

English Policy 2017

The English curriculum develops children's ability to listen, speak, read and write for a wide range of purposes, including the communication of their ideas, opinions and feelings. Children are enabled to express themselves creatively and imaginatively as they become enthusiastic and critical readers of stories, poetry and drama, as well as of 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.

Planning in the Early Years Foundation Stage

We teach literacy skills in our Reception year as an integral part of the EYFS curriculum. Progressive skill development is outlined in Communication, Language and Literacy (CLL), one of the six Areas of Learning in the EYFS curriculum. In particular, in the EYFS, the CLL curriculum cannot be covered in isolation from the other five areas of learning. Opportunities to practice literacy skills, for example, reading labels, responding to written instructions, mark-making and early writing as part of play-based learning will be provided throughout the learning environment in the Reception classroom and outdoor area.

We plan the teaching and development of literacy skills to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged 0 to 5. 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 practice and extend their vocabulary and communication skills. They have the opportunity to explore words and texts, to enjoy them, to learn about them and to use them in various situations.

Links with School Aims

This Policy pays full regard to the aims of the school –

“To promote the highest standards of teaching and learning.”

“To provide a rich, stimulating and inspiring curriculum which helps pupils to develop a lively and enquiring mind.”

Teaching should ensure that work in speaking, listening, reading and writing is taught and practiced across the curriculum and not just in “English” lessons. The school recognises the need to develop literacy skills for life.

Entitlement

All pupils are entitled to have access to the English curriculum regardless of ability, race, gender, cultural background or any physical or sensory disability.

Aims of the Policy

- To ensure the fulfilment of statutory requirements.
- To provide effective learning opportunities enabling all pupils to receive their full entitlement to the English curriculum.
- To ensure that pupils develop their knowledge and understanding of English through speaking and listening, reading and writing as determined by the National Curriculum.

- To arouse and sustain pupil's interest in English providing a challenging learning environment which will extend their experience, knowledge and understanding, in speaking and listening, reading and writing.
- To promote links with other curriculum areas.
- To consider the general teaching requirements for inclusion, ICT and health & safety when planning for English.

Planning in Key Stage 1

- Planning will include the relevant points from the programme National Literacy Framework and the strands of learning from Talk 4 writing in KS 1
- Daily phonics lessons for reading and writing using the letter and sounds programme are taught throughout the school.
- Teachers use Target Tracker next steps planning to ensure all lessons are differentiated to take account of abilities within each class in KS1.
- A mixture of class teaching, group, paired and individual work should be planned according to the purpose of the task, the activity and the ability of the pupils.
- Teachers should plan to use IT to develop literacy skills.
- Teachers plan for assessment in line with the school assessment and marking policies.

Organisation of resources

There is a central resource of big books and sets of group readers. Games, posters, and teachers books are stored in the literacy cupboard in the hall. Each class base has access to computers and to a smart board for whole class teaching and activities, with relevant literacy software, available, and a wide selection of books in the book corner. These books are changed on a regular basis from the school library. Each class has a planned weekly session in the school library to borrow books and research materials for their topics.

Assessment and Monitoring

Assessment will form an integral part of the teaching and learning of English. Bench marks for each year group will inform assessment, record keeping and planning. Records are updated each half-term in KS1 and weekly in the Foundation Stage using Target Tracker. Class teachers use the information to identify support needed and areas needing additional focus in the next planned unit of work.

Assessment is achieved by:

- Using the school Reading, Writing and Speaking and Listening Target Tracker Assessments in KS1 and Foundation Stage Profile in Year R.
- Observing and talking to pupils (discussion and questioning).
- Scrutiny of work and noting when pupils apply previously learnt skills.
- Testing

- Teachers will moderate writing as year groups and as a whole school to establish consistent levels of achievement using Target Tracker assessment levels, NC levels in KS1 and EYFSP in Year R.
- Progress in reading and writing will be monitored by the Assessment Co-ordinator and English Co-ordinator half-termly and target children will be identified for extra support.
- ELS groups are identified by Year R for further screening according to EYFSP scores and then against the ELS programme Year 1.

The English Co-ordinator is responsible for:

- Monitoring the teaching and learning of English by looking at planning, observing lessons, assessing pupils work, talking to pupils and staff, looking at literacy displays and evaluating the effectiveness of the planned curriculum in English.
- Discussing progress with other teaching staff and the Headteacher
- Managing the English budget and evaluating resources
- Analysing reading levels, writing levels and SAT results
- Writing a termly report for the governing body and a half-termly update.
- Reviewing the policy statement and the schemes of work
- Library organisation, liaising with Essex Schools Library Service
- Writing literacy action plan and setting targets in consultation with the Headteacher
- Planning and organising the yearly Book Week and Book Fair.

Katrina Stanford
Deputy Head

Policy approved by Headteacher:.....

Policy to be reviewed Autumn 2018