



English Policy

Aims and objectives

Arnside National Church of England School is a lively and caring community where all are supported, nurtured and encouraged. Our vision is rooted and grounded in love, God's greatest gift, which helps and guides everyone at our school to aspire, believe and achieve. 'Let all that you do be done in love' (1 Corinthians 16.14)

At Arnside National School, our mission is to enable children to Believe, Aspire and Achieve; English is fundamental in reaching this goal. We believe that English underpins everything we learn. It is integral to accessing and succeeding in the curriculum and the wider world, through speaking and listening, reading and writing.

We want all our children, regardless of background or culture, to be able to harness the power of the spoken and written word and use it effectively. Through carefully planned learning opportunities, we teach children to express themselves imaginatively and to communicate with others in a variety of situations, both formal and informal. In doing this we hope that children will begin to develop a love of language in all its forms. We foster a love of reading through engaging texts which spark interesting and creative writing opportunities. We use these writing opportunities to teach the more technical components of spelling, handwriting, punctuation and grammar.

Through our teaching we want children to become fluent readers, good listeners and inspiring writers but most of all we want our children to have a voice to express themselves positively in the wider world.

The aims of English are:

- to enable children to speak clearly and audibly in ways which take account of their listeners;
- to encourage children to listen with concentration in order to be able to identify the main points of what they have heard;
- to enable children to adapt their speech to a wide range of circumstances and demands;
- to develop children's abilities to reflect on their own and others' contributions and the language used;
- to enable children to evaluate their own and others' contributions through a range of activities;
- to develop confident, independent readers through an appropriate focus on word, sentence and text-level knowledge;
- to encourage children to become enthusiastic and reflective readers through contact with challenging and lengthy texts;
- to help children enjoy writing and recognise its value;
- to enable children to write with accuracy and meaning in narrative and non-fiction;
- to increase the children's ability to use planning, drafting and editing to improve their work.

Teaching and learning style

At Arnside National School we use a variety of teaching and learning styles in English lessons. Our principal aim is to develop children's knowledge, skills, and understanding in English. During our daily lessons, children experience whole-class shared reading or writing activities, whole-class focused word or sentence activities, guided group or independent activities and whole-class sessions to review progress and learning. They have the opportunity to experience a wide range of texts and use a range of resources such as dictionaries and thesauruses to support their work. Children use computers and ipads in English lessons where it enhances

their learning: researching, redrafting, using spelling and phonics apps and SPAG online. Wherever possible we encourage children to use and apply their learning in other areas of the curriculum.

There are children of differing ability in all classes at Arnside National School. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies. In some lessons we do it through differentiated group work, while in other lessons we ask children to work from the same starting point before moving on to develop their own ideas. We use classroom assistants to support some children and to enable work to be matched to the needs of individuals.

English curriculum planning

English is a core subject in the National Curriculum. We use the National Curriculum as the basis for implementing the statutory requirements of the programme of study for English.

We have a curriculum map that links our topics to the genres of writing and reading, which determines our long term planning. Our programme identifies the key objectives in literacy that we teach to each year. Our medium-term plans, which we base on the Curriculum Maps, give details of the main teaching objectives for each term. These plans define what we teach and ensure an appropriate balance and distribution of work across each term.

For specific information about the teaching of Reading, Phonics, Writing and Speaking/Listening, see the Intent, Implementation and Impact statements for each strand of the English Curriculum.

EYFS

We teach English in reception classes as an integral part of the school's work. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the English aspects of the children's work to the objectives set out in the EYFS, which underpin the curriculum planning for children aged three to five. 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 range of vocabulary and communication skills. They have the opportunity to explore, enjoy, learn about, and use words and text in a range of situations.

Contribution of English to teaching in other curriculum areas

The skills that children develop in English are linked to, and applied in, every subject of our curriculum. The children's skills in reading, writing, speaking and listening enable them to communicate and express themselves effectively in all areas of their work in school. It teaches them to read and research, using and developing comprehension skills (VIPERS).

Teaching English to children with special needs

At Arnside National School we teach English to all children, whatever their ability. English forms part of the school curriculum policy to provide a broad and balanced education to all children. Teachers provide learning opportunities matched to the needs of children with learning difficulties. Work in English takes into account the targets set for individual children in their Individual Education Plans (IEPs). Teachers provide help with communication and literacy through:

- using texts that children can read and understand;
- using visual and written materials in different formats;
- using ICT, other technological aids;
- using alternative communication such as signs and symbols;
- using translators and scribes.

We run individual and group interventions in order to address specific learning difficulties in English. These are updated each term.

Assessment and recording

Teachers assess children's work in English in three phases. The short-term assessments that teachers make as part of every lesson help teachers to adjust their daily plans. Teachers match these short-term assessments closely to the teaching objectives.

They use medium-term assessments to measure progress against the key objectives, and to help them plan for the next unit of work. Children will do independent writing on a half termly basis, which is used for assessment purposes. They use a class record of the key objectives as the recording format for this. Children will use AFL to reflect and evaluate their own learning. We also encourage peer to peer marking. Progress is recorded on Scholarpack each term, which is used as a tracking tool.

Teachers make long-term assessments towards the end of the school year, and they use these to assess progress against school and national targets. With the help of these long-term assessments, teachers are able to set targets for the next school year and summarize the progress of each child before discussing it with the child's parents. The next teacher also uses these long-term assessments as the basis for planning work for the new school year. These long-term assessments are made using end-of-year tests and teacher assessments. Children undertake the national tests at the end of Year 2 and Year 6, plus the optional national tests at the end of Years 3, 4 and 5. Teachers also make assessments of children's progress using the level descriptions of the National Curriculum.

The subject leader keeps samples of children's work in a portfolio. This demonstrates what the expected level of achievement is in English in each year of the school. Teachers meet regularly to review individual examples of work against the national exemplification material. Work scrutiny meetings are used to reflect upon and develop teaching and assessment techniques and to ensure there is continuity and consistency of judgement, marking and feedback. Moderation meetings ensure that all assessment against the national standards are consistent throughout the school.

Resources

There is a range of resources to support the teaching of English across the school. All classrooms have dictionaries and a range of age-appropriate small apparatus. All classrooms have a selection of fiction and non-fiction texts. Children have access to the Internet. All classes have Smart Boards. Access to the Internet is also available in the library area. The library contains a range of non-fiction books to support children's individual research.

Monitoring and review

Monitoring of the standards of the children's work and of the quality of teaching in English is the responsibility of the English subject leader. The work of the subject leader also involves supporting colleagues in the teaching of English, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The subject leader gives the headteacher an annual summary report in which s/he evaluates the

strengths and weaknesses in the subject, and indicates areas for further improvement. The leader has specially-allocated regular management time in order to enable him/her to review samples of the children's work and undertake lesson observations of English teaching across the school. The named governor responsible for literacy meets regularly with the subject leader in order to review progress.