



English Policy

May 2018

Rationale

The aim of Ickford Combined School is to ensure that literacy lessons are used to foster a love of reading, writing, speaking and listening and enable children to become confident and articulate users of the English language so that they can develop culturally, socially, emotionally, intellectually and spiritually. The study of English underpins the whole curriculum and the ability to articulate their thoughts, ideas and opinions orally and in writing empowers each child both in school and in the world we live in. We endeavour to provide a rich curriculum that encompasses a range of forms and genres involving high quality materials that will enhance a child’s development and we also strive to ensure that parents and carers are engaged in supporting their children as much as possible.

Aims

The aim of the school is to teach and facilitate children’s learning so that they can:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate a rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; to be able to elaborate and explain clearly understanding and ideas
- be competent speakers and listeners

(The Primary National Curriculum in England 2014)

EYFS to KS2

In each Key Stage and the EYFS the English curriculum is paramount to the success of every individual child so teachers and teaching support staff must be well trained, creative, thoughtful, reflective practitioners who recognise their duty to act as positive role models for the children within this subject area.

Every classroom should provide opportunities for children to develop within the areas of reading, writing, speaking and listening through such things as:

- Purposeful writing opportunities that engage the children within a variety of genres and expose them to the characteristics of different text types
- Reading a wide range of good quality books and other written texts individually and in groups, silently and aloud, for pleasure and for gaining knowledge
- Opportunities for role play, acting, formal speaking, debating, reading poetry aloud and learning it by heart

- Taught spelling strategies that are age appropriate, differentiated and consolidated in other subject areas
- Strategies, games, independent and collaborative learning activities that teach and reinforce the conventions and use of correct grammatical structures of Standard English
- Opportunities to develop a continuous cursive handwriting style that makes writing fluid, legible and presentable through discreet practice and within written tasks in all subject areas
- Teaching that creates a thorough understanding of phonics and the connection between sound and spelling
- Children should be encouraged to talk with purpose and with the audience in mind. Their speech should be corrected
- Meaningless and repetitive activities are discouraged such as ‘show and tell’ at the end of a day

Assessment

We recognise the importance of continuous formative assessment as a way of personalising the learning journey and helping children to achieve the objectives set out in the National Curriculum. Observations, effective feedback and constructive marking in accordance with the school’s policy, should all contribute in helping our children to become independent and astute learners who are aware of their own steps for development as well as the strengths they already possess. Summative assessments are carried out throughout each year and an external assessment marks the end of Key Stage One and Key Stage Two in line with National Curriculum requirements.

(See also policy for assessment and marking)

Inclusion: SEN and G&T

Within the teaching of English we aim to ensure that every child is able to access the curriculum at their own appropriate level and to be appropriately challenged in order to make sustained progress through each year group. The individual understanding, knowledge and skills of each child provide a platform on which to build learning opportunities that ensure progress for the individual measured against their own personal starting point by:

- Planning creative and open tasks tailored to both written and spoken responses
- Setting challenging tasks which stimulate children of differing abilities and scaffolding learning to suit their individual requirements
- Encouraging and engaging families to support their children by reading with them on a regular basis and ensuring that homework tasks are completed

- Early identification of children with specific areas of need beyond the normal classroom environment for an SEN Support Plan in line with the SEN policy
- Adopting where necessary intervention programmes to support and accelerate progress in areas of difficulty

(See also policy for Special Educational Needs)

Teaching and learning

There are high expectations of all teaching and support staff to be competent and effective teachers of English and they should be responsible for continuously reflecting on their practice and maintaining strong personal subject knowledge. The school endeavours to ensure that all staff are supported in this through the provision of continuous professional development and regular feedback from the Senior Leadership Team. All lessons are prepared for and delivered to the highest standards and all members of staff must be role models for the children through their own writing, reading and speaking.

(See also Teaching and Learning policy)

Role of English Co-ordinator

The co-ordinator’s role is to ensure that standards of English throughout the school are monitored regularly in a variety of ways and to ensure through observations, learning walks, scrutiny of children’s work and listening to feedback from children, parents and teachers, that high expectations are maintained in every class.

The co-ordinator will also ensure that the school has sufficient resources to enable high quality provision.

The co-ordinator will update this policy and report to the Headteacher and Governing Body on standards of English when required.

Note:

High expectations of English both oral and written, must pervade every other subject in order to encourage depth of learning and understanding. It is crucial that children see effective communication as necessary in every subject area and not only as the preserve of dedicated literacy/English lessons.