



# **English Policy**

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# English Policy

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# 1 Aims and Objectives

English is defined as the united skills and knowledge of reading, writing and oral language. In order for children to become literate they must understand that the written word is a representation of the spoken word, and that both have a variety of forms related to purpose.

The aims and objectives of English are:

- To extend and develop the knowledge of language children bring from home by providing a wide range of linguistic experiences
- To be effective, competent communicators and good listeners
- To express opinions, articulate feelings and formulate responses to a range of texts both fiction and non-fiction using appropriate technical vocabulary
- To ensure that all pupils can read easily, fluently and with good understanding and develop the habit of reading widely and often, both for pleasure and information
- To ensure that all pupils acquire a wide vocabulary, a thorough understanding of grammar, punctuation and spelling together with a knowledge of linguistic conventions for reading, writing and spoken language
- To ensure that all pupils appreciate our rich and varied literary heritage
- To ensure that all pupils write clearly, accurately and coherently, adapting their language and style in a range of contexts, purposes and audiences
- To increase the children's ability to use planning, drafting and editing to improve their work
- To develop every child's understanding of the spoken word and their capacity to express themselves effectively in a variety of speaking and listening activities, matching style and response to audience and purpose
- To ensure that all pupils use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- To meet the requirements of the National Curriculum and both the Statutory Framework for the EYFS and the Early Years Outcomes document

- To appropriately integrate the use of computing within English delivery in order to enhance teaching and learning
- To monitor and evaluate the quality of teaching and regularly assess the standards of teaching and learning across the school
- To create an atmosphere of enjoyment and pleasure in which all children feel confident to express themselves in both spoken and written language
- To provide high quality literacy experiences outside designated English lessons through a cross-curricular topic approach
- To produce effective, well-presented written work across the curriculum
- To ensure that all children achieve their full potential in all aspects of English

## **2 Teaching and Learning**

At Brookside School, we believe that all teachers must work together to plan, deliver and moderate the teaching of English in order to ensure that expectations are high and that children are able to achieve the best of their ability. A range of teaching strategies are used, including demonstration, modelling, explanation, questioning and discussion.

There are children of differing abilities at Brookside School and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We use classroom assistants to support some children. The teachers will listen and respond to children in a sensitive and supporting manner, discussing and evaluating children's successes.

### **2.1 Reading**

Reading is taught in line with objectives set out in the Programmes of Study from the new English Curriculum 2014. Silent reading sessions occur several times a week, and paired, group or guided reading sessions are timetabled as an alternative. Reading for Pleasure is actively encouraged and all classrooms/shared working areas have a well-stocked book area with a range of fiction and non-fiction. Pupils also have opportunities to read magazines, newspapers, information leaflets and ICT texts. The school library is an important resource and pupils are taught how to use it appropriately. Several trained parents

help individual children with reading – guided reading sessions, listening to individual children read, changing books and helping children develop their sight vocabulary and phonic knowledge. Children keep a record of reading and books read in their reading diaries. Children in Early Years and Key Stage 1 experience daily focused phonic sessions to develop their word recognition and reading fluency and also to develop writing and spelling skills. The children are organised into groups based on their phonic ability relating to each phase of the phonics programme. In addition to this, any children in year groups further up the school who have been assessed as working below national expectations in phonics will receive further phonics intervention to support their development in reading and writing.

## **2.2 Writing**

At Brookside School, we develop children’s written composition through teaching the objectives outlined in the Programmes of Study of the new English Curriculum 2014 in both Key Stage 1 and Key stage 2. Children’s written work is assessed regularly and they are given regular writing targets to improve their work. Weekly (and often daily) grammar, spelling and punctuation lessons are delivered and then followed up by children applying the skills they have learnt to their independent writing.

Independent writing sessions, including both ‘fiction and non-fiction’ and ‘formal and informal’ take place weekly in both Key Stages. These sessions are part of our whole school development to raise standards in writing. These sessions will usually last for up to one hour and will encompass the main objectives of a series of previous English lessons.

## **2.3 Handwriting**

At Brookside the Nelson Scheme for handwriting is used throughout school. A cursive script is taught in the Foundation Unit and Year 1 and the joins linked to the Nelson scheme are introduced in the summer term of Year 1 to those who are deemed ready. Regular handwriting lessons are timetabled in all classes each week.

## **2.4 Spelling**

The children are taught spellings and spelling rules as specified by year-group related expectations as outlined in the Programmes of Study from the new English Curriculum 2014.

Children are given spellings weekly, have the opportunity to practise them in school using the 'Look, cover, write, check' method, and are assessed regularly. In Key Stage 2 'Young's spelling tests' are given at the beginning and end of each year and the spelling ages are recorded. Any children who are assessed below their chronological age are highlighted and carefully monitored with appropriate intervention sessions delivered.

### **3 Early Years Foundation Stage (EYFS)**

English is taught in our Early Years Foundation Stage as an integral part of the curriculum. The English objectives are taken from the Early Learning Goals as set out in the Early Years Outcomes document which underpins the curriculum planning for children aged birth to five.

We give all children the opportunity to talk and communicate in a wide range of situations, to respond to adults and to each other, to listen carefully, and to extend their range of vocabulary and communication skills. They have the opportunity to explore, enjoy, learn about, record and use words and texts in a range of situations.

### **4 English Curriculum Planning**

English is a core subject in the National Curriculum 2014 and we use the objectives outlined for each year group as a basis for implementing the statutory requirements of the Program of Study for English.

The Programmes of Study in the National Curriculum 2014 gives a detailed outline of what we teach in the long term.

Our medium term plans, taken from the English Programmes of Study objectives in the National Curriculum 2014, ensures an appropriate balance of work across each term and allows teachers to be creative in their approach to the teaching of English and in relating it widely across the whole curriculum, covering a wide range of subjects.

English lessons are taught every day. Daily plans are written by the class teacher reflecting the requirements of the key English objectives, and giving details of how the lessons are to be taught, outlining the provision of challenge for all abilities.

All medium and short term lesson plans are available for scrutiny in the school Google Drive folder.

## **5 Links to Other Curriculum Areas**

Medium/short Term plans endeavour to facilitate the development of English skills through cross curricular links in the foundation subjects. A cross curricular piece of writing is planned for regularly (at least once per half term) within each topic, allowing children the chance to transfer and apply their writing skills.

In essence, the skills that children develop in English are linked to, and applied, in every area of the 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.

### **5.1 Mathematics**

Children in the Foundation unit develop their understanding of numbers, shape, space and measures through play, experimentation, through talking about them and learning rhymes and songs that rely on counting and sequencing.

Children in key Stage 1 and 2 are encouraged to read and interpret problems in order to identify the Mathematics involved. The children learn to use and understand specific mathematical language to explain and communicate their findings.

### **5.2 Computing**

The use of computers and tablets is built into the delivery of the English programme wherever possible. This enables the children to use and apply their developing skills in English in a variety of ways, for example finding information, planning and editing work and presenting ideas in many 'electronic' ways.

Interactive white boards are used in all classes as an integral part of the daily English lessons to enhance teaching and learning.

## **6 Assessment and Recording**

We assess children's work in English in three phases: short-term, medium-term and long-term. Targeted under-attaining pupils receive additional support from trained staff through intervention groups. These groups change throughout the year depending on the progress and needs of different cohorts.

The short term assessments that we make as part of every lesson help us to adjust our daily planning. We match these closely to the teaching objectives and to identify any remedial intervention required with identified children. The marking of children's output and use of peer/self assessment, which is in line with the school Marking Policy, helps children set targets for improvement and celebrate achievement.

We use medium term assessment data to a) measure attainment and progress against the key objectives, b) help plan for consequent units of work, c) help teachers devise personal targets for the children in their class and d) identify and provide any necessary intervention to identified individuals or small groups to support their learning.

We use long term assessments (e.g. PIRA reading; Grammar, Punctuation and Spelling assessments) on a termly basis when pupils' attainment and progress is measured against school and National targets. The school assessment procedure is used to measure attainment and progress and school tracking system is used to record attainment and progress data. End of year assessment data is analysed in order to identify current strengths and weaknesses within the subject and to plan whole school improvements in English teaching.

Children take the National 'reading' and 'spelling, punctuation and grammar' tests in Year 6 and Year 2, and, in Year 1, the National phonics screening test. Years 3, 4 and 5 take the 'Optional National Tests' in the summer term. 'Writing' assessment outcomes are based on teacher assessment against each year group's curriculum objectives.

All assessment outcomes are available for scrutiny in the school Google Drive folder.

## **7 Monitoring and Review**

The policy and practise will be monitored and evaluated by the English Subject Leader, the Head Teacher and the management team. Teachers are observed as part of the School Development Plan to achieve high expectations in English teaching and learning.

### ***The Role of the English Co-ordinator:***

- To attend training to broaden knowledge of teaching English, to have regular updates about the current National and local targets and new initiatives, and to meet with Nottinghamshire's Literacy team

- To observe colleagues periodically to identify strengths and any support that might be needed.
- To report regularly to the school governors
- To lead, manage and monitor the implementation and delivery of the English Curriculum 2014
- To developing an action plan for achieving school targets for publishing in the School Development Plan
- To liaise with the English Governor.
- To scrutinise and moderate writing.

## **8 Reporting**

All parents receive an annual written report in which there is a summary of their child's effort and progress in English over the year.

Parent consultation evenings are held twice a year when children's progress in English is outlined and discussed.

At the end of Key Stage 2, each pupil's level of achievement, measured against National Standards, is included as part of their annual report. In all year groups, the children's level of achievement based on teacher assessment is included in their annual report.

## **9 Special Needs Provision / Enrichment and Challenge**

As an inclusive school we recognise the need to tailor our approach to support children with Special Educational Needs as well as those who are identified as benefitting from further enrichment and challenge.

We have one-to-one intervention programmes and group sessions led by teaching assistants and other trained adults, where this is useful in the teaching of English and development of children.

The class teacher will identify pupils who show a particular talent for English and both the Enrichment and Challenge Co-ordinator and the English Co-ordinator will be informed.

## **10 Equality, Diversity and Inclusion**

At Brookside School, we aim to ensure that no pupil experiences harassment, less favourable treatment or discrimination within the

learning environment because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their religion or beliefs.

We value the diversity of individuals within our school and do not discriminate against children because of 'differences'. We believe that all our children matter and we value their families too. We give our children every opportunity to achieve their best by taking account of our children's range of life experiences when planning for their learning.

The planning and organising of teaching strategies for each subject is consistently reviewed to ensure that no pupil is disadvantaged. This is in line with our Equality, Diversity and Inclusion Policy.

## **11 Policy Review**

This policy will be reviewed in keeping with the Policy Review Cycle. This planned programme of review puts subjects together that have common strands of learning, and is included in the annual School Improvement Plan, published in the Spring Term of each year.