



BUGLAWTON PRIMARY SCHOOL

Be the Best We Can

English Policy

Member of staff responsible:

Governor Committee:

Date approved by Governing body:

Review date:

**Miss A Kennerley
Teaching and Learning**

Spring term 2016

Spring term 2019

Vision

We aim for all children to develop a love of and enthusiasm for the English language. Our vision is that all children become confident, fluent readers and writers, with an understanding of a variety of texts and genres. We aim for all children to develop an interest in books and to read for enjoyment.

Policy Statement

We recognise that English is a core subject within the National Curriculum and a pre-requisite for educational and social progress.

Mastery over language empowers children to communicate creatively and imaginatively, as well as allowing them engagement with the world at large.

Aims

We aim to develop all pupils' abilities within an integrated programme of speaking and listening, reading and writing. Pupils will be given opportunities to interrelate the requirements of English within a broad and balanced approach to the teaching of English across the curriculum, with opportunities to consolidate and practise taught literacy skills.

At Buglawton School we strive for children to be 'literate pupils'. By the age of 11 we aim for children to be able to:

- Read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct.
- Have an interest in books and read for enjoyment.
- Have an interest in words and 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.
- Be developing the powers of imagination, inventiveness and critical awareness, and have a suitable technical vocabulary to articulate their responses.

Time allocation

There are five allocated literacy hours per week. In KS1 and KS2 there are opportunities for the provision of the wider English curriculum (e.g. drama, extended writing, book studies, guided reading, personal reading, teacher reading to class and library time etc.). Twenty minutes of explicit phonics teaching is allocated per day in the FS and KS1 and in KS2 if required.

In the Early Years Foundation Stage, Literacy is taught through all areas of learning and children have constant access to the reading area, the mark making area and the listening area.

Planning

- Medium term planning is undertaken by class teachers, placed on the staff server and scrutinised by the Subject Leader.
- Teachers plan the overall English programme for their class, ensuring balance and progression using the new curriculum as the core scheme of work.
- Literacy lessons are planned using quality texts as a starting point.
- Staff meetings are used to discuss the English curriculum and to ensure consistency of approach, standards and expectations.
- Planning for English is on a year by year, term by term basis using the new curriculum and with a progressive, year on year approach to phonics and spelling (following the curriculum spelling lists).
- All class teachers are responsible for weekly planning, based on the agreed medium term plans. Through this teachers identify the appropriate learning and teaching strategies required. They provide a balance and variety within the classroom – of content and organisational learning opportunities for children. They assess and plan for the specific needs of children within their own class whilst adhering to the progression laid down. Teachers evaluate lessons taught and amend future planning as necessary.

Learning and Teaching

English at Buglawton School is taught through:

- Whole class, group, paired and individual work, using a variety of resources.
- Discussion.
- Drama.
- Speaking and listening opportunities e.g. Theatre visits, performances and Puppet shows etc.
- ICT – the use of ICT is embedded and is evident in teacher's planning, in the use of resources to deliver lessons, in children's books and on display.
- Cross-curricular links.
- A 'Literacy rich' learning environment.
- Big Write is carried out regularly, with 'Talk for Writing' homework being set in order to prepare for the written task.

Entitlement / Equal Opportunities

At Buglawton School there is equal access to the English curriculum for all children, irrespective of race, religion, gender etc. The school ensures that all children cover the content made statutory by the Programmes of Study within the National Curriculum. Children access the curriculum at the appropriate level, thus ensuring progression and differentiation. Suitable resources and learning environments are available to enable children access to the learning required.

Inclusion Statement

At Buglawton Primary School inclusion is an on-going process. Through all our activities we celebrate diversity. We involve the identification and minimisation of barriers to learning. We encourage participation by all pupils irrespective of age, ability, gender, ethnicity, language and social background. We aim to maximise resources to allow all children to reach their full potential.

S.E.N.D

- All children are challenged but differentiated activities are given to support less able and extend more able pupils.
- Children with learning difficulties are identified and provision is made for their particular needs, through School Focus Plans and Provision Maps.
- Where necessary outside agencies are consulted and involved.
- Parents are kept informed and encouraged to assist in helping with their children.
- Following assessment, intervention strategies such as ELS, ALS, Quest, Nesy and FLS are implemented and monitored for progress etc.
- TAs and adult helpers are used in school to support groups, individuals and teachers. This is shown on each class teacher's planning.

Resources

These can be found in the following:

- Individual reading books are stored and children have access to them in - KS1 on the KS1 corridor and in the classrooms. KS2 in individual classrooms. Each classroom has a 'Reading Corner' where the written word and the enjoyment of reading is promoted.
- Guided reading books are stored and children have supervised access to them in the KS1 and KS2 corridor. Group reading is also carried out in classrooms.
- The school's own information books are stored in the library or within each classroom.
- Teacher resources e.g. Big Books, Literacy schemes e.g. Models for Writing, Pelican, Searchlights for Spelling, Nelson Handwriting, Letts, Story sacks, ICT software and also the class teacher's own resources are stored in the library and also in own classrooms.
- Intervention strategy resources are stored at the appropriate point of need.
- Homework resources are in classrooms.

Assessment and Recording

English assessment is in keeping with the whole school Assessment policy and is as follows:

- Formative assessment, carried out by the class teacher, is an integral part of their role and is used on a daily/weekly basis to inform future planning. It involves identifying children's progress against teaching objectives, determining what a child has already achieved and moving them on to the next stage of learning.
- Using DCPro, teachers RAG rate each objective in reading, writing and SPAG for each child. This allows gaps to be identified for future teaching. This also shows whether children are working at, below or above expected levels.
- Teachers annotate their weekly plans to assess progress by groups within the class, to record achievements and to highlight areas of concern for the future.
- All class teachers, with regards to Guided reading progress, keep written records. They include objectives and aims of the sessions alongside any necessary comments for future action.
- The school assessment, recording and reporting policy defines specific writing assessment tasks, plus spelling, SPAG and reading assessment tests from year 1 onwards to be carried out in most year groups.
- Formal, summative assessments are carried out at the end of KS1 and 2 in accordance with National Curriculum assessment requirements.
- Reporting procedures are in line with DCFS regulations. Parents receive an annual written report and are invited to two parental interviews throughout the academic year.

Marking, Targets, Monitoring and Lesson Observations

- Marking in English is in accordance with the school marking policy, and all staff give written and verbal feedback to children in order to move them on with their learning.
- Through 2 stars and a wish marking, children are given a target in order to improve subsequent writing pieces.
- In KS1, a pictorial pyramid shows targets and how learning can progress.
- The SL and SMT undertake a regular book scrutiny and findings/observations are fed back to staff.
- The SL carries out observations in literacy and phonics and findings/observations are fed back to staff.
- The SL and other members of staff carry out moderation of levelled writing.

Health and Safety

The class teacher is mindful of health and safety issues within the classroom situation.

This policy should be read in conjunction with the following policies:

Teaching and Learning
Assessment for Learning
Marking and Feedback
Equality
SEND

Signed: Mr J Norris:
Headteacher

Signed: Mr G Hayes:
Chair of Governors