

Central Primary School



English Policy

Our motto: Children are Central

English is a core part of our curriculum as is taught in dedicated English lessons, Guided Reading lessons and throughout the entire curriculum. As a school, we believe that it is important to provide all pupils with sound basis of Speaking, Listening, Reading and Writing skills by the end of their primary education.

Aims and objectives

The aims and objectives of the English curriculum are;

- To enable children to speak clearly and audibly, and to take account of their listeners
- To encourage children to listen with concentration, in order to identify the main points of what they have heard
- To show children how to adapt their speech to a wide range of circumstances and demands
- To teach children effective communication, both verbal and non-verbal, through a variety of drama activities
- To help them become confident, independent readers, through an appropriate focus on word, sentence and text-level knowledge
- To develop enthusiastic and reflective readers, with an awareness of a wide range of text types, through contact with challenging and substantial texts
- To provide links between reading and writing to develop effective writers
- To foster the enjoyment of writing, and a recognition of its value
- To encourage accurate and meaningful writing, narrative or non-fiction, that considers its purpose and audience
- To improve the planning, drafting and editing of their written work

Teaching and learning style

Our English teaching focuses on enabling children to acquire literacy skills. In order to do this, we have clear learning intentions for each lesson and regularly mark and feedback on pupils' work in accordance to the marking policy.

We carry out curriculum planning for English, by using our long-term plans to create medium-term plans which provide the coverage of each half term and short-term weekly plans which identify the objectives for each lesson. Our weekly plans also give details on the content and development of pupils throughout the lesson. All our plans are stored electronically and are monitored by the English co-ordinator in line with the school's monitoring cycle. Our long-term plans are available to parents/ carers via the school's website and details of the short term planning content is available in the half-termly curriculum overview.

Each English lesson will be part of a literacy theme, which will introduce or develop pupil's understanding of a genre of English, i.e. poetry, non-fiction etc. Teachers use different strategies in each lesson to support learning development, these might include drama, writing etc.

Assessment

The English curriculum is assessed using Hertsforlearning assessment guidance which details in line with the National Curriculum (2014) key skills children need to attain at each stage of their education. This information is shared with pupils through regular feedback.

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This system ensures progression in the English curriculum throughout a child's education at Central Primary.

Each half term teachers met with the senior team for Pupil Progress Meetings to discuss each individual child's progress in English.

Inclusion

We recognise that in all classes children have a wide range of ability in English, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- Setting tasks which are open-ended and can have a variety of responses;
- Setting tasks of increasing difficulty, some children not completing all tasks;
- Changing the learning methods (drama, written) to suit the learning needs of different children;
- Grouping children by ability in the room, and setting different tasks for each ability group;
- Providing resources of different complexity, depending on the ability of the child;
- Using adults to support children individually or in groups.

Early Years Foundation Stage

English is taught across the foundation stage. The focus at this stage is to develop early literacy, including the development of phonics, reading and writing. Each classroom has a dedicated writing area and reading area, as well as clearly displayed phonics. A further priority of the foundation stage is the development of high quality talk. We give all children the opportunity to talk and communicate in a widening range of situations, to respond to adults and to each other, to listen carefully and to practise and extend their vocabulary and communication skills. This can be done through a range of techniques including learning language through hearing repetitions in stories, mark-making and seeing words in their environment.

Resources

There are a range of resources to support the teaching of English across the school. All classrooms have a range of books (fiction and non-fiction), dictionaries, thesauri and age appropriate apparatus. Children have access to the internet through their classroom computers and laptops. Audio-visual aids are available from the humanities cupboard, where big books are also stored. There is a wide range of literature from around the world which is located within the EAL cupboard.

Equality

In accordance with the Equality Act 2010 we seek to;

- a) **eliminate discrimination**, harassment, victimisation and any other conduct that is prohibited by or under the act
- b) **advance equality of opportunity** between persons who share a relevant protected characteristic and persons who do not share it
- c) **foster good relations** between persons who share a relevant protected characteristic and persons who do not share it

Our English Policy seeks the promotion of equality and seeks to tackle any discrimination rigorously through the adaption of learning to meet the equality objectives above.

Review

This policy will be reviewed at least every two years.