

Castleton&Glaisdale Federation

English Policy June 2015

Aims

The National Curriculum 2014 states the aims of the teaching of English are to ensure that all children:

- *“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*
 - *Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas*
 - *Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate*
- All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.”*

At Glaisdale and Castleton Schools we aim for a child to be able to:

- Read and write with confidence, fluency and understanding using a range of independent strategies to self-monitor and correct
- Have a ‘love’ of books and read for enjoyment
- Have an interest in words, their meanings; developing a growing vocabulary in spoken and written forms
- Understand a range of text types and genres – be able to write in a variety of styles and forms appropriate to the situation
- Develop the powers of imagination, inventiveness and critical awareness
- Have a suitable technical vocabulary to articulate their responses
- Use the English language in all areas of the curriculum

Statutory Requirements

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum 2014. See Appendix 1 for significant changes and Appendix 2 for a breakdown of changes.

Planning

All teachers plan using the new National Curriculum 2014. All aspects of English are covered in lessons including reading, writing, poetry, speaking and listening, drama, role play and a love of

reading. Children are taught following a four year long term cycle of topics which includes English links at KS1(see Appendix 3 for long term English curriculum coverage). All teachers plan through topics on termly basis and use medium term planning (MTP) to write detailed and differentiated daily plans (STP). Staff employ the school's "Exciting Writing" approach whereby planning and teaching are used as a way to visualise learning, a way to link learning and a way to enable children. (See Appendix 4- exciting writing)

Speaking and Listening

Throughout Glaisdale and Castleton Schools, we aim to provide a range of situations, audiences and activities which encourage children to develop confidence and competence in speaking and listening. We want to develop children's awareness that different situations require different forms of oral expression. Children will develop the mechanical skills required for effective oral communication, e.g. voice projection, tone, clarity, and pace of speech. They will be given opportunities to recite and perform a range of age appropriate poetry.

Reading and Phonics

In EYFS the teacher/ practitioners introduce concepts of print and teach synthetic phonic skills using Read Write Inc. (RWI) with groups of children, on a daily basis. When the teacher feels the child is ready, he/she begins to take a scheme book home. We have a variety of reading schemes, predominantly – 'Read Write Inc.' and 'The Oxford Reading Tree'. Throughout school, children continue to take home reading books to share, discuss and model good reading strategies with adults. Teachers consistently aim to promote reading for pleasure.

During EYFS children progress to a stage where they are able to take part in group reading sessions. This is developed throughout School. In EYFS and KS1 daily Phonic sessions take place with adult support. Where necessary, specific phonic support and 'Read Write, Inc.' interventions are used to develop children's reading skills.

All adults in school aim to promote and encourage reading for pleasure amongst the children, through modelling and discussion.

Staff at Glaisdale and Castleton Schools follow guidance taken from the National Curriculum 2014 (See Appendix 4 'Progression in Reading' and Appendix 5 Progression in genre).

Writing

Throughout school we use '20 sentence types' to demonstrate ways children can improve their writing (see Appendix 6 English Sentence Scheme of Work and Appendix 7 Sentence Progression).

During EYFS and KS1, children learn about the different purposes of writing by seeing teachers model writing in a variety of contexts and then practising these skills themselves. A wide variety of stimuli is used for developing all writing genres. The work from EYFS and KS1 is used as a base from which to develop more complex grammar, punctuation and writing genres within KS2. Children develop a more sophisticated range of vocabulary and imagery by accessing dictionaries, thesauruses and reading more challenging texts. They take an active part in improving their own and others' work.

Staff at Glaisdale and Castleton Schools follow guidance taken from the National Curriculum 2014 (see Appendices 8 to 14).

Handwriting

Throughout KS1 and KS2, handwriting is taught as a discrete session on a weekly basis. Children are taught to sit correctly at a table, holding a pencil or pen accurately.

The 'Cripps' handwriting formation is used throughout school and is delivered through the comprehensive Morrell's Handwriting Scheme. The children are to progress to a cursive script when they are ready and are shown when it is not appropriate to join specific letters. (See Appendix 15)

Spellings

In KS1 children learn the common words from the phonic phases and the statutory vocabulary lists, through teaching sessions and homework.

In KS2 children learn spellings linked to statutory vocabulary lists. Read Write Inc. Spelling programme is used to further support spelling in Key Stage two. (See Appendix 16)

English Events

Glaisdale and Castleton Schools arranges a variety of English related events, for example:

- book week
- plays performed by local schools and organisations
- book sales for parents via Scholastic books
- special assemblies

Assessment

- Short-term assessments are an informal and integral part of every lesson to ensure that work is adjusted according to the needs of the children and whether they are able to move onto the next activity
- Medium-term assessments review and record the progress the children are making each term
- Long-term assessments are made towards the end of the school year to assess and review children's progress and attainment against school and national targets.

Cross-Curricular English Links

Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through literacy lessons to other areas of the curriculum. This will be evidenced on MTP and in Topic books.

Equal Opportunities and Special Educational Needs and Disabilities (SEND)

Both high and low achievers are identified through test data and analysis of progress. In the case of vulnerable groups or pupil premium children, these are reviewed termly, or as required, in order to aid provision-mapping for intervention work.

The school SENCO is advised and works closely with the Subject Leader to decide on appropriate action to be taken for these individuals.

Homework

In Key Stage One, children take their books home every day and are encouraged to read with or to an adult. (At EYFS/ KS1 parents and staff write in a school/ home communication reading journal on a regular basis). This is developed in Key Stage Two but the children are expected to read more independently as they get older. KS2 children undertake a comprehension based reading task each week which is marked in groups, with adult support, during class time the following week.

The Role of the Subject Leader

- To lead by example showing a thorough knowledge of the subject
- To offer support to teachers in planning, teaching and assessment
- To monitor and evaluate teaching and progress
- To identify individual CPD needs and to plan and deliver group CPD

The Role of the Senior Leadership Team

- To set high expectations and monitor teaching and progress through regular formative and summative assessment with clear target-setting
- To encourage a whole-school approach, keeping parents, governors and all well informed
- To support individual teachers
- To provide regular CPD in identified areas for development
- To ensure the high profile of English through the performance management process

The Role of Governors:

- To be well informed through the leadership of the Headteacher and the English Governor
- Play an important role in supporting the staff in implementing the school's policy for English

The Role of Parents

- To develop positive attitudes to English and actively support their children when homework is given
- To be well-informed of their children's progress through parents' evenings and discussions with staff

Revision Date: June 2018 or earlier if needed