



## **The Spinney Primary School English Policy**

### **1 Aims**

1.1 The study of English develops children's ability to listen, speak, read and write for a wide range of purposes, including the communication of their ideas, views 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, reading and writing across a range of different situations and across the curriculum.

#### **1.2 The aims of teaching English are:**

- to enable children to speak clearly, fluently and audibly, and to take account of their listeners;
- to encourage children to listen with concentration, in order to identify the main points of what they have heard;
- to show children how to adapt their speech to a wide range of circumstances and demands;
- to teach children effective communication, both verbal and non-verbal, through a variety including through drama activities;
- to help them become confident, independent readers, through an appropriate focus on word, sentence- and text-level knowledge;
- to develop enthusiastic and reflective readers, through contact with challenging and substantial texts;
- to foster and instil the enjoyment of reading, and a recognition of its value;
- to foster and instil the enjoyment of writing, and a recognition of its value;
- to encourage accurate, meaningful and purposeful writing, be it narrative or non-fiction;
- to develop a secure understanding of spelling, grammar and punctuation;
- to improve the planning, drafting and editing of their written work;
- to produce effective, well presented written work.

### **2 Teaching and learning style**

2.1 At The Spinney School we use a variety of teaching and learning styles in our English lessons. Our principal aim is to develop children's knowledge, skills, and understanding. We do this

through a daily lesson in which children will experience a whole-class reading, speaking and listening or writing activity that may also include sentence, grammar and word level learning. The children may also experience a guided group or independent activity, and a whole-class session to review, reflect on and evaluate progress and learning. From Year 1 the children will receive a weekly spelling, punctuation and grammar lesson (SPAG) that focuses specifically on developing skills and understanding in this area. The children develop their oral language skills and imagination through 'Talk for Writing' and drama activities. They have the opportunity to experience a wide range of texts, and to support their work with a variety of resources, such as dictionaries and thesauruses. Children use ICT in English lessons where it enhances their learning, as in drafting their work and in using multimedia to study how words and images are combined to convey meaning. Literacy is encouraged and developed across our curriculum and links are made where appropriate. We encourage children to use and apply their Literacy learning in other areas of the curriculum.

- 2.2 In all classes children have a wide range of abilities, and we seek to 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 others we ask children to work from the same starting point before moving on to develop their own ideas. We deploy classroom assistants to support children, and to enable work to be matched to the needs of individuals.
- 2.3 We include a half termly, Big Write session which covers different genres and allows children to re-visit writing objectives. This is assessed against a criterion scale and writing from each class is presented on the school's writing wall to display progression in writing across the school.
- 2.4 Guided reading occurs daily outside the literacy session and is based on a rotation during the week within the class. Children are grouped according to ability and when not reading with the teacher, the children are given a purposeful activity to do independently e.g. spelling games, handwriting activities, comprehension questions, reading response activity
- 2.5 **Handwriting**  
Children receive at least a weekly handwriting lesson using the PenPal handwriting scheme. Children will have the opportunity to practise new letters and joins and all children and adults are encouraged to write neatly with fluent joins where appropriate.
- 2.6 **Homework.**  
Spelling Homework - In key stage 1 children are given weekly spellings to learn linked to their phonics. They are tested on these spellings weekly using the 'missing word' format. In key stage 2 children are given spellings, from the new curriculum spelling lists, to learn every 2 weeks. They are tested on these spellings fortnightly using the 'missing word' format. All children are given their spellings to practise at home on a 'Look, say, cover, write, check' sheet. Children are given regular dictation by their teacher to check understanding of spelling and to improve memory.

Children are expected to regularly read for homework and record this in their reading records.

### **3 English curriculum planning**

The new National Curriculum 2014 forms the basis of teaching and learning.

- 3.1 We carry out the curriculum planning in English in three phases (long-term, medium-term and short-term). The new National Curriculum 2014, programme of study for English details what we teach in the long-term and identifies the key objectives in literacy that we teach to each year.
- 3.2 Our medium-term plans, which we also base on The new National Curriculum 2014, programme of study for English, 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.
- 3.3 Class teachers complete a weekly (short-term) plan for the teaching of English. This lists the specific learning objectives and expected outcomes 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.

### **4 The Foundation Stage**

- 4.1.1 We teach literacy in the Foundation Stage as an integral part of the school's work. The children have experience of aspects of the literacy programme of study every day, e.g. phonics, shared text work etc. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the literacy aspects of the children's work to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for the children. We give all the 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 exchange 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. Key Stage One teaching follows the Letters and Sounds structure and in Foundation they use the Storytime Phonics programme that has a wide range of phonic activities and games such tray games, jingle games, and circle swap shop linked to a specific book.

### **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 at school.
- 5.2 **Mathematics**  
The teaching of English contributes significantly to children's mathematical understanding, in a variety of ways. Children in the Foundation Stage develop their understanding of number, pattern, shape and space by talking about these matters with adults and other children. Children in Key Stage 1 meet stories and rhymes that involve counting and sequencing. They develop mathematical language associated with telling the time and describing shapes. Children in 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.

### **5.3 Personal, social and health education (PSHE)**

English contributes to the teaching of PSHE by encouraging children to take part in class and group discussions on topical issues. Older children also 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 also encourage children to work together and to respect each other's views.

### **5.4 Spiritual, moral, social and cultural development**

The teaching of English develops skills through which our children can offer 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 with texts from a diverse range of cultures. The organisation of our lessons allows children to work together, and gives them the chance to discuss their ideas and results.

## **6 English and ICT**

6.1 The use of information and communication technology, with clear learning objectives, will promote, enhance and support the teaching of English at word, sentence and text level. It also offers ways of impacting on learning which are not possible with conventional methods, for example interactive and non-linear stories.

6.2 ICT is used at whole-class, group and independent level. The use of IWB's to show text enables it to be read and shared. The use of a word processor permits the writing process to be modelled effectively. A wide variety of text types are available through the Internet or CD-ROMs to encourage the framing of explicit questions. Software is used to support independent reading and writing. A range of software is used to develop specific grammatical and spelling skills.

## **7 English and inclusion**

7.1 At our school we teach English to all children, whatever their ability and individual needs. All children receive quality first literacy teaching on a daily basis and activities are differentiated accordingly. Through our English teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details see separate policies: Special Educational Needs; Disability Non-Discrimination; Gifted and Talented; English as an Additional Language (EAL).

7.2 When progress falls significantly outside 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. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected steps. This ensures that our teaching is matched to the child's needs.

- 7.3 If intervention is needed to support progress this will lead to the creation of an Individual Learning Plan (ILP) for children with special educational needs. The ILP may include, as appropriate, specific targets relating to English.
- 7.4 We enable all pupils to have access to the full range of activities involved in learning English. Where children are to participate in activities outside the classroom (a theatre trip, for example) we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.
- 7.5 Teachers provide help by using:
- texts that children can more easily read and understand;
  - visual and written materials in different formats;
  - ICT, other technological aids and taped materials;
  - alternative communication, such as signs and symbols;

## **8 Assessment for learning**

- 8.1 Assessments are made in line with the school assessment policy.

Teachers assess children's work in English in three phases. The formative assessments that teachers make as part of every lesson help them to adjust their daily plans. They match these assessments closely to the teaching objectives. Written or verbal feedback is given to help guide children's progress and so that pupils know what they need to do to achieve the next steps. Children are also involved in setting their own steps to success and encouraged to review their progress towards these through self, peer and teacher assessment.

- 8.2 Teachers use Target Tracker to as a tool to track children's progress every half term. Teachers use Target Tracker to measure progress against the year group expectations and to help them plan for the next unit of work.
- 8.3 Teachers make long-term 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 they are able to set targets for the next school year, and to summarise the progress of each child before discussing it with the child's parents. The next teacher then uses these long-term assessments as the planning basis for the new school year.
- 8.4 These long-term assessments are based on end-of-year tests and teacher assessments. Children undertake the national tests at the end of Year 2 and Year 6, and the optional national tests at the end of Years 3, 4 and 5. Teachers also make annual assessments of children's progress based on the Target tracker evidence collected through out the year.

## **9 Resources**

- 9.1 There is a range of resources to support the teaching of English across the school. All classrooms have dictionaries and a variety of age-appropriate small apparatus. All classrooms have a selection of fiction and non-fiction texts. The library contains a range of non-fiction and fiction books to support children's individual research and to enthuse and inspire a love of reading.

## **10 Monitoring and review**

10.1 Monitoring of the standards of children's work and the quality of teaching in English is the responsibility of subject leader. The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in the subject, and providing a strategic lead and direction for English in the school. The subject leader discusses regularly with the headteacher, the strengths and weaknesses in the subject, and indicates areas for further improvements. The leader has specially-allocated management time in which to review samples of the children's work, to monitor planning, to moderate assessments and to undertake lesson observations of English teaching across the school.

## **11 Roles and Responsibilities**

### **11.1 Head Teacher and Governing Body**

- Support the use of appropriate teaching strategies by allocating resources effectively.
- Ensure that the school buildings and premises are best used to support successful teaching and learning.
- Monitor teaching strategies in the light of health and safety regulations.
- Monitor how effective teaching and learning strategies are in terms of raising pupil Attainment.
- Ensure that staff development and performance management policies promote good quality teaching.

### **11.2 Literacy Subject Leader**

- To have an impact on raising standards of attainment for English across the whole school.
- Ensure the effective implementation of the New Statutory National Curriculum for English.
- Adapt and use the Programme of Study for English across the whole school that meets the needs of our children.
- To monitor the whole school and individual needs to be able to assess individual professional development opportunities and needs.
- To maintain the availability of high quality resources.
- To maintain an overview of current trends and developments within the subject.
- To ensure, together with the Head Teacher and Deputy Teacher, a rigorous and effective programme of moderation of assessments.
- To ensure a regular and effective programme of analysis of children's work sample monitoring is in place.
- To ensure a regular and effective programme of analysis of short-term planning is in place.
- To effectively manage any funding designated to Literacy.

### **11.3 Class Teachers**

- Ensure the effective implementation of the New National Curriculum for English.
- Adapt and use the Programme of study for English across the whole school that meets the needs of our children.
- Make effective use of Assessment for learning within Literacy.
- To ensure work is differentiated to enable all children to reach their full potential.

#### 11.4 Teaching Assistants

- To support the class teacher in the effective implementation of Literacy.

#### 11.4 Parents/Carers

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- holding parents' evenings to discuss children's progress
- sending an annual report to parents in which we explain the progress made by each child and indicate how the child can develop their learning
- explaining to parents how they can support their children with homework and literacy learning.

This policy will be reviewed at least every two years.

Date	Where?	What was done?
January 2008		Policy Written
February 2011	Own Time	Policy Reviewed
March 2011	Staff Meeting	Consultation on draft policy
March 2011	Governors Meeting	
February 2013	Own Time	Policy reviewed
January 2015	Own Time	Policy reviewed
January 2016	Leadership time	Policy updated

Signed Emily Garrill