Burdett-Coutts & Townshend CE Primary School

English Policy 2016

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Policy Author: Patrick Murphy

Rationale
The study of English develops children’s abilities to listen, speak, read and write for a wide range of purposes, thus 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, as well as non-fiction and media texts. Children gain an understanding of how language works by looking at its patterns, structures and origins. Children use their knowledge, skills and understanding in speaking and writing across a range of different situations.

Aims
• To provide children with the skills they need to read, write and speak with confidence, fluency and understanding.
• To develop confident, independent and inquisitive readers.
• To deliver a broad and inspiring curriculum in the teaching of English.
• To seek to ensure that all children achieve their full potential in all aspects of learning English.
• To ensure children are taught in an inclusive environment which and which provides encouragement for the development of all aspects of the English language.

Curriculum
The English Curriculum has been developed using the guidance of the National Curriculum (2014). To ensure continuity and progression from the Foundation Stage to Key Stages 1 and 2, the Early Learning Goals are followed in Nursery and Reception.

At Burdett-Coutts, we use a variety of teaching and learning styles in English lessons. The principle aim is to develop children’s knowledge and understanding of English, and their ability to express themselves. English is taught daily through whole class, group and 1-2-1 teaching, and teaching is tailored to the needs of the individual learners.
During lessons, children are encouraged to collaborate as well as work independently. Additional adults (teaching assistants, learning support assistants and educational professionals) provide appropriate support for children with specific learning needs.

Planning
The English Leader provides Yearly Overviews for year groups 1 to 6 recommending key texts and genres to cover, and detailing age-related learning objectives as specified by the National Curriculum (2014). Class teachers use weekly planning documents to inform their teaching.

Monitoring
English teaching and learning is monitored regularly by the English Lead, the Senior Leadership Team (SLT) and Phase Leaders through book looks, lesson observations, learning walks and pupil progress meetings. The English Lead works with the Assessment Lead to track the attainment and progress of all children across the school, as well as of individual groups, and this information is shared with the SLT, governors, staff and external partners.

Approaches to Speaking and Listening
Through a variety of topics and a range of activities (including discussions, presentations, performances and debates), children are taught to listen and respond appropriately to adults and their peers, speaking audibly with an increasing command of Standard English. They are encouraged to articulate and justify answers, arguments and opinions, participate collaboratively in conversations, and consider and evaluate different viewpoints. They are taught how to develop their vocabulary and knowledge.

Approaches to Reading

Word Reading
From the Foundation Stage, children develop their word reading through a phonics programme (Read, Write, Inc.). They learn to decode words using their knowledge of graphemes and blending phonemes whilst developing their knowledge of common exceptions.

Comprehension
Children develop their enjoyment of reading and comprehension through:
- Guided reading – daily adult-led sessions where children read and discuss carefully selected texts.
Shared reading and storytelling – children hear and/or read stories together every day.
Home reading – children take home a new reading book at least once a week. Reading books are chosen according to reading ability and a home-school link is forged via a reading record.
Wider reading - each class has an allocated library session on a two-week rotation when children can borrow a book of their choice. We also work with community libraries to promote reading.
Book corners – all classes have a reading area that promotes a love of reading and contains a variety of age-appropriate literature.

At Burdett-Coutts, reading for pleasure is the foundation of all reading activities.

Approaches to Writing

Phonics and Spelling
Teaching spelling is viewed as part of the formal conventions of the writing system. In the Foundation Stage and KS1, children develop spelling strategies through a phonics programme (Read, Write, Inc.). They learn to use their knowledge of graphemes and phonemes to spell words, whilst developing their knowledge of common exceptions.

In KS2, children have daily spelling sessions where they use a spelling programme (RWI Spelling) to explore different spelling patterns further develop strategies to help them spell familiar and unfamiliar words.

Grammar
Teachers are expected to understand, teach and demonstrate in their everyday practice the formal conventions of Standard English language. They should emphasise their importance to meaning and effect. Teaching in all areas forms part of everyday English lessons, whether discrete or in active context, and should be developed across all areas of the wider curriculum. Conventions of grammar are taught according to the expectations of the National Curriculum (2014).

Guided Writing/Independent Writing/Extended Writing
Teachers should understand the skills and strategies involved in teaching writing and understand that writing is essential to thinking, learning, investigating and organising ideas. Writing should be seen as an enjoyable activity in itself with writing for purpose underpinning writing activities.

Pupils should:
- Be taught to write fluently and accurately, understanding related rules and conventions
- Learn to write for communication by creating images, describing experiences, ideas and feelings, and organising information in order to engage, inform and persuade
• Learn a variety of forms and purposes of writing, such as letters, notes, non-fiction narrative and poetry
• Be able to choose form and content to suit purpose and audience
• Be able to compose on paper and on screen, using different fonts and layouts
• Learn to respond critically to their own and to others’ writing
• Learn to redraft their work to develop and improve content, style and accuracy.
• In conjunction with the National Curriculum, Foundation Stage and KS1 following The Talk for Writing Programme (Pie Corbett). KS2 use Talk for Writing resources to aid writing.

Handwriting
Children are taught to write from Nursery. From Reception they use the PenPals for Handwriting scheme (Cambridge) and start to develop their joins in Year 1. By the end of KS2 children are expected to be using a consistent, cursive handwriting script as outlined in the school’s Handwriting Policy.

All children in KS2 are expected to use a handwriting pen for their writing and children in KS1 are encouraged to use pens as soon as they have started developing their joins in everyday writing.

Cross-Curricular Literacy Opportunities
Teachers seek to take advantage of opportunities to make cross-curricular links. They plan for pupils regularly to practise and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum.

The Use of ICT
Opportunities to use ICT to support teaching and learning in English are planned for and used appropriately.

Assessment
Children’s progress and attainment in writing is assessed in line with the Assessment Policy and using the guidance of the National Curriculum.

This includes:
• Assessing pupils on an on-going basis during every session and adapting practice accordingly
• Teachers mark work in accordance with the Feedback and Marking Policy
• Formal summative assessments of reading (both decoding and comprehension) and writing (including spelling, grammar, punctuation and composition), tracked and monitored at least termly
• Moderation sessions within schools and with partner schools
• End of Key Stage assessments, carried out in accordance with legislation with results informing the school’s SEF, development plan and performance management.

Targets
Target sheets for each child are kept in the front of their English books and are used to enable children to track their own progress, and to inform teachers of individual targets so that they can assess progress against the National Curriculum expectations. These target sheets are also used to share information within parents about their child’s progress.

Parental Involvement
• Independent reading is to be completed at home as specified in the reading guidelines.
• Reading is communicated to and from parents via a reading record. Parents record in the record after listening to reading at home. This informs all parties of any concerns.
• Parents will support English homework where appropriate.
• Parents are invited to be involved with book week, including sharing favourite stories from their own cultures.
• Parents are notified of any interventions, and are informed of how to provide additional support at home.

Inclusion and Entitlement
We are committed to providing a teaching environment conducive to learning. Each child is valued, respected and challenged and activities are planned to encourage full and active participation by all children irrespective of ability, race, religion, social background and culture. Planning takes into account the targets set for individual children in their Individual Education Plans (IEPs).

Intervention Programmes
Where the class teacher feels a pupil may benefit from some form of intervention they will liaise with the SENCO.

More Able Pupil Provision
Class teachers may identify children within their class as being more able, very able or exceptionally able. In such cases, and in line with the school’s More Able Pupil Policy, teaching and learning is tailored appropriately to the needs of the pupil. Details for this should be drawn up
jointly by the class teacher, More Able Leader, parent and child in an Individual Challenge Plan (ICP). The ICP should be reviewed termly.

**Staffing Responsibilities**

**Role of the Subject Leader**
The Subject Leader is in charge of implementing the English Policy, providing support and links to training opportunities for staff members and monitoring progress of English throughout the school. The Subject Leader should be responsible for improving the standards of teaching and learning of English through:

- Monitoring and evaluating English:
  - pupil progress
  - provision of English (including Intervention and Support programmes)
- Taking the lead in policy development
- Supporting colleagues in their CPD
- Purchasing and organising resources
- Keeping up to date with recent developments in the teaching and learning of English
- All class teachers are responsible for ensuring:
  - A minimum of 4 hours of quality English teaching each week
  - Covering the objectives of the National Curriculum (2014) including teaching appropriate grammar and spelling
  - Children learn to write in accordance with the school Handwriting Policy

**Conclusion:**
This policy is in line with other school polices and therefore should be read in conjunction with the following school policies:
- Assessment Policy
- Marking and Feedback Policy
- More Able Pupil Policy
- SEND Policy
- Equal Opportunities Policy
- Health and Safety Policy

*This policy was ratified by the Standards & Achievement Committee on 15th June 2016*