

# STANFORD IN THE VALE CE PRIMARY SCHOOL

## ENGLISH POLICY

This policy reflects the school's aims and objectives in relation to the teaching and learning of English. It sets out a framework within which teaching and non-teaching staff can operate. It gives guidance on planning, teaching and assessment. The policy should be read in conjunction with the Early Years Foundation Stage framework and the National Curriculum 2014. These set out the rationale for teaching each area of the English Curriculum and specify the skills that will be developed for the majority of pupils in each year group. This document is the outcome of consultation and review undertaken by the English subject leader with the staff.

### AIMS

We aim to encourage all pupils to:

- *be competent in the arts of speaking and listening, making formal presentations, demonstrating to each other and participating in debate*
- *use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas*
- *develop their cognitive skills, imagination and personal expression through a range of writing tasks using clear, concise language with accurate punctuation and grammar, in a style appropriate for the purpose;*
- *make progress to becoming a correct speller, using neat legible joined handwriting;*
- *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 our 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*
- *make fair critical responses about their own literacy work, that of their peers and that of popular authors and poets;*
- *reach their full potential by extending their work in each of the above areas of the curriculum.*

The above aims are consistent with our school's aims and take account of the Early Years Foundation Stage Framework and the National Curriculum Programmes of Study.

## Teaching

A range of teaching approaches are used in school. In the Foundation Stage teaching is either individual or small group. In addition, the children learn through directed and self initiated play. In KS1 and KS2 teaching can be individual, small group or whole class depending on the area of study.

The school uses a storytelling approach to teaching English (Storytelling Schools). Guided Reading/Reading skills sessions take place outside the English session at a time suited to each class's timetable. Grammar, spelling and Phonics (Letters and Sounds) is also taught outside the English session. This structure is a guideline / frame only. Classroom practitioners may adapt the framework to suit the demands of the particular teaching focus, especially when engaging in cross curricular tasks and / or extended writing.

## Foundation Stage

Teachers in the Foundation Stage follow the *Communication and Language strand and Literacy strand of the Early Years Foundation Stage (EYFS) Framework 2013*.

By the end of the Foundation Stage children should:-

- *Listen attentively in a range of situations.*
- *Listen to stories, anticipate key events and respond with relevant comments, questions or actions.*
- *Give attention to what other say and respond appropriately, while engaged in another activity.*
- *Follow instructions involving several ideas or actions.*
- *Answer 'how' and 'why' questions about their experiences and in response to stories or events.*
- *Express themselves effectively, showing awareness of the listeners' needs.*
- *Use past, present and future forms accurately when talking about events.*
- *Develop their own narratives and explanations by connecting ideas or events.*
- *Read and understand simple sentences.*
- *Use phonic knowledge to decode regular words and read them aloud accurately.*
- *Read some common irregular words.*
- *Demonstrate understanding when talking with others about what they have read.*
- *Use phonic knowledge to write words in ways which match their spoken sounds.*
- *Write some irregular common words.*
- *Write simple sentences which can be read by themselves and others.*
- *Spell some words correctly and others in a phonetically plausible way.*

*(EYFS profile 2013)*

## Primary English Curriculum

*The new English programme of study (2014) is based on 4 areas:*

- *Spoken language*
- *Reading*
- *Writing*
- *Spelling, grammar, punctuation and glossary*

*The new National Curriculum is divided into 3 Key stages:- Key Stage 1, Lower Key Stage 2 (Years 3 and 4) and Upper Key Stage 2 (Years 5 and 6).*

*By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. The new National curriculum 2014, gives detailed guidance of what should be taught at each Key stage under the following headings.*

- *Spoken language*
- *Reading - Word reading Comprehension*
- *Writing - transcription, spelling Handwriting and presentation Composition*
- *Grammar and punctuation*

## Planning

It is the responsibility of the class teacher to plan work for their pupils in the year group(s) that they teach.

Planning is based on

- EYFS Framework
- National Curriculum
- Storytelling Schools guidance (see Storytelling Schools Handbook)
- A range of other resources

A coverage map is used to identify the text types to be taught within the year.

Teachers are able to teach from this in any order, linking the text types to their topics. Topic plans are prepared for the beginning of each term, short term planning is done weekly and identifies very specifically the learning objectives, the teacher's, teaching assistant's and children's roles and activities, groupings and differentiation with texts in use.

English is taught both as a discrete subject and cross curricular. Guided and Whole class reading skills sessions as well as focused grammar and spelling/phonics work are taught outside the normal English lesson.

Teachers and Teaching Assistants plan work for Wave 2 and 3.

English is at the heart of curriculum planning so that subject matter from other curriculum areas is available as content or stimulus for speaking, listening, reading and writing. All curriculum areas will involve some aspects of English.

## **Assessment and Record Keeping**

Effective assessment involves careful observation, analysis and review by practitioners of each child's knowledge, skills and understanding, in order to track their progress and make informed decisions about planning for the next steps of learning.

- Assessment is on a continuous basis, taking into account the children's work throughout the year.
- Work is monitored by the class teacher, Headteacher / English Subject Leader to assist in planning for future work to meet the needs of the children
- A scrutiny of the work of high, medium and low and SEND and G&T groups is carried out across the school. This is discussed at Senior Leadership Team meetings.
- Summative assessment records are passed to the Headteacher for information and analysis.
- Letters and Sounds assessment activities are used.
- End of Key Stage QCA test materials are used by Year 2 and 6.
- Rising Stars SPAG and reading assessments are carried out 3 times a year.
- Teachers meet regularly to moderate examples of work against the national curriculum objectives.
- The subject leader tracks children's work in a portfolio. This demonstrates the progression of 3 children in each year group.
- Children and teachers use the national curriculum objectives to continually assess children's work.

## **Evaluation**

There is an established structure of evaluation (action plan and yearly consultation with the Headteacher and Governor) and review which sets out how the English Subject

Leader will:

- Review and revise the school policy and classroom practice
- Advise planning
- Consult with individual staff/Team Leaders
- Consult with children

## **Special Educational Needs and Disabilities**

Some pupils experience learning difficulties, which affect their progress in English. Class teachers are responsible for trying to pinpoint any difficulties, so that through early intervention these pupils can be helped. Where pupils are shown to be experiencing difficulties and under-achieving over a period of time, class teachers monitor problems closely. Parents are consulted and, if possible, support given with advice on reading at home and learning key words etc. Wave 2 and 3 interventions take place for children throughout the school.

Children with special educational needs should have full access to the English curriculum - Wave 1.

For children with SEND support or EHCPs (Education, Health Care Plans), staff need to consider provision and classroom support for English activities.

Within the framework of the National Curriculum, children of all ages and abilities are catered for.

### **Gifted and Talented**

All Gifted and Talented children are identified on a register to identify their area of challenge. These are shared with parents and are reviewed yearly. Teachers' planning is differentiated and provides challenge for more able children. Having determined the children's needs, by monitoring and assessing their work, we plan for differentiation, varying our expectations and outcomes with the abilities of the children, thus ensuring steady progress is made.

Activities are structured to ensure success for all children, allowing more able children to undertake work of a more challenging nature where appropriate.

### **Equal Opportunities**

At Stanford in the Vale, we are committed to equality of opportunity.

All pupils will have equal opportunity to reach their full potential across the English Curriculum regardless of their race, gender, cultural background, ability or any physical or sensory disability. Equality of opportunity is essential in this curriculum area as it provides pupils with access to other curriculum areas in the primary years and in the future.

### **Resources**

We believe that the school and the classroom environment are important in fostering a positive attitude to English. In the class library areas, books are readily available to all children and teachers. Book resources are kept under review and supplemented regularly. The School's library promotes interest, and supports a range of curriculum areas with fiction and non-fiction books, and is accessible throughout the school day. English activities are drawn from the EYFS, the National Curriculum, Storytelling Schools and a range of teacher resources (Hamilton Trust etc.). Every classroom contains a working wall which is built up alongside the children during a unit of work.

- materials are selected carefully to ensure no discrimination
- texts are chosen carefully which develop fluency, accuracy, understanding and pleasure in reading
- in the Early Years independent language use is encouraged through writing, listening and reading areas

### **Role of Subject Leader**

The English Subject Leader (SL) is responsible for the development and monitoring of the English curriculum to ensure a coherent English strategy for our school. She can help teachers with their planning and is responsible for developing the school's policy.

The SL will assist teachers by leading staff meetings, planning and leading INSET activities, providing consultancy and advice, and by supporting them in the classroom. *The SL is responsible for implementing changes required by the New National curriculum and will attend training courses in respect of its implementation.* The knowledge and skills gained on these courses will be imparted to colleagues through regular staff meetings and on INSET days.

The SL also ensures that all staff access the relevant CPD.

The SLT will scrutinise planning, English work, reading records and assessments.

### **Role of the Governing Body**

To ensure the implementation of the Early Years Foundation Stage Framework and the National Curriculum and to review the policy bi-annually.

## **PARENTAL INVOLVEMENT**

As we recognise that the role of the family is central in supporting the children's language development as speakers, readers and writers, we encourage:

- parents to be involved in their children's English development by sharing and enjoying books and other language activities with them, as part of our homework policy.
- help to parents to understand the English processes through specially prepared leaflets and focused parent meetings.
- ongoing dialogue about children's progress through parent interviews and annual written reports.

### **Policy Review**

Written February 2016

Rachel Cook

Review February 2018