



Registry No: AFP001
Document Title: English Policy
Issue: 1

This policy is approved for use at Ashby Fields Primary School

Circulation: Internal External Website

Acknowledged by: Mrs. J. Johnson

Position: Headteacher

Signature:

Date: 19-Jan-2015

Approved by: Mrs. A. Ward

Position: Chair of Governors

Signature:

Date: 19-Jan-2015



Contents

1.	Introduction.....	3
2.	Aims	3
3.	Areas of English	3
4.	Spelling.....	5
5.	Teaching and Learning	5
6.	Time Allocation	6
7.	Planning	6
8.	Homework	6
9.	Marking and Feedback	7
10.	Assessment.....	7
11.	Expectations.....	7
12.	Differentiation	7
13.	Equal Opportunities	8
14.	Resources	8
15.	Monitoring and Evaluation	8
	Appendix A; Change Log	9



1. Introduction

English is a core subject which incorporates Reading, Writing, Speaking and Listening. The aim of this policy is to promote an inspirational and varied English curriculum in order to provide all children with the necessary skills to equip them for life.

2. Aims

At Ashby Fields Primary School we aim to inspire children through a rich and varied English curriculum. We aim to help children develop the skills and knowledge that will enable them to communicate effectively and creatively, through spoken and written language. We will provide the children with access to a variety of literature in order to allow the children to enjoy and appreciate the wide diversity of literature.

To achieve these aims, the school will:

- Provide a rich and stimulating language environment where speaking and listening, reading and writing, are fully integrated.
- Provide an environment where the children are encouraged to express themselves both in speech and in writing.
- Provide opportunities for pupils to become confident, competent and expressive users of the language with a developing knowledge of how it works.
- Encourage a love for reading by providing a wide variety of literature and personalised reading environments.
- Encourage pupils to have fluent and legible handwriting through the incentive of pen licences for three stages of handwriting.
- Provide opportunities for pupils to communicate ideas through the use of ICT.
- Provide opportunities for role play and drama.
- Create a series of lessons around a chosen book or other appropriate stimulus.
- Allow children to choose own stimulus in order to provide ownership over their learning

3. Areas of English

3.1. Speaking and Listening

Speaking and listening skills are the foundation of English. In order to encourage the children and ensure these skills are taught effectively, the school will:

- Ensure all children are exposed to good practice in both speaking and listening throughout the school.
- Give all children the opportunity to communicate through paired talk, small group work and larger group discussion.
- Encourage children to share their news, feedback information from reading and research and give opinions during circle time and across the curriculum.
- Teach listening skills through a range of activities.

- Encourage children to listen to others, respect turn taking in conversation and ask appropriate questions.
- Provide opportunities for role play and drama activities to encourage imagination and plot development.
- Allow pupils to use a range of dramatic forms to express feelings and ideas both verbally and non-verbally.
- Provide opportunities for pupils to appreciate drama, both as participants and observers.
- Provide a wide range of stimuli for children to listen to and respond to.

3.2. Reading

In order to ensure that all children are inspired to read and develop an enjoyment of reading, the school will:

- Teach reading through the Read, Write Inc. phonics programme throughout Key Stage 1
- Provide a wide range of literature suitable to all ages and reading abilities.
- Provide a range of reading stimuli as well as books i.e. magazines, newspapers, signs etc.
- Listen to children read on a regular basis
- Teach key comprehension skills, including inference and deduction.
- Provide all children with an Oxford Reading Tree book relevant to their reading level.
- Allow all children to choose their own library book/s in addition to their ORT book.
- Provide opportunities for children to share their enjoyment of reading with their peers.
- Teach and develop research skills necessary for the use of dictionaries, atlases and other information books.
- Encourage children to read at home as well as in school.
- Read aloud to children in order to demonstrate good practice.
- Ensure that all children participate in differentiated guided reading sessions with clear and relevant objectives.
- Provide opportunities for independent reading.
- Provide a stimulating and supportive environment to encourage a lifelong enjoyment of reading.

3.3. Writing

Opportunities for stimulating and creative teaching of writing skills will be provided through topic based learning and Quality First teaching. In addition, the school will:

- Teach phonetic writing using the Read, Write, Inc. phonics programme in Key Stage 1
- Model effective and accurate writing skills, including correct grammar, sentence structure and spelling.
- Provide opportunities for children to edit and improve written work.
- Teach and reinforce correct spelling, sentence structure, punctuation and grammar where appropriate.
- Provide stimulating and imaginative writing activities related to topic.
- Encourage, praise and be interested in all attempts at writing.



- Provide constructive criticism in order to improve the quality of children's writing.
- Display examples of a range of writing genres, including children's work and examples of good practice.
- Teach handwriting on a regular basis
- Teach the agreed key features of a range of writing genres including, letters, diaries, instructions, stories etc.
- Teach editing skills in order to allow children to improve their work.
- Provide opportunities for extended writing.
- Ensure that children write for purpose in real life situations
- Use book based stimuli to inspire writing
- Incorporate guided writing, shared writing and modelled writing into English lessons
- Use writing targets to evaluate and improve own work
- Give children time to respond to marking next steps in order to improve their work

4. Spelling

Spelling skills are introduced through direct teaching, investigations and studies of spelling patterns and conventions.

At Foundation Stage and throughout Key Stage 1, phonics and spellings are taught through the Read, Write, Inc. programme.

Spelling skills will be taught through the Read. Write, Inc. Spelling Programmes in Year 2, when appropriate, and throughout Key Stage 2.

Not all spelling mistakes in a piece of writing will be corrected. Children will be given opportunities to check their work and correct their own spelling using dictionaries. Misspelling of high frequency words should be highlighted to allow the children to self-correct using the Marking Policy.

Spellings will be taught daily through the Read, Write, Inc. programme. Children will select words to log and learn and these will be taken home in a spelling log book. Children will then test each other on these words when they have been learnt.

5. Teaching and Learning

All teachers are responsible for their own class organisation and teaching styles, whilst ensuring that these complement and reflect the values and ethos of the school. Planning is individual in line with the school's guidelines including appropriate differentiation.

Learning is topic based with literacy skills being taught throughout the curriculum.

Children are given the opportunity to work as a whole class, in groups, pairs or individually. A range of teaching styles is used to ensure that all children have access to the curriculum in a style that suits them, visual, auditory or kinaesthetic.



Teachers employ a range of strategies to assist pupils' independent learning. These strategies include:

- Instructing/directing
- Modelling/demonstrating/scribing
- Explaining
- Questioning
- Discussing
- Role play and use of props
- Consolidating
- Evaluating

6. Time Allocation

One hour a day, four days a week, should be a dedicated English lesson including some word/sentence level work appropriate to year group. English will also be taught through Topic work at the class teacher's discretion.

Half an hour each day will be used for Guided Reading; Spelling, punctuation and grammar; handwriting and comprehension on a rotational basis.

Guided reading should take place regularly with each guided group being targeted at least once every two weeks.

7. Planning

Key Stage 1 plan in Read, Write, Inc. groups which are set according to ability.

In Key Stage 2, Literacy is planned in Year groups, with the exception of Year 6 who set for Literacy.

Planning must include a learning objective, success criteria, key questions, main activity, appropriate differentiation and should be annotated after each lesson. Weekly planning should be kept in school and should be available for analysis when requested. If required, planning will be collected by the School Development Leader responsible for English.

Appropriately detailed planning should be provided for supply teachers or HLTAs when necessary.

8. Homework

A written English homework is set once a fortnight in Years 3 and 4. In Year 6 it is set once a week and Year 5 is once a fortnight until January and then once a week thereafter.

In KS1, phonics activities are sent home regularly.



Homework should be connected, where possible, to the work that is taking place in the classroom. This can include grammar, punctuation and comprehension. Children are usually given a week to complete set homework.

The children should also be reading at home on a daily basis and this is recorded in the Reading Record book.

9. Marking and Feedback

All work is marked in accordance with the marking policy. Work should be marked regularly and any feedback given clearly to the children.

All children should be given time in each lesson to read feedback and respond to it where necessary.

10. Assessment

All children have progressive writing targets in their books and should use these daily to self-assess each piece of writing.

Children will complete a reading and writing assessment three times a year, in terms one, three and five. These will include KS1 and KS2 SATS

Reading and Writing will be assessed using Ashby Fields Assessment Criteria.

All results will be recorded and passed on to the Head Teacher and School Development Leader for monitoring.

Assessment results will be monitored and used to provide interventions for targeted children where necessary.

11. Expectations

Children will be expected to achieve the National Curriculum objectives and expectations for their year group in line with the New Curriculum.

For example:

At the end of Year 5, Y5b is expected, Y5c is below and Y5a/Y6c is above

12. Differentiation

All children receive quality English teaching on a daily basis and activities are differentiated accordingly.

Where identified pupils are considered to require targeted support, to enable them to work to age appropriate objectives, interventions are available. Read Write Inc is also used as an intervention for phonics teaching.



More able pupils are planned for in line with the policy for teaching more able pupils and Gifted and Talented. These pupils are extended and challenged through high expectations, appropriate tasks and teaching of higher level skills needed to keep improving the quality of their work.

Differentiation is clearly shown on planning and is appropriate to the children's needs.

13. Equal Opportunities

All children and staff within the school are treated fairly and with respect at all times regardless of their race, gender, culture and social background. Access to all areas of the English curriculum for all children is ensured by staff through the provision of relevant resources and use of different teaching and learning styles. By analysing annual data, particular groups of children who may be potentially underachieving in English can be targeted quickly and difficulties addressed promptly and effectively.

14. Resources

All children have access to dictionaries and thesauri within their classroom. Each year group has access to Big Books and planning materials relevant to their classes.

All other literacy resources, including levelled Guided Reading books, are stored in the Literacy cupboard.

Any additional resources which are required can be ordered through the School Development Leader responsible for English.

Children and staff also have access to the school library which contains a wide range of fiction and non-fiction books.

15. Monitoring and Evaluation

Literacy is monitored by the School Development Leader. The School Development Leader meets regularly with the Head Teacher in order to evaluate data and discuss progress.

Data will be analysed three times a year with relevant feedback being given to teachers where necessary. This analysis will be used to track children's progress and identify areas of concern or strength which will then be used to enhance quality of teaching.

Regular book trawls are carried out in order to monitor marking, target setting and pupil progress.

Planning scrutinies are carried out to ensure appropriate learning objectives, differentiation and content.

Children's work is marked regularly, in accordance with the Marking Policy, with constructive and clear comments given where necessary.

Lesson observations are carried out to ensure provision of high quality teaching.



Appendix A; Change Log

Revision:	Description of change:	Release Date:
1	Initial Release	19-Jan-15