
English Policy

2014-2015

To be reviewed 2016

Name of Policy

Introduction

This policy outlines the teaching, management and organisation of English at St. Nicholas-at-Wade CE Primary School.

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised. – Purpose of study, New National Curriculum 2014

Mission Statement

At St. Nicholas –at – Wade we believe that all pupils deserve and need a fully rounded curriculum to become confident, independent lifelong learners. English has a crucial role in this and is considered a vital part of our pupil’s experience in school. As such, all pupils are given opportunities to participate in activities across reading, writing and spoken language during their time in school in line with the National curriculum 2014.

Key Aims and Objectives

Aims	Objectives
To read easily, fluently and with good understanding	<ul style="list-style-type: none">❖ Children to master their initial reading skills so that they become enthusiastic and independent readers❖ Children to become skilled at word reading and quick recognition of the printed word
To develop the habit of reading widely and often, for both pleasure and information	<ul style="list-style-type: none">❖ Children to access whole texts❖ Encourage children to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum
To acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language	<ul style="list-style-type: none">❖ Children to read widely to increase their vocabulary - to encounter words they would rarely hear or use in everyday speech.❖ To ensure that children access the spelling and grammar programme of study

To appreciate our rich and varied literary heritage	<ul style="list-style-type: none"> ❖ Allow children to access whole texts ❖ Ensure a range of texts are covered ❖ Choose interesting and varied texts and plan activities that are inspiring and meaningful
To write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences	<ul style="list-style-type: none"> ❖ Children taught how to plan, revise and evaluate their writing. ❖ Children to develop effective transcription ❖ Children to develop effective composition, articulating and communication of ideas, and organise them coherently for a reader.
To use discussion in order to learn	<ul style="list-style-type: none"> ❖ Children to develop comprehension skills through high quality discussion ❖ Children are encouraged to discuss ideas and communicate meaning
Children are competent in the arts of speaking and listening	<ul style="list-style-type: none"> ❖ Children are given the opportunity to use drama within English ❖ Children to evaluate and discuss their own work and the work of others

Curriculum

The school has adopted the New National Curriculum as the basis of English in school. Skills, concepts and knowledge will always relate to the programmes of study but teachers may alter the context in which these are taught to enable cross curricular links to be made.

A cross curricular approach is encouraged where possible so pupils will experience English through a range of subjects. Extended writing is promoted through subjects such as history, geography, science and RE.

Assessment

Formative assessment in English is continuous, to inform planning and diagnose strengths and weaknesses. In speaking and listening this involves observing children in a variety of spoken language for different purposes, both informally and formally. In reading, children are again observed formally and informally with close monitoring of children's developing use of strategies and responses to texts. In writing, assessment occurs through discussion of writing with the child together with positive and constructive feedback.

Feedback to children is through verbal comment, discussion, marking and the setting of individual English targets.

Summative assessment is based on: the Foundation Stage Profile; statutory SATs in Y2 and 6, interim SATs in Y3, 4 and 5, also NFER tests in Y4. The Salford Reading Test will be administered to Y1 and 2 to ascertain reading ages and the Accelerated Reader programme is

used in Y3, 4, 5 and 6 to establish reading ages and levels. Phonic knowledge is assessed termly and all children in Y1 and 2 are also assessed using the national Phonics Screening Test.

Teacher's assessment records, including test results and individual portfolios of children's written work, will provide a record of progress.

Reporting to parents is on a termly basis through consultation and an annual written report.

Resources

Specific resources for English are kept in classrooms and in the central resource cupboard. All staff have access to a copy of the New National Curriculum and English programmes of study.

The Accelerated Reader programme and assessment tool is accessible on each child's computer login. Each class has a book corner and reading scheme books.

Additional reading resources are located in the school library.

Computers and iPads are available for internet based literacy activities.

Health and Safety

Guidelines in the health and safety policy will apply with regard to the use of ICT, all school based activities and out of school activities relating to English.

Equal opportunities

All pupils will have an equality of access to a broad and balanced English curriculum irrespective of gender, ethnicity or special educational needs.

Additional Educational Needs/Special Educational Needs

All pupils will have access to the full National Curriculum for English. Pupils with specific learning difficulties and disabled pupils will be provided with modified learning programmes, resources and equipment appropriate to their needs. For most pupils curriculum access will be enabled through the use of modified teaching methods and the deployment of learning support assistants.

This policy should be read in line with our Teaching and Learning policy and Subject leader job description.

Written By: Katie Ross Sept. 2014

To be reviewed: May 2016

Appendix 1 – English programme of study

Appendix 2 – Grammar progression document