

## English Policy

### 1 Aims and objectives

1.1 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.

1.2 The aims of English are:

- to enable children to speak clearly, audibly and confidently 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 recognise its value;
- to enable children to write with accuracy and meaning in narrative and non-fiction and in increasing range of genres across the curriculum;
- to increase the children's ability to use planning, drafting and editing to improve their work.

### 2 Teaching and learning style

2.1 At Tatham Fells School we use a variety of teaching and learning styles in English lessons. These include for example, peer-group groupings, ability groupings and other appropriate group organisation. Our principal aim is to develop children's knowledge, skills, and understanding in English. We do this through a daily English lesson that has a high proportion of whole-class and group teaching. During these lessons children have the opportunity to experience a wide range of texts and use a range of resources such as dictionaries, thesauruses and phonic fans to support their work. Children use ICT in English lessons where it enhances their learning, as in drafting and presenting their work and using specifically designed programmes which address for example, word level skills. Wherever possible, we encourage children to use and apply their learning in other areas of the curriculum.

In Foundation Stage and Key Stage 1, daily phonics sessions are delivered outside the daily English lesson and guided reading group teaching is delivered at least once a week.

In Key stage 2, spelling, handwriting and guided reading sessions are delivered outside the daily English lessons.

**2.2** There are children of differing ability in all classes at Tatham Fells 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. A range of intervention programmes are used to move pupils on in their learning.

### **3 English curriculum planning**

**3.1** We use the National Curriculum as the basis for implementing the statutory requirements for English.

**3.2** Our medium-term plans 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 English subject leader is responsible for keeping and reviewing these plans.

**3.4** Class teachers complete a weekly (short-term) plan for the teaching of English. This lists the specific learning objectives for each lesson 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 they are discussed with relevant personnel, such as teaching assistants.

### **4 The Foundation Stage**

**4.1** We teach English in the Foundation Stage 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. 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.

### **5 Contribution of English to teaching in other curriculum areas**

**5.1** 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.

#### **5.2 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 1 and Key Stage 2 are encouraged to read and interpret problems in order to identify the mathematics involved. They explain and present their work to others during plenary sessions and they communicate mathematically through the developing use of precise

mathematical language: this process is also aided by the use of mathematical dictionaries.

### **5.3 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 to design a class newspaper. Children use the planning and proofing tools in a word processor when checking their draft work. We encourage all children to use ICT as a resource for learning, whenever they feel it is appropriate.

### **5.4 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. In their science work 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 visitors who work within the school community. Planned activities within the classroom encourage children to work together and respect each other's views.

### **5.5 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.

## **6 Teaching English to children with special needs**

**6.1** At Tatham Fells 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. Teachers provide learning opportunities matched to the needs of children. 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, other technological aids and taped materials;
- using amanuenses when and where appropriate.

## **7 Assessment and recording**

**7.1** Teachers assess children's work in English in three phases. The formative 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. They use medium-term assessments to measure progress against the key objectives, and to help them plan for the next unit of work. Teachers make summative 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 (Non-Statutory SATs and End of Key Stage SATs), teachers are able to set targets for the next school year and

summarise the progress of each child before discussing it with the child's parents. These long-term assessments form the basis for planning work for the new school year. These long-term assessments are made using 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.

## **8 Resources**

**8.1.1** There is a wide range of up to-date resources to support the teaching of English across the school. Each classroom has dictionaries and thesauruses, and at KS2, there are etymological and rhyming dictionaries. Children have access to the Internet through their classroom computers. The library contains a range of books to support children's individual research, and a wide range of fiction, non-fiction and group reading resources.

## **9 Monitoring and review**

**9.1** Monitoring of the standards of the children's work and of the quality of teaching in English is the responsibility of the 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 evaluates the strengths and weaknesses in the subject, and annually indicates areas for further improvement to inform the SIP.

**Tatham Fells CE (VC) Primary School**

**English Policy**

Signed (Headteacher):

Signed (On behalf of the Governing Body):

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