

**Irthington Village School.**

**English Policy Statement.**

**September 2015**

*We strive to build foundations to enable every child to become literate, preparing them with the skills for adult life. The English teaching we provide should allow all children to fulfil their potential while giving them the skills to understand and use language in all its aspects. We aim to engage all children in high quality learning experiences in order to foster passions for life long reading; while providing the confidence to communicate effectively in both speech and writing. Believing literacy has the power to enrich lives, we will strive to ensure every child develops the confidence and competence to embrace literature in its many forms. This policy statement outlines all that is important to our school in the teaching and learning of our English Curriculum.*

Our aim is to ensure that all staff teach English in the most effective way possible through the implementation of the English Programmes of Study in the National Curriculum 2014 and daily synthetic phonics programme (Letters and Sounds) to allow all our children to develop confidence and competence with regards English skills regardless of gender, ethnicity or social/economic background.

Aims.

1. To extend and develop the knowledge of language children bring from home by providing a wide range of linguistic experiences.
2. To ensure that all pupils can read easily, fluently and with good understanding and develop the habit of reading widely and often, both for pleasure and information.
3. To ensure that all pupils acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
4. To ensure that all pupils appreciate our rich and varied literary heritage.
5. To ensure that all pupils write clearly, accurately and coherently, adapting their language and style for a range of contexts, purposes and audiences.
6. To develop every child's understanding of the spoken word and their capacity to express themselves effectively in a variety of speaking and listening activities, matching style and response to audience and purpose.
7. To ensure that all pupils use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.
8. To meet the requirements of the National Curriculum and the EYFS Development Matters document.
9. To appropriately integrate the use of ICT within English delivery in order to enhance teaching and learning.

10. To monitor and evaluate the quality of teaching and regularly assess the standards of teaching and learning across the school.

11. To create an atmosphere of enjoyment and pleasure in which all children feel confident to express themselves in both spoken and written language.

12. To provide high quality English experiences outside designated English lessons through a cross-curricular topic approach.

Objectives.

1. To recognise the social and educational importance of Standard English but also respect the linguistic background of every child.

2. To provide a wide range of learning opportunities to further the development of speaking and listening skills.

3. To provide a wide range of cross curricular learning opportunities, both within and outside the English lesson, to further the development of reading and writing skills across the school.

4. To include a full range of teaching styles and manage various groupings of children in the mixed age classes.

5. To work in a positive, challenging environment where ideas are shared and all contributions are valued and used as learning opportunities.

6. For pupils to know and understand their 'Going for Gold' targets.

7. To regularly assess progress towards learning objectives in order to facilitate target setting and enhance levels of achievement.

Planning/ Curriculum Content.

The school is using the 2014 English Programmes of Study for Key Stages 1 and 2.

Five English/Literacy lessons are delivered from Year 1 to Year 6 each week. Children from Reception to Year 6 receive twenty minutes focused phonics/reading/SPaG lessons daily. All children work through the Phase 1 to Phase 6 of the Letters and Sounds programme. Once this has been completed the child progresses onto the reading and SPaG lessons.

Foundation Stage plans are based on the Early Learning Goals as set out in the revised Early Years Foundation Stage Profile. All Medium/ Short Term plans endeavour to facilitate the development of English skills through cross curricular links in the foundation subjects. Cross curricular writing is planned for regularly within each topic, allowing children the chance to transfer and apply their writing skills.

Any intervention groups will be planned for explicitly including the name of the member of staff delivering the lessons. Differentiated homework tasks are included in teacher's weekly plans linked to grammar, spelling and punctuation.

## School and Class Organisation

All year groups are taught guided writing as a whole class, using differentiated activities in five sessions a week. Targeted under attaining pupils receive additional support from trained staff through intervention groups. These groups change throughout the year depending on the progress and needs of different cohorts. Booster classes are also provided as and when necessary. Throughout KS1 and lower KS2 the children receive twenty minute sessions of focused phonic work five times a week. The children are organised into groups based on their phonic ability relating to each phase of the phonics programme. In addition to this, any children in year groups further up the school who have been assessed as working below national expectations in phonics will receive further phonics intervention to support their development in reading and writing. Children's targets are displayed on boards on the tables and regularly referred to during lessons. Handwriting sessions are taught in short blocks outside the English lesson to ensure regular practice takes place. Weekly cross curricular writing opportunities are planned within topic work.

## Recording and Assessment.

Assessment of the standard of children's work and rate of progress is measured through teachers' careful observation and marking of children's output in line with the school Marking Policy

Pupils are formally assessed in line with the assessment policy and these are used to inform identification of under attaining children. Intervention groupings and targeted children are reviewed in line with the results of these assessments. End of year assessment data is analysed in order to identify current strengths and weaknesses within the subject and to plan whole school improvements in English teaching. The data is also used to help teachers devise personal targets for the children in their class. National Curriculum 2014 materials are used to assess targeted children in both reading and writing. Resources. The adopted reading scheme for the school is Oxford Reading Tree; these books are enhanced with books from other schemes to support and challenge. All books are colour banded and children select their own book from a given band. We have a rigorous reading assessment scheme, which is used on a daily basis when hearing read independently and during guided reading sessions. A Range of resources are used to support children's grammar, spelling and punctuation skills. Berol' is the handwriting scheme adopted from Reception onwards. We provide a wide variety of resources as appropriate to support the teaching of Literacy, with a particular focus on the integration of Computing software.

## 3 Professional Development.

It is important to recognise any particular difficulties staff may have in delivering the curriculum and a termly review will determine any additional subject leader input or whole school INSET which may be required.

## SEN and Equal Opportunities.

Our school aims to provide for children with Special Educational Needs with a curriculum that allows for appropriate differentiation. This may be by outcome, task, resources, support, interest or ability groupings as appropriate. Opportunities will be planned for children with SEN to work on their targets for reading, writing, spelling and handwriting within the English session. These targets will be reviewed regularly and the interventions adapted as necessary

Children with English as a Second Language.

We ensure that children who have English as a second language are given extra support, as necessary, in class from teachers or peers, to enable them to gain the knowledge, understanding and skills set out in the English Programmes of Study.

Parental Links.

We maintain links with parents, informing them of and including them in their children's progress and explaining the school's approach to the teaching of English through termly parent conferences and annual written reports. Parent correspondence is also encouraged through the Reading Record and homework tasks which are sent home in line with the Homework Policy for the school. Parents are invited into school for events linked to English such as book fairs and assemblies.

Review. This document will be reviewed annually by the staff and governors.

Lynn Harrison . November 2015.