



ENGLISH POLICY

General Aims

Language is communicating through speaking, listening, reading and writing and is the basis of all learning in the Primary Curriculum and it is therefore inherent within the ethos and philosophy of our school.

In the teaching of English throughout the school, we aim to fulfil the requirements of the National Curriculum for English and ensure that the programmes of study are taught to all pupils in ways appropriate to their abilities.

We also aim to fulfil the requirements of the National Literacy Strategy through the provision of daily timetabled literacy lessons together with additional opportunities for English across the curriculum as a means of developing the various strands of the National Curriculum.

We aim to develop an awareness of all aspects of language and encourage enjoyment amongst children in the richness and variety of communication, both spoken and written.

We aim to develop a positive attitude to language learning and to prepare pupils for adult life by developing their competence as speakers, listeners, readers and writers, through a broad, balanced curriculum that is appropriate to their needs.

We aim to develop the pupils' competence in the use of both spoken and written Standard English and to understand the ways in which it differs from other forms of English.

We aim to develop all children into enthusiastic, responsive and knowledgeable readers and into writers who are increasingly aware of the differing needs of a variety of audiences and purposes.

English teaching is divided into three main aims in the National Curriculum - speaking and listening, reading and writing. Pupils are entitled to equal access to all three areas and this policy will consider each separately. It must be recognised however that they are closely inter-related and rarely occur in isolation

Speaking and Listening

Our aim is to develop pupils' understanding of the spoken word. Throughout the school they will be encouraged to:

Speak with confidence in a range of contexts.

Listen, understand and respond appropriately to others.

Talk effectively as members of a group.

Participate in drama activities.

Through all of these activities pupils will be taught how to match style of response to audience and purpose. It is important that children should be helped both formally and informally to extend and adjust their vocabulary and speech. The use and interpretation of silence can also be important in this context. Attention will be given

to the composition of groups to provide equal opportunities for all, whatever their individual level of confidence and competence. Throughout, children will be involved in evaluating their own and each others' work

Reading

Our aim is to help pupils become confident, independent readers and develop an interest and enjoyment in reading. The National Curriculum programmes of study for English and the National Literacy Framework are closely related. The Framework provides a detailed basis for implementing the statutory requirements of the programmes of study for reading through activities in the Literacy Hour. Additional opportunities will also be provided in order to fulfil our aims through initiatives such as paired, group and silent reading or reading aloud to the children.

We aim to:

Foster a love of literature and provide an abundance of texts to broaden children's literary experience.

Teach strategies for reading - phonological, graphic, syntactic and contextual - promoting fluency, accuracy and understanding at all levels from a wide range of texts.

As children's reading develops, teach higher order skills of skimming and scanning.

Develop confidence in the skills of information retrieval from both fiction and non-fiction, including the use of the library and ICT.

Resources to support the teaching of reading are listed in the co-ordinator's file.

Writing

Our aim is to develop pupils' ability to construct and convey meaning in written language, matching style to differing audiences and purposes and to inspire them to regard themselves as writers. The National Literacy Framework provides a detailed basis for implementing the statutory requirements of the programmes of study for writing. Additional opportunities and extension activities will be provided, making links with other curriculum areas.

We aim to:

Develop the children's confidence as writers and their understanding of the writing system.

Encourage children to write independently.

Develop the pupils' ability to write in a wide range of genre, both fiction and non-fiction.

Teach the skills of planning, drafting, revising and editing their work and that of others.

Teach the appropriate skills of language structure and punctuation.

Spelling

Our aim is to encourage pupils to become independent and accurate in their spelling, to be confident in using a wide vocabulary in their writing and to be aware of the difference between spoken dialect and written Standard English.

We aim to:

Help develop strategies to enable pupils to spell confidently most of the words they are likely to use in their writing.

Encourage children to make a sensible attempt to spell unfamiliar words.

Help children recognise aspects of English spelling that are systematic.

Promote an enthusiastic interest in word meanings and derivations.

Teach them to check their work systematically for misspellings.

Teach them to use dictionaries, thesauruses and electronic spelling aids effectively.

Handwriting

Our aim is that every pupil should develop a clear, legible, fluent and cursive style that is capable of being written at reasonable speed, building on the style taught at our feeder infant school. A version of the promoted script is available on the computer network. We aim to encourage all children to consider the final presentation of their work, especially when it is for display. As they become more confident and independent, they will be encouraged to select and use a handwriting style appropriate to the purpose of the task. A range of models of writing styles may be used for captions and labels displayed around the school. Detailed guidance is available in the co-ordinator's file e.g. the use of pencil and pen.

ICT

We aim to enhance pupils' literacy learning through the use of ICT where appropriate. Linking closely with the school policy for ICT and the objectives from the National Literacy Strategy, teachers will give opportunities for researching, word processing and presenting language based work in imaginative and creative ways using a variety of software.

Special Needs

Children with special needs, whether they be gifted, slow to develop language skills, have physical, emotional or behavioural difficulties, are identified as a matter of course and we aim to provide an English curriculum with access to good quality literature appropriate to their needs. Differentiation may be provided within the normal classroom environment as far as possible but may include extra teaching support where it is deemed appropriate. Examples of this are the Additional Literacy Support modules for years 3 and 4 and setting in year 6. Some children may receive additional language support from Primary Support Team teachers and the Learning Support Team.

This links closely with our whole school policy for Special Needs and is in line with the inclusion statement in the National Curriculum 2000.

Equal Opportunities

We aim to give all children the opportunity to learn, regardless of race, religion, language, gender, ability or aptitude. We place emphasis on correctly spoken and written English, while promoting respect for other languages and dialects. A range of texts is offered which should be acceptable to either gender, from any ethnic group and family situations or with any disability. We also aim to offer texts that respect different cultures and languages.

This links closely with our whole school policy for Equal Opportunities.

English as an Additional Language

Pupils for whom English is not their first language may need additional teacher support, depending on their previous experience of English. We aim to provide a language curriculum appropriate to their need which will allow them to develop English alongside their home language/s so that they become fluent in both spoken and written language.

Assessment and Record Keeping

Pupils' attainment in English is assessed so that teachers can build on strengths, recognise needs and overcome weaknesses. Assessment will be on a regular basis and will meet the needs of the National Curriculum. Children's progress in all areas of English is monitored through a combination of formal and informal, formative and summative assessment as detailed in our whole school assessment policy.

Speaking and listening are assessed by close observation.

Reading is closely monitored through ongoing records together with diagnostic and other analytical procedures.

Writing is assessed through observation and the marking of pupils' work. A work scan is carried out annually through the whole school writing task.

The results of optional SATs for years 3, 4 and 5, together with year 6 tests are analysed to provide data for tracking individual pupils and to assess whole school progress.

Targets in English are negotiated and reviewed regularly with individual children. These inform our annual reports to parents.

Further information can be found in the school Assessment Policy

Homework

We aim to support and encourage pupils' learning in language by setting homework so that they can practise skills in their home environment.

Children are encouraged to read as much as possible. They may select a book from school resources or from a source of their own. It is important that from an early age children are able to make a judgement about reading material that is suitable for them and we will therefore encourage individual choice. Where it is deemed appropriate however, the choice of reading material will be made with guidance from the class teacher, in consultation with the child.

Spelling activities may be set according to the ability of each child and will, wherever possible, consolidate work covered in class.

Additional language work may be set or work sent home to be finished.

Each year group has a weekly homework time-table which includes English. Further information can be found in the school Homework Policy.

Home School Link

We value the supportive role parents play and encourage links between home and school. We aim to involve parents as much as possible in their child's language development by encouraging them to read with their child, listen to them read, discuss what they have read and share with them the different aspects of language being explored through their writing and spelling activities.

We encourage parents to assist by listening to children read at school, and find their help invaluable.

Monitoring and Review

Evaluation is an essential part of developing the National Curriculum for English. Our policy for English will be evaluated by discussion and examination of:

The effectiveness of long, medium and short term planning.

The breadth and usefulness of our language resources.

The effectiveness of our different teaching styles and strategies.

Work scans and sampling of children's work.

These evaluations will take place through formal discussion at staff meetings, through the monitoring of staff planning documents, through informal discussions and classroom observations. The English coordinator's role is to work closely with colleagues in order to monitor and evaluate the provision for English teaching and learning throughout the school with the further support of Advice and Inspection Services.