

Saint Thomas' C of E Primary Academy

In Association with:

Manor Multi-Academy Trust



English Policy

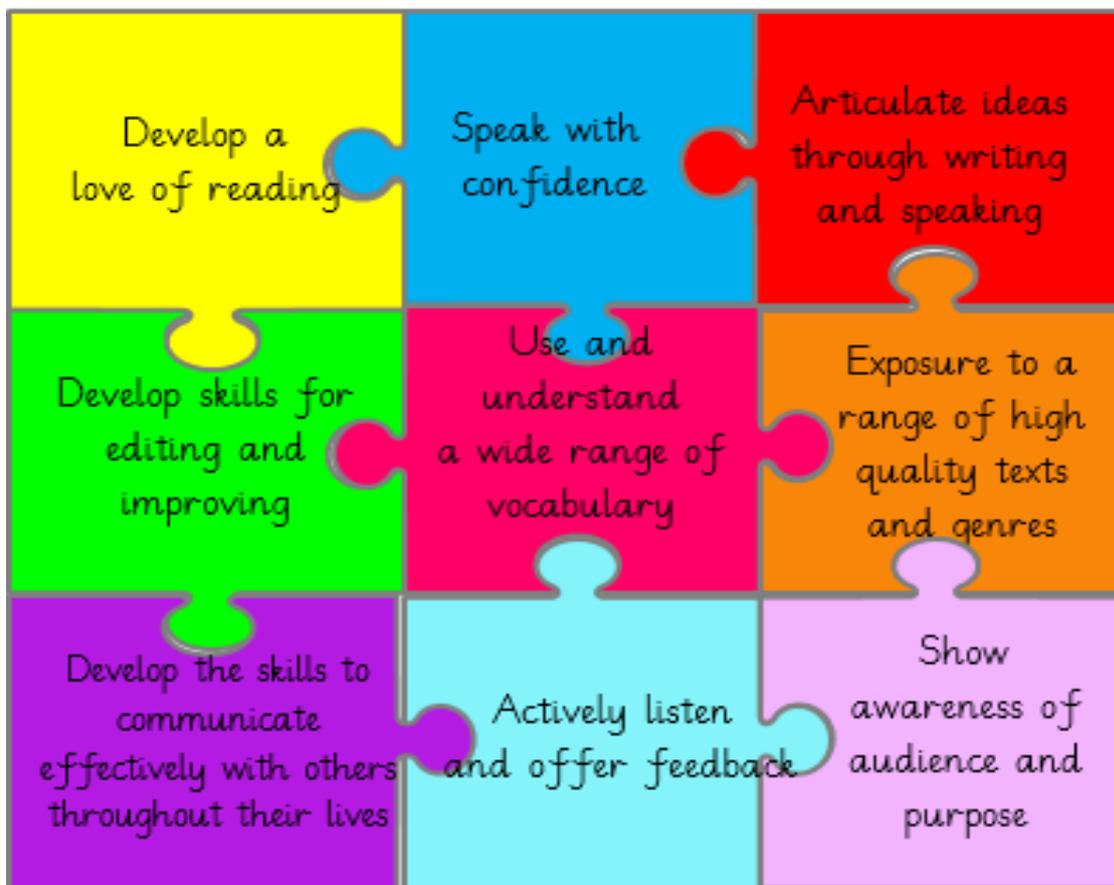
English Policy

INTENT

At Saint Thomas' C of E Academy our English curriculum is the vehicle that drives teaching and learning across all subjects. In all lessons, and through a wide range of learning opportunities, children are given the chance to embed and extend their fluency and application of the strands that make up the English curriculum.

English contributes to the social, emotional and educational development of each child. Children need to be able to communicate effectively through speaking and writing and to be able to read confidently, fluently and accurately; with understanding and enjoyment. Communication through written and spoken language should show understanding of audience and purpose and demonstrate both imagination and technical accuracy in the use of spelling, punctuation, grammar and choice of vocabulary.

English is both a subject in its own right and the medium for teaching. For pupils, understanding language provides access to the whole curriculum.



Our curriculum is designed to enable each pupil to:

- Achieve the best possible qualifications and standards, whatever their starting point or ability.
- Develop communication skills for life.
- Access a broad and balanced English curriculum that develops oracy, writing and reading skills in all lessons and learning opportunities across the curriculum
- Make rapid and sustained progress in diminishing the vocabulary gap

IMPLEMENTATION

At Saint Thomas' C of E Academy we are committed to the delivery of excellence in the teaching of English. We aim for each child to be able to read with fluency, understanding and enjoyment and to be able to communicate effectively both orally and in written form to any given audience. These skills are essential foundations for literacy development and the effective teaching of English will offer opportunities to promote these skills across the curriculum.

Statutory requirements for the teaching and learning of English are laid out in The National Curriculum in England Framework Document for Teaching, September 2014 and the Statutory Framework for the Early Years Foundation Stage, September 2014.

In line with the School's policy and commitment to excellence in English, each class will spend at 7.5 hours each week on direct English teaching. The structure of each lesson at Saint Thomas' and the journey of English across the week enables all aspects of the National Curriculum for English to be taught; lessons are uniquely planned and tailored to meet the needs of all our learners.

In addition, Literacy and the teaching of English permeate the whole curriculum. There is a clear emphasis on the teaching of Standard English across the curriculum to ensure that children have opportunities to confidently read and write and talk in a range of contexts to at least a national age-related expectation

Teachers aim to provide stimulating experiences and opportunities to motivate the child, using a range of resources to engage individuals and groups of children and by providing real-life and open-ended learning opportunities.

THE STRANDS

ORACY

Aim: To encourage every child to listen attentively and communicate clearly in response. To be able to communicate confidently in ways which are appropriate to a range of audiences and purposes, using Standard English, body language and a wide range of vocabulary.

Objectives: This aim will be achieved by adults modelling the use of Standard English, articulation and clarity and by encouraging children to become active listeners in response to both adults and their peers. Children will have opportunities to formulate, clarify and express their ideas in a range of contexts and to speculate, hypothesise and explore ideas developing an awareness of the need to adapt speech for a widening range of purposes and audiences.

READING

Aim: To enable each child to become an accurate, fluent reader and to encourage a lifelong love of reading for pleasure.

Objectives This aim will be achieved by children having exposure to a wide range of books and a variety of learning opportunities in a learning environment that promotes high standards in reading. Children will be read to regularly and be equipped with the necessary skills needed to become independent, accurate and fluent readers. This will be achieved by teaching the recognition of letters and their phoneme/grapheme correspondence, the acquisition of decoding skills and the teaching of a variety of strategies to tackle non-decodable words, enabling children to develop strategies to be able to acquire information i.e., scanning, skimming, information retrieval and inference. Children will be given opportunities to develop an appreciation of literature and to engage in depth with a wide range of highly quality model texts during shared/guided/independent reading opportunities. They will have the opportunity to read for a range of purposes i.e., to gain information, for their own pleasure and to support their learning across the curriculum

WRITING

Aim: To develop each child so that they can use writing as a means of expressing thought, opinion and information. To develop the stamina and skills to write at length, with accurate grammar, punctuation and spelling. To use a wide range of vocabulary for interest and effect.

Objectives: This will be achieved by providing opportunities for pupils to study and analyse the style and construction of different types of writing; providing writing opportunities for different purposes and audiences, encouraging the correct use of grammar, punctuation and spelling. Children will become increasingly independent in their writing through the use of talk for writing, rehearsal, drafting, editing and improving. Adults will model cursive letter formation and handwriting thereby encouraging children to develop their own legible style of handwriting to help clarity when work is read by another person. Children will be given opportunities to reflect upon their written work through the use of verbal and written self and peer-assessment.

ENGLISH ACROSS THE CURRICULUM

Whilst English, and its strands of reading and writing, are taught as discrete subjects the skills permeate and are embedded across the curriculum as a whole. Reading enables children to access learning; writing enables children to communicate their learning. As the driver of all learning, every opportunity is maximised to develop reading and writing skills in every Foundation subject. Children are given opportunities to read high quality age-appropriate texts to support their learning in all subjects and to further develop their skimming, scanning, retrieval and inference skills. In response to sources of information children communicate their ideas and opinions verbally and in writing using the structures and features of text types studied in English lessons.

PROGRESSION, BALANCE, BREADTH

Careful planning assures balance, coverage and progression throughout the school. It is important that pupils have opportunities to learn and revise the skills necessary for new progress. Real-life contexts must be created for learning and once learnt, skills need to be applied and integrated in other areas of the curriculum so that they do not become isolated. English is paramount in the teaching of other subjects in the primary curriculum.

Communication and Language and Literacy are taught in Reception as an integral part of the School's curriculum. The format for the daily lesson is developed across a six-term continuum in order to meet the needs of learners and in order to aid transition. In Early Years, we relate the English aspects of the children's work to the objectives set out in the Statutory Framework for the Early Years in the Foundation Stage which provides children with appropriate transition into National Curriculum and the Development Matters in the Early Years Foundation Stage. 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.

OUR CHILDREN'S CHARTER

Our children are entitled to a world-class curriculum which enables them to:

- Develop excellent phonological awareness in order to decode, blend and segment words to become fluent readers
- Develop reading skills such as skimming, scanning, visualizing, summarizing, understanding and comprehension
- Have exposure to high quality model texts from a range of cultures, times and genres
- Develop their knowledge and use of an extensive and rich vocabulary
- Have a life-long love of reading for pleasure
- Experience and access the wider world to develop their cultural capital through reading a rich and varied range of texts
- Become active and reflective listeners who show an awareness of their audience
- Use and manipulate language appropriate to their audience and purpose
- Have an excellent grasp of the rules that govern Standard English, both written and spoken; including the use of tenses and the grammatical structure of sentences: syntax and semantics

IMPACT

The agreed programme of work will ensure continuity, progression and differentiation. The whole school approach to long, medium and short term planning for English reflects the recommendations and statutory requirements of the National Curriculum. Assessment is ongoing and informs future planning; it is in line with the guidelines set out in the School's assessment policy.

ASSESSMENT AND RECORDING

Teachers assess children's work in English in three phases. The 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. 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 long-term assessments towards the end of the school year, and they use these to assess progress against school and national age related expectations. 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 using a range of testing materials and teacher assessments. Children undertake the national tests at the end of Year 2 and Year 6. Teachers also make annual assessments of children's progress using age related expectations that are set out in the National Curriculum. Teachers meet regularly to review individual examples of work against the schools portfolio for English and National exemplification material.

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 English subject leader and Senior Leadership Team. 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 leader has specially allocated regular Management time in order to enable him/her to review samples of the children's work and undertake lesson observations of English teaching across the school. The named governor responsible for English meets regularly with the subject leader in order to review progress.

INCLUSION

English is taught to all our children, irrespective of their backgrounds or ability. Through our English teaching we provide learning opportunities that enable all pupils to make progress, including SEND pupils, EAL learners and Pupil premium children. We do this by matching teaching and learning to the relative starting point of the child and by tailoring teaching strategies to meet different learning behaviours and styles. .setting suitable learning challenges and responding to each child's different needs.

When progress falls significantly below the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

Intervention through School Action and School Action Plus will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to English. Provision is made for EAL learners and Pupil Premium children.

We enable pupils to have access to the full range of learning opportunities involved in learning English. Where children are to participate in activities outside the classroom, for example, a theatre trip, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Teachers provide help with communication and English by 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 alternative communication, such as signs and symbols; using translators and amanuenses.

REVIEW This policy will be reviewed annually by staff and governors.