

English Policy



Rationale

This policy outlines the purpose, nature and management of English teaching at Hayeswood First School. English is a creative subject and a fundamental life skill which enables children to communicate effectively in speech and writing, to listen with understanding and become enthusiastic, responsive and knowledgeable readers and writers. Children use their knowledge, skills and understanding in speaking and writing across a range of different situations.

It was formulated after discussion with the teaching staff and is based on the National Curriculum (2014) and the Early Years Foundation Stage curriculum (EYFS) and its implementation is the responsibility of all staff.

Aims and Objectives

In addition to the school aims, in English we aim:

- To promote a positive attitude to all aspects of English – reading, writing, speaking and listening.
- To enable children to communicate effectively in all aspects of English through a variety of drama activities including the communication of their ideas, views and feelings.
- To encourage children to speak and perform in front of others with clarity and confidence
- To listen to others carefully with sustained concentration.
- To show children how to adapt their speech to a wide range of circumstances and demands.
- To encourage children to ask and answer questions to clarify their understanding and respond thoughtfully to others.
- To foster a lifelong love of books and reading to include both fiction and non-fiction.
- To encourage children to become confident, reflective and critically aware readers through contact with challenging and substantial texts.
- To teach children the skills to gather and present information in a wide range of subjects across the curriculum.
- To encourage children to become confident, enthusiastic and self-critical writers in a variety of genres.

- To help children to make links, and apply the skills learnt in English, across the curriculum by giving them opportunities to write for different genres in other subjects.
- To teach phonics, spelling patterns and irregular spellings and help children apply these when reading and writing.
- To teach children to write in a fully joined cursive script taking pride in the presentation of their work.
- To use ICT to support the teaching of English.

Approach

We at Hayeswood, seek to place English, whenever possible, into meaningful contexts so that skills and knowledge are applied in all areas of the curriculum. We use a variety of teaching and learning styles in our literacy lessons in order to meet the needs of all pupils. We have developed a cross curricular approach to literacy so that the children can make meaningful links with other areas of their learning.

In key stages 1 and 2, children receive a daily Literacy lesson lasting approximately one hour. Within these lessons time is given to word level, with a heavy emphasis on phonics in Key Stage 1, shared reading, shared writing and independent activities. Children learn independently as well as being supported in guided groups. Teachers aim to work with a different group each day on a weekly basis. Children are generally taught in ability groups but may be in mixed ability groups or study buddy pairings according to the task. This is identified on teachers' planning. Opportunities for extended writing are provided within, and sometimes outside, a literacy lesson. In Reception elements of the National Curriculum are taught within the Foundation Stage curriculum for Communication, Communication and Language and Literacy. There is a strong emphasis on phonics and we follow the phases of Letters and Sounds.

In addition guided reading is taught separately in daily 20 to 30 minute slots although it may form part of the hourly Literacy lesson. Reception children begin guided reading in the Spring term. KS1 children are taught in ability groups while in KS2 we have whole class guided reading. We ensure that the weaker readers in this cohort are read with on a 1:1 basis during the week, as many times as possible. Staff have high expectations that all children will achieve their full potential. TAs work in class, supporting all ability groups, specific individuals or groups of children, ensuring that work is matched to the needs of the child.

Whenever it is applicable ICT is used to support English.

In line with the Trust action plan, we aim to improve the children's vocabulary. Years 1-4 now have a dedicated time after lunch to look at the 'word of the day' which is then displayed on working walls/vocabulary displays. The children in years 2, 3 and 4 then copy this word into their dictionaries and are encouraged to use them in their speech and writing.

Content

Objectives for English are taken from the National Curriculum and the EYFS for Communication and Language and Literacy.

Resources

- Some teachers' books to support phonics, spelling and sentence level work are kept in Badger Base Quiet Room.
- Guided reading sets are kept in the Library or beside the Library.
- Comprehension sheets are kept centrally as a Google file.
- Big Books for each year group are kept in Badger Base Quiet room and the library. Phonic games, ORT games and other resources to support spelling, word recognition, reading and writing are kept in individual classrooms.
- The books that children take home to read with an adult are kept in the library, or for the younger children, in the walkway between the Reception, Year 1 and Year 2 classrooms.

Assessment and Record Keeping

All teachers are responsible for the continuous assessment of the children in order to provide information for future planning and so raise the standards of learning. Assessments are based on observations, discussions, finished work and tests where appropriate. Assessment of phonics and key words are ongoing. Assessment on the progress through the key objectives is ongoing and individual pupil progress is recorded electronically on the Colehill/Hayeswood trackers which have been shared with all teachers. Targets are set three times a year and these are shared with parents during the October and February round of parent consultations and through the individual child's annual report.

SEN and Equal Opportunities

All children irrespective of gender, race, religion, disability or SEN have equal access to literacy. Activities are differentiated to meet children's individual needs.

Homework

Children take home a reading book each night and supervised book changing in KS1 and independent book changing in KS2 takes place at least 3 times a week. Spellings are sent home and children are tested each week. In Reception a sounds book is sent home at the beginning of the school year, progressing to key words.

The role of the Subject Co-ordinator

The subject co-ordinator for English:

- Oversees the planning and assessment of English in the school.
- Is responsible for coordinating the writing of a policy in conjunction with other teachers.
- Supports staff with writing Medium term plans for Literacy when needed.
- Reviews planning and activities termly so that relevant modifications can be made.
- Monitors the implementation of the National Curriculum and standards in this subject
- Maintains an action plan and liaises with the Head teacher and SLT with regard to the School Development Plan
- Attends Trust network and moderation meetings and is responsible for updating staff about new developments in English
- Advises colleagues on resources to aid planning and is responsible for monitoring resources and making purchases as necessary.
- Undertakes CPD for teachers and teaching assistants.

Reviewed:	6 th November 2019
Approved by the Academy Committee	
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