



## South Otterington Church of England Primary School English Policy 2015

*The English Curriculum covers the subjects of: Spoken language, Reading, Writing, Spelling, Vocabulary, Grammar and Punctuation, and in the Foundation Stage: Listening and attention, Understanding, Speaking, Reading and Writing.*

### Rationale

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 and critical readers of stories, poetry and drama, non-fiction and media texts. Children gain an understanding of how language works by looking at its patterns, structures and origins. They use their knowledge, skills and understanding in speaking and writing across a range of different situations.

### Aims

We aim for children 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;
- understand a range of text types and genres - be able to write in a variety of styles and forms appropriate to the situation;
- develop their powers of creativity, imagination, inventiveness and critical awareness;
- understand grammatical structures and use them appropriately when speaking and writing;
- have a suitable technical vocabulary to articulate their responses;
- develop their abilities within an integrated programme of Speaking & Listening, Reading & Writing.

### Planning

Planning is based on the 2014 English Curriculum. We create medium term plans which indicate the units and texts to be covered and short term plans are completed by the individual teacher (Appendix A). A daily phonics/SPAG session is planned in each class and whenever possible, we link the skills learned during English lessons to other areas of the curriculum. We recognise the importance of links between speaking, listening, reading and writing and take care to provide opportunities for the children to experience each aspect in order to enhance their learning. Drama throughout the school is regarded as important and the children are given regular opportunities to perform in front of an audience.

### Delivery

At South Otterington Church of England Primary School, we use a variety of teaching and learning styles in English lessons. Each lesson has a high proportion of whole class and group teaching. During these lessons, children experience a whole class shared reading or writing activity, a guided group or independent activity and a whole class plenary to review and extend progress and learning. They have

the opportunity to experience a wide range of texts, in a variety of genre, and use a range of resources. There is a focus on writing and most learning objectives are taught within a written activity.

- In Foundation Stage and Key Stage One, the children learn 'Jolly Phonics' and follow the Letters and Sounds programme, which is an intensive 20 minute daily phonic session (longer if necessary) and phonics teaching is also embedded in English lessons.
- In Key Stage 2, phonics and other spelling strategies are taught in a focused daily phonics/SPAG session.
- Lists of spellings taken from the New English Curriculum Appendix 1 are sent home to learn on a regular basis from Year 1 - Year 6 and differentiated according to ability.
- Throughout the school, children use ICT in English lessons where it enhances learning.
- In guided reading groups there is clear differentiation, with reading books banded to suit each group's ability. Literacy Circle roles for guided reading sessions are introduced in Year 2 and fully embedded by Key Stage 2.
- All children are encouraged to develop a fully cursive handwriting script. Children are taught to use lead in lines from Reception onwards as appropriate (See Handwriting scheme).

There are children of differing ability in each class at South Otterington Church of England Primary School and we 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. In some lessons this is done through differentiated group work, while in other lessons we ask children to work from the same starting point before moving on to develop their own ideas. We use teaching assistants to support or challenge some children and enable work to be matched to the needs of individuals.

### Assessment for Learning (AfL)

At South Otterington Church of England Primary School, we recognise that AfL is at the heart of promoting learning and raising standards of attainment (See the AfL Policy). The short-term assessments that teachers make as part of every lesson help teachers adjust their daily plans. Teachers match these short-term assessments closely to teaching objectives. The medium-term assessments are completed termly:

- In Foundation Stage, children's progress is assessed against ELGs (Early Learning Goals).
- All children, in Years 1-6, undertake a termly writing assessment. These are carried out to measure progress against the key objectives: a fiction and non-fiction piece of work is completed. These are assessed using statements and steps in Target Tracker and results are entered into termly assessment grids.
- Teachers also assess Y1 - Y6 pupils termly for reading using statements and steps in Target Tracker. These results are also entered into termly assessment grids.
- All Key Stage 2 children are assessed twice a year using the Vernon Spelling test (Appendix D).
- KS1 children have regular phonic and sight words assessments in line with the Letters and Sounds guidance.
- Children undertake summative assessment at the end of Year 2 and 6 (format TBC). All data is stored on Target Tracker. These results are used by teachers, the English Curriculum Leader

and the Senior Leadership Team to assess progress within school and compare to national standards.

### Monitoring

Monitoring is undertaken on a regular basis by the Curriculum Leader; members of the Senior Leadership Team and the link governor. Monitoring is undertaken using a variety of methods, including lesson observations, work sampling, book scrutiny, work levelling and pupil conferencing. All monitoring evidence can be found in the headteacher's Monitoring File and the English Curriculum Leadership File.

### Homework

Children are given English homework tasks on a regular basis and the content is decided by the individual class teacher, based on age and ability. Children are encouraged to read at least three times a week at home and all children in **Years 1-6 are given spellings to learn**. These are differentiated through the number given and level of challenge. We encourage parents and older pupils to record what they have read in their homework diaries.

### Reporting

Parents are informed of their children's progress in English through parent/teacher consultations, annual reports and informal discussions throughout the year.

### Resources

There is a range of resources for the teaching of English across the school. Every classroom contains class books, dictionaries, thesauruses and each classroom has a 'Literacy Learning Journey' display which supports learning. Guided reading books are banded and situated in classrooms. The Library contains a wide range of non-fiction books. Teachers also have a range of texts and ICT resources for use in the English lesson and across the curriculum.

### Equal Opportunities

We, at South Otterington Church of England Primary School, view equal opportunities in the widest possible sense as embracing the well-being, contribution and development of all the school community irrespective of gender, race, religion, ability, disability, age or socio-economic group.