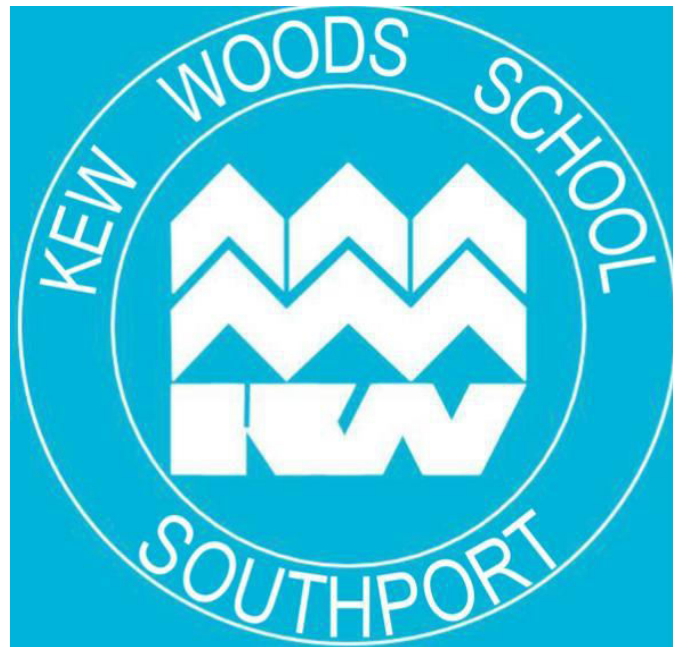


KEW WOODS PRIMARY SCHOOL



English Policy

Introduction

English is a fundamental life skill and enables children to express themselves creatively and imaginatively as they become enthusiastic and critical readers. Children gain an understanding of how language works by looking at its patterns, structures and origins.

Aims and Objectives

- ❖ To provide children with the opportunity to read, write and speak with confidence, fluency and understanding.
- ❖ To enable children to speak clearly and audibly and to take account of their listeners. To become good and responsive listeners. To teach children effective communication through a variety of drama activities.
- ❖ To develop enthusiastic and reflective readers through contact with challenging and substantial texts.
- ❖ To foster the enjoyment of writing accurate and meaningful texts including narrative, non-fiction and poetry. Also to develop a recognition of the value of writing. Use a range of spelling strategies and apply them in their independent work.
- ❖ Develop a cursive handwriting style and take care with the presentation of their work.

Teaching and Learning

The school believes that its teachers must work together to plan, deliver and moderate the teaching of English in order to ensure that expectations are high and that children are able to achieve the best of their ability. Teaching approaches will be those laid down by the National Curriculum, including the teaching of Read Write Inc phonics throughout the school. Children will be taught using a range of suitable learning opportunities and will be challenged appropriately. Teaching will include a range of learning styles and strategies including:

- ❖ demonstration
- ❖ modelling
- ❖ explanation
- ❖ questioning
- ❖ discussion
- ❖ guided/ group work
- ❖ independent work
- ❖ visual, auditory and kinaesthetic.

Guided Reading or whole class reading will take place independent of the English lesson. All children will read books suitable for their reading ability during the school day. Records of books read and children's progress will be recorded by the class teacher and communicated to parents via reading records. Children will have the use of reading journals throughout the guided reading session when they are not working with the teacher or as part of whole class reading sessions.

Planning/Subject Coverage/Timetabling

The school's English Subject Leader will ensure all teachers use the correct planning format which shows progression between the phases, assessment opportunities, cross-curricular writing opportunities and target-focussed guided group work for reading and writing where appropriate.

There are 4 allocated English hours per week including the discrete teaching of Phonics. Phonics is taught throughout EYFS and KS1 using Read Write Inc, with intervention opportunities in KS2 where required. A weekly Big Write session is also taught from years 1-6.

Other skills are taught as part of the wider English curriculum (basic skills including grammar and handwriting).

Use of Computing

Computing will be built into the English programme to promote enhance and support the teaching of English allowing for a multi-sensory learning environment. Class teachers have an iPad which can be used to enhance their teaching. There are also 3 class sets of iPads for children to access during their lessons.

SEND Pupils

SEND Children

The SENCo will liaise with the English Subject Leader and class teachers to ensure that the individual needs of pupils with special needs are met and that appropriate targets are set and are regularly reviewed. Class teachers and Teaching Assistants will be made aware of any interventions which could benefit individual children and will receive training on how to implement them either from within school or from outside agencies.

Class teachers will ensure planning and teaching is appropriately targeted towards any children with SEND support plans. Teachers will be mindful of the English needs of the children and differentiate questions and activities to allow all children access. Please also refer to the SEND Policy.

Most Able children

Class teachers will liaise with the SENCo to ensure individuals' needs are met and that appropriate targets are set and reviewed regularly.

Teachers will be mindful of the extra needs of the most able children and will differentiate questions and activities to allow for further progression and challenge.

Cross-Curricular Links

Teachers will consider the opportunities for developing English skills across the curriculum.

Spoken Language will be taught partly via the daily English lesson with activities such as hot seating, role play and group work and partly through activities such as circle time and school performances. Teachers should be aware of and capitalise on opportunities, which will arise every day, for children to develop their spoken language skills across the curriculum.

Drama will be taught throughout the curriculum where it is appropriate. Teachers will be expected to plan carefully to ensure that opportunities for drama occur in a variety of subject areas e.g. history, geography.

Independent is seen as a crucial aspect of the development of English. All children will be placed on a reading band suitable for their ability and will read books taken from this band independently and at home. The school actively encourages parents to read with their children. This is recorded in a reading diary which the children take home daily. Children will have the opportunity to change books daily from Reception. Class teachers will keep records of the books read by the children and they will also be written in their reading records. Children will take part in a target focussed guided reading session each week with their class teacher. This may take the form of a whole class session with specific focused questioning. Benchmarking may be used to assess children alongside teacher assessment. Children will also have access the Oxford Reading Tree scheme to enable them to make quicker progress in reading. Once children have completed the scheme they will be put on a band suitable for their ability.

Spelling will be taught during Phonics and English sessions in Year 1. From Years 2-6 children will follow the Read Write Inc spelling program. All pupils will be given words to learn each week that are linked to the spelling pattern they

have learned, and they will be tested on these. Teachers will also seek to encourage independent spelling by children when they are producing written work.

Different text types will be taught to children through the English lesson and also via a cross-curricular approach. Teachers will carefully plan their approach to all subject areas in order to ensure that structured opportunities for their work are provided, thus stimulating the development of pupils' independent writing skills.

Marking/Assessment

Marking will be carried out regularly and in accordance with the school's marking policy.

Teachers will make summative assessments of children's progress throughout the year. Tests focus on the testing of reading, writing, phonics, grammar and spelling.

There will be formal testing of children at the end of Key Stage 1 and Key Stage 2 using the SAT's. There is also a Year 1 Phonics screening test which is reported to parents and the Local Authority. The outcomes of formal assessments will be recorded for the child's records and for her/his next class teacher or school. They will also be reported to parents. These scores will be used to highlight areas of strength and weakness within the English teaching and learning process.

Targets

Children will receive Big Writing targets regularly and will be encouraged to achieve these targets within big write sessions and English lessons. Specific individual targets are shared with parents at parents' evening in the spring term.