of a unit, followed by a hot writing task at the end of the unit. Termly assessment tasks are given to support this judgment. During the unit of work pupils are encouraged to self-assess their learning and take ownership of their own targets. Incyte (updated at least half-termly) tracks pupil progress - any child identified as underachieving is placed on an intervention which is reviewed at the end of that half-term.

Resources

There are appropriate resources for the subject. The library houses fiction and non-fiction books and a range of books including scheme books for guided reading, individual home readers and reference materials. Some Teacher's resources are in the library. Teachers and children have a library PIN number to scan loans in and out. The budget allocation for 2015/16 has so far been set at £10,000 and resources are updated according to need.

Monitoring and Review

The SLT currently gain an overview of standards, regularly, by monitoring pupils' work across the age ranges. Currently teachers have an English lesson observed by the SLT at least once per year. Feedback is provided by the observer (with developmental advice), which is placed on the School's Network. This observation also feeds into the school's Appraisal Policy to ensure statutory standards are being met. Pupil discussions also take place at least once a year, where children are asked about the work they have been doing and they are also asked which level they have achieved and are currently working on. The SLT monitors levels in English throughout the year, to ensure levels of attainment and achievement are consistent throughout the school, and meet (and surpass) national expectation.

Staff Development

Staff keep abreast of local/national initiatives to enhance learning. Curriculum training and development sessions are led by the subject leader and FCTSA regularly throughout the year.

A cluster group for English has been set up for English Leaders of the Fleetwood primary and high schools with the aim to meet regularly.

AR Training

Reading Cloud

The Fleetwood Way - Year of Reading.

Reading is an area of focus for us.

Related documentation:

Learning and Teaching Policy.

Assessment Policy.

Special Educational Needs Policy.

Planning Documentation

Monitoring and Evaluation Policy