



South Avenue Primary School

English Policy

Rationale

English makes the major contribution to the development of a child's communication and language which, in turn, contributes to the child's understanding of his or her world; the world of others and the world of imagination. Since English is integral to the learning process throughout the curriculum, it follows that there is potential for developing a child's language throughout the curriculum.

Aims

- ✓ To develop pupils' abilities to communicate effectively in speech and writing
- ✓ To develop pupils' understanding of spoken and written language so that they become enthusiastic, responsive and knowledgeable speakers and readers
- ✓ To help understand how language enables them to experience and appreciate their world and the realms of the imagination in all media
- ✓ To help pupils to understand the part language plays in enabling them to express their ideas, feelings and experiences of others
- ✓ To help pupils understand the function and importance of Standard English.

Objectives - to ensure the development of effective speaking and listening so that pupils can:

- ✓ Formulate, clarify and express their ideas
- ✓ Express themselves in a variety of situations using drama and language which is appropriate to their needs and the intended audience
- ✓ Listen, understand and respond appropriately to others
- ✓ Use, with increasing confidence, the vocabulary and grammar of Standard English.

To ensure the development of reading so that a pupil can:

- ✓ Master their initial reading skills so that they become independent and enthusiastic readers
- ✓ Read a wide range of texts fluently, accurately and with understanding
- ✓ Find out the information they need in order to research and answer questions of others
- ✓ Understand the variety of written language and the difference between fiction and non-fiction
- ✓ Understand and respond to a wide range of books and media texts - including on screen
- ✓ Develop their abilities to analyse, evaluate and criticise texts which they have read
- ✓ Develop a desire to read for amusement and pleasure.

To develop pupils' writing skills so that they can:

- ✓ Express themselves clearly and precisely for enjoyment
- ✓ Demonstrate their understanding of how writing enables them to remember, communicate and organise and develop their ideas and information
- ✓ Write for an increasing range of purposes matching their language to the needs of the appropriate audiences
- ✓ Understand the appropriate use and purpose of an increasing range of written forms
- ✓ Present their work to a high standard, writing neatly (using cursive script) and with accurate spelling and expression.

To develop pupils' handwriting skills so that they can:

- ✓ hold a pencil using the correct grip
- ✓ write from left to right and top to bottom of a page
- ✓ start each letter on the line using lead-in lines
- ✓ use ascenders and descenders
- ✓ form letters of a regular and appropriate size and shape
- ✓ put regular spaces between words
- ✓ form lower and upper case letters correctly
- ✓ join letters using fluent cursive script.

In order to develop children's handwriting skills, children will use handwriting patterns at all available opportunities, particularly when colouring in, to ensure that they understand how the letters are formed.

Principles of teaching and learning

The teaching and learning strategy is based on the National Curriculum. It is important to remember that this is broad and therefore requires further development of speaking & listening, drama and extended writing.

Differentiation and Special Needs

The development of children's language necessitates a variety of differentiated texts and approaches across the language modes (speaking, listening, reading, writing and drama). Careful planning will ensure that these resources and approaches are appropriately matched to individual learners.

Breadth and balance

Teachers should have a clear understanding of the knowledge and skills to be taught in the five areas of speaking, listening, reading, writing and drama. It should be noted that these language modes are inextricably interrelated and that a balance must be struck between them across Key Stage 1 and Key Stage 2.

Whilst striving to maintain a balance and ensuring necessary breadth, we recognise that certain modes may require special emphasis at a special time and for a specific purpose (e.g. listening/phonics development) but that such skills must be developed within a framework which is meaningful for the learner.

A range of genres and texts will be selected to ensure that children receive a balanced drawn from a variety of sources (linguistic, cultural and historical).

Variety

English teaching will ensure that children will be engaged in a variety of activities matched to their specific needs. Play, storytelling, discussing their own experiences and ideas, drama and improvisation provide a sound base at Key Stage 1 with an emphasis on pupils exploring and expressing their own world.

Teaching and learning styles will mix direct instruction; group collaboration; paired work; practical activity; performance; individual research and investigation with other appropriate strategies to encourage effective learning through language.

Such is the importance of language to effective learning, that this variety will be encouraged across all subjects and aspects of the curriculum. A wide range of resources (big books, picture books, stories, fairy tales, myths, legends, poetry, songs, nursery rhymes, non-fiction, magazines, comics, CDs, DVDs) will be used to help children discover and explore the rich diversity of linguistic experiences.

Relevance

Language by its very nature is relevant to all aspects of learning. This relevance can be enhanced by enabling children to explore and express their own experience (family, pets, favourite toys etc.), explore appropriate texts (fairy tales, nursery rhymes, television programmes and film) and express their thoughts, feelings and responses to an increasing range of styles and forms available with ever increasing developments in technology.

Cross-skills and themes

Language pervades all aspects of our lives and culture; it is the driving force behind learning and across all aspects of the curriculum. The National Curriculum recognises the centrality of language by prefacing each subject's order with the following statement:

'There is a need to recognise and identify the aspects of language use which occur, or encourage effective learning, across all studies, topics or subjects. This is a key component of English teaching. Language necessarily makes a key contribution to cross curricular elements in the development of key concepts, skills, values and attitudes.'

Equal Opportunities

All children have equal access to the curriculum. The Leadership Team, Class Teachers and Teaching Assistants at South Avenue Primary School are responsible for ensuring that all children, irrespective of gender, learning ability, physical disability, ethnicity and social circumstances have access to the whole curriculum and make the greatest possible progress.

All children have equal access to the English curriculum, its teaching and learning, throughout any one year. This is monitored by analysing pupil performance throughout the school to ensure that there is no disparity between groups. Positive images in relation to all groups are promoted throughout the school, both in the use of language and in the provision of resources.

Assessment for Learning & Marking for Improvement (see related policies)

Opportunities for Teacher Assessment will be identified in planning documents, together with opportunities for pupil self and peer assessment.

Assessment in English is continuous and informs the planning of next steps. It enables diagnosis of strengths and areas for development. The assessment of speaking, listening and drama involves observing the children using a variety of spoken language for different purposes. In reading this involves formal and informal observation and close monitoring of children's developing use of strategies and responses to texts. In writing it involves effective marking (highlighting work against the learning objective - green for success and pink for 'rethink') which is positive, constructive and developmental. Feedback to children about their progress in English is through verbal comment, discussion and the marking of work. Summative assessment is currently through SATs, teacher assessment and testing. See Assessment policy for full details regarding assessment of Reading and Writing.

Termly records and teacher's own records, home/school contact books, test results and children's portfolios will provide a record of progress.

Reporting is currently on a seasonal basis during parent consultation sessions and annually through a written report. Home/school contact books provide an ongoing exchange of information between home and school.

Resources

There is a wide range of reading material, fiction and non-fiction, available in both Key Stages to suit all children. In Key Stage 1, all books are matched to the Letters and Sounds Programme, with more able readers progressing onto the Accelerated Reader scheme. These book schemes are supplemented by a range of other materials, encouraging reading for pleasure and topic related non-fiction material. In Key Stage 2, all children select levelled books (AR) to read independently. Comprehension is assessed after each book is completed through a related quiz - which further develops children's motivation to read. There are also Guided Reading books which support daily guided reading sessions throughout both key stages. Appropriate intervention is put in place when deemed necessary.

Cursive handwriting is used throughout the school; pupils are introduced to cursive script in EYFS. Children are expected to use pen when teachers deem this appropriate and have to be officially awarded their pen licence by the Head teacher or subject lead.

Resourcing

English funding will be within the school budget plan for each financial year. Annual meetings will review the needs of English including resourcing, personal development and training needs.

Review

This policy will be reviewed as appropriate, or as legislation requires and at a minimum every two years.

Date: September 2020