

“A unique family working together to be the best”

**Forest Lodge Community Primary
School**



English Policy

English Policy

Introduction

This policy outlines the teaching, organization and management of the English taught and learnt at Forest Lodge Community Primary School. It aims to ensure that the ethos and provision in our school is centered around the whole child with a focus on care and quality. We want to provide our children with an education that is rich in experience, creativity and learning where children achieve and can feel proud of their success.

Aims

We aim to equip children to be effective communicators and to have acquired the necessary skills for their future life and learning in the 21st Century.

The study of English develops children's abilities to listen, speak, read and write for a wide range of purposes, using language to learn and communicate ideas, views and feelings. It enables children to express themselves creatively and imaginatively, as they become enthusiastic, critical readers and writers of varying genres.

Children come to school with a background of language and a range of birth to pre school experiences. In our school context there is a real paucity of standard spoken English and a lack of varied experiences for the child. It is our aim to build on whatever knowledge and language the child has and to provide opportunities to extend and develop their use of English.

Objectives

Our objectives in the teaching of English are:-

To develop language skills that can be applied, to the different situations in which children find themselves in at school, home and within the wider community.

To develop the children's ability to speak with confidence and fluency for a range of purposes and for a variety of audiences.

To develop the capacity to listen with concentration and attention responding in a positive manner to all aspects of learning.

To develop confident, independent readers who are able to react, respond to, investigate and extract information from a wide range of texts. As well as select texts for their own enjoyment.

To develop competent writers who display an awareness and understanding of writing for a purpose, who can use grammar, punctuation and vocabulary and appropriately to meet the needs of texts and different audiences.

Management and Organisation

The TLR English Leaders are responsible for English in our school.

The role includes:

- ~ ensuring that this policy reflects practice and is updated regularly (annually annotated),
- ~ monitoring teachers' planning to ensure that suitable tasks and activities are being undertaken by all children across the English and other curriculum areas,
- ~ monitoring the progress of children in reading and writing,
- ~ supporting staff development
- ~ keeping up to date with national and local agendas to ensure that school staff are informed of new developments,
- ~ providing advice and support to staff on teaching and learning strategies, to enhance teaching of English,
- ~ measuring impact of training through monitoring and observations,
- ~ liaising with children, parents/carers, governors and LEA consultants, evaluating practice and provision and collecting their views,
- ~ collecting evidence of children's work to identify standards being achieved which will inform further development.
- ~ writing and reviewing an action plan to develop English in line with the School Improvement Plan.
- ~ Implementing the English National Curriculum and School Initiatives to support the teaching of English/Literacy.

Staffing and Staff Development

All teaching staff are responsible for teaching English daily. Teachers attend relevant training from LEA or nationally recognised training bodies outside school specific to their needs. Staff including Teaching Assistants have been provided with training and support for the teaching and learning of English. INSET is provided in line with the school improvement plan.

Curriculum Planning and Organisation

Teachers use the English National Curriculum and teach a range of genres through topics and themes in order to enthuse and engage learners. Weekly plans are produced by each year group using a whole school format this specifically shows each daily lesson objective and activities.

Foundation Stage uses the Communication and Language and Literacy areas of development in the early learning goals as a base for their planning. They have the opportunity to explore, enjoy, learn about and use words and texts in

a range of situations. The Letters and Sounds document is an integral part of Foundation and Key Stage 1 planning.

The English subject leaders / Assistant head teacher are responsible for monitoring and evaluating these plans and feedback is given to staff where needed.

Curriculum Delivery

The English curriculum is taught through a daily lesson which includes whole class and group teaching. Teachers use a range of strategies and styles to deliver lessons which are inspiring and engaging for children. Children have the opportunity to experience a wide range of texts and use a range of resources to support their work. Film media, drama and Computing are all used to enhance learning. Wherever possible we encourage children to use and apply their learning to other areas of the curriculum.

Writing

Our aim in Forest Lodge Community Primary School is for the children to see writing as a meaningful activity and for them to become aware that it is important and indeed essential in the world outside school. Children should be introduced to the wide range of ways writing is used and the many forms and purposes it serves. They have to be shown that adults, including their teachers, have to think about writing when attempting to express ideas in the best way.

Writing is taught in line with the English National Curriculum for guidance. Children have the opportunity to write in many genres after reading and analysing model texts.

Children are taught to write during Modelled, Shared, Guided, Independent and Extended writing. Children throughout KS1 and KS2 complete extended writing weekly. This writing is marked according to our marking policy and children are provided with a specific next step to move their writing on. Teachers model the writing process to the children discussing language and structure. We recognise the implicit link between speaking and listening, reading and writing skills and therefore encourage children during their reading to identify why writers have used specific punctuation, vocabulary and structure. This should influence children to use 'real' writers' ideas, techniques and styles within their own writing.

Grammar, Spelling, Punctuation and Vocabulary is embedded into English lessons daily and where needed discrete sessions are taught. Staff have been provided with expectations for grammar for their year group including the terminology that should be used. Spellings are given weekly in each class with staff following a bank of spellings following spelling rules and patterns for each year group. Children are encouraged to proof read their work out loud and edit their texts. Handwriting is taught explicitly and separate to English lessons.

Reading

Our reading policy is based on the fact that learning to read is one of the most important things we ever do. Therefore, we must give our children maximum opportunities and the optimum environment in which to become competent readers.

If we want our children to become readers who read, not only for purpose, but for pleasure; for interest and for information, we must organise our time and plan our resources to facilitate these learning opportunities.

At Forest Lodge Community Primary School children have opportunities to read during Shared reading, Guided reading, Individual reading and Silent reading. For pupils to become successful readers we believe that a range of strategies need to be taught to enable the children to access the meaning of the text.

Foundation and KS1 follow the letters and sounds programme for phonics. Read Write Inc and Fresh Start are used as an intervention to aid children who still struggle with phonics in KS2. Reciprocal Reading is also used as part of guided reading.

Our reading system at Forest Lodge is one of a colour coded banding system, where children progress through the bands once skills have been taught and applied these bands are taken from the reading recovery levels. Children at Forest Lodge are heard read once a week by a class teacher or other adult. Children and teachers keep a recorded note of this with skill based comments. Children are also heard as part of guided reading sessions. Children have access to the library once a week where a book can be borrowed and returned accordingly.

Children who are in need of a 'boost' in their reading are part of the classes targeted reader intervention. Children who are significantly lower than age related expectations across the school are part of the Lexia programme. Forest Lodge also employs two teachers who specialise in reading to work with children in Key Stage 1 who have poor reading ability.

Children are provided with a reading book and record to take home. The school has a large focus on promoting reading at home and children are expected to read every night.

Speaking and Listening

Speaking and listening underpins all that we do and at Forest Lodge it is encouraged greatly. We encourage all staff and children to use Standard English within class. Children have many opportunities to speak and listen for a wide range of purposes. Teachers model the correct use of the English language and make links with children's writing. Teachers plan for and provide opportunities to develop children's speaking and listening skills. These include using drama, discussions and other suitable resources.

Equal Opportunities/Inclusion

All children have an entitlement to equal opportunities in English, irrespective of gender, ethnicity, class or language. Teachers have a responsibility to encourage all children to believe in their own ability and encourage them to reach their full potential. Teachers need to be aware of the demands of different pupils. Each class teacher caters for the needs of his/her pupils by matching task and materials to their ability (at either end of the ability range). Children with identified special needs will be monitored and if necessary, referred to the Special Educational Needs Coordinator. Consultations with other support agencies may take place as a result.

The school will ensure that the materials used are free from gender and racial stereotyping. We expect respect to be shown to all, regardless of race, gender or disability. Pupils have full access to the full range of activities involved in learning English. Teachers provide help with communication and literacy through using texts that children can read and understand. We use a wide range of visual, media and written materials in different formats. Visual aids, technology and other resources are used to support children's learning particularly those with EAL or SEND.

Gifted and more able children in English are identified when they demonstrate: high levels of fluency and originality in their conversation, use research skills effectively to extract and summarise information, enjoy reading and respond to a range of texts at an advanced level, use a wide and varied vocabulary and can see issues from a range of different perspectives.

For definitions, see the separate Gifted, Talented and More able policy.

Resources

There is a wide range of resources to support the teaching of English across the school. All classrooms have dictionaries and a range of age appropriate small resources as well as Interactive whiteboard resources and visual texts and media. In class children have access to a selection of high quality texts and other reading materials. Children also have access to the internet through the use of their classroom computer and each year group has access to net books or laptops.

Library

The library has a wide range of texts including non-fiction and fiction. All classes timetabled to a weekly slot where children are taught library skills and regularly choose a book for their own enjoyment of reading. Children are also encouraged to use the library to research in all curriculum areas. The stock is audited and edited yearly.

Monitoring and Assessment

Literacy teaching and learning is monitored in the following ways;

- Scrutinising children's work
- Monitoring and reviewing weekly planning sheets
- Checking reading and writing records
- Lesson observations
- Analysis of SATs results, NFER reading tests, Single word spelling tests, PM benchmark tests and reading and writing assessments
- Children are given reading and writing assessments 1/2 termly.
- Optional SATs tests are carried out in June in years 3, 4, and 5 which test spelling, reading, writing and handwriting and then the results are analysed.
- Year 1 are given the phonics test, writing and reading assessments while year 2 and year 6 carry out National SATs testing.
- Monitoring and Assessment helps all staff to plan for the developmental needs of the pupils and school in moving English skills forward.
- The responsibility of monitoring the above are the English subject leaders in conjunction with the LEA English consultant, Assistant Head, Deputy Head and Head teacher.