

Euxton Church of England Primary School

English Policy



Mission Statement

Within the framework of a Christian foundation and community, we intend that each child should progress as far as possible in gaining the knowledge, skills and attitudes essential for a balanced life whereby choices are made according to sound critical judgement. We would wish each child to gain a sense of achievement and develop to their potential.

Aims and objectives

Competence in English enables children to communicate effectively at home, at school and in the wider world. The skills of listening, speaking, reading and writing enable children to organise and express their thoughts and to access the knowledge and ideas of others. In addition to this, the ability to respond to literature at a personal and aesthetic level enriches our children's lives.

We aim to develop pupils' abilities within an integrated programme of speaking & listening, reading and writing. Pupils will be given opportunities to interrelate the requirements of English within a broad and balanced approach to the teaching of English across the curriculum, with opportunities to consolidate and reinforce taught literacy skills.

At Euxton C E School our aim is for every child to be able to:

- read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct.
- have an interest in books and read for enjoyment
- have an interest in words, their meanings; developing a growing vocabulary in spoken and written forms.
- understand a range of text types and genres – be able to write in a variety of styles and forms appropriate to the situation.
- be developing the powers of imagination, inventiveness and critical awareness.
- have a suitable technical vocabulary to articulate their responses.

2 English curriculum

English is a core subject within the National Curriculum 2014.

At Key Stage One (Years 1 and 2), children should learn to speak confidently and listen to what others have to say. They should begin to read and write independently and with enthusiasm. They should use language to explore their own experiences and imaginary worlds.

At Key Stage Two (Years 3-6), children should learn to change the way they speak and write to suit different situations, purposes and audiences. They should read a range of texts and respond to different layers of meaning in them. They should explore the use of language in literary and non-literary texts and learn how the structure of language works.

Speaking and Listening

Speaking, listening, group discussion and drama activities are integrated into our teaching across the curriculum. In English and across the curriculum, we place a strong emphasis on speaking and listening. Talking partners are used throughout school, enabling purposeful talk to take place at all times.

Reading

We encourage a love of books and of reading by providing a rich reading environment in our classrooms and in our school library. Throughout the school, teachers read aloud to children on a regular basis. We read a wide range of good quality fiction, non-fiction and poetry.

We teach both the word recognition skills needed to decode texts and the language comprehension skills needed to understand what is being read. Word recognition skills are developed systematically in the infants through the teaching of synthetic phonics, using the 'Letters and Sounds' programme in our daily teaching of phonics throughout the EYFS and Key Stage 1. We use a book banding system to ensure that texts are at the appropriate level for each child and encourage daily reading at home. Language comprehension skills are developed and deepened through directly taught activities within the immersion and analysis of texts. These are applied across the whole curriculum as well as within shared and guided reading sessions.

Writing

We provide a wide variety of reasons and purposes for writing and in the early years provide many opportunities for child initiated and role-play writing.

Teachers regularly model writing in shared writing sessions and guided writing sessions address children's particular targets and areas for development. We also provide regular opportunities for children's writing to be shared, displayed and celebrated.

Success criteria are generated and shared with children during lessons and reinforced through a variety of methods such as marking ladders and writer's toolkits. Feedback relates directly to the success criteria and children are given opportunities to respond to marking and make improvements (for more details see our marking policy). Children have their own writing targets which address sentence level and punctuation.

Spelling

See our spelling policy.

Handwriting

See our handwriting policy.

Planning

Planning in English is led by the objectives from the English National Curriculum 2014, using a range of text types as context. See appendix 1 to view text types covered in each year group. Spelling, handwriting and grammar are also taught discretely every week and embedded in writing and through opportunities in cross-curricular activities.

Teaching and learning style

At Euxton C of E Primary School we use a variety of teaching and learning styles in English lessons. Our principal aim is to develop children's knowledge, skills, and understanding in English. We do this through a daily lesson that consists of both whole-class and group teaching as well as opportunities to apply skills independently. Children have the opportunity to experience a wide range of texts and use a range of resources such as dictionaries, thesauruses and ICT to support their work. Children use ICT in English lessons where it enhances their learning, such as in drafting their work and using

multimedia to study how words and images are combined to convey meaning. Wherever possible we encourage children to use and apply their learning in other areas of the curriculum.

There are children of differing ability in all classes at Euxton C E School. We recognise this fact and 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 with regard to the needs of the child.

4 The Foundation Stage

In the Foundation Stage the curriculum is planned using the EYFS revised curriculum:

- Communication & Language
- Literacy.

5 Contribution of English to teaching in other curriculum areas

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 in school.

Mathematics

English contributes significantly to the teaching of mathematics in our school. Children in the Foundation Stage develop their understanding of number, pattern, shape and space by talking about these areas with adults and other children. Children in Key Stage 1 meet stories and rhymes that rely on counting and sequencing. 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.

Computing

The use of ICT enables children to use and apply their developing skills in English in a variety of ways. Younger children use ICT as a source of information and as a way of enabling them to present their completed work effectively. Children use the planning and proofing tools in a word processor when checking their draft work. We encourage all children to use ICT as a resource for learning, whenever the class teacher feels it is appropriate.

Spiritual, moral, social and cultural development

The teaching of English develops skills through which our children can give 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 texts from other cultures. The organisation of lessons allows children to work together and gives them the chance to discuss their ideas and results.

6 Teaching English to children with special needs

English forms part of the school curriculum policy to provide a broad and balanced education to all children. Teachers provide learning opportunities matched to the needs of children with learning difficulties. Work in English takes into account the targets set for individual children in their Individual Education Plans (IEPs). Teachers provide help with communication and literacy through:

- using texts that children can read and understand;

- using visual and written materials in different formats;
- using ICT, other technological aids and taped materials;

7 Assessment and recording

Teacher assessment is an ongoing process. Assessments are made in order that all children can move forward in their learning. Individual targets are given and these are discussed with parents at each consultation evening.

The annual report to parents incorporates a comment about each area of English.

Reading and spelling age tests will be used in Y1-Y6

Children undertake the national tests at the end of Year 2 and Year 6 until 2016. Teacher assessments are made during and at the end of each year to assess whether children are working in line with age-related expectations; these inform planning, are recorded in the Assessment files and shared with next teachers and parents.

8 Resources

Each class has a range of resources suited to the age and ability of the children within that class. These include enlarged texts, brailled texts, multiple copies, textbooks, dictionaries and thesauruses. Reading schemes, including Oxford Reading Tree, Bugclub, Big Cat, All Aboard and Rigby Star, are clearly coded using the Book Banding colour codes.

Lancashire library service provides the school with a selection of books, which form the main part of the lending library.

J P Chapman and K Lewis

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