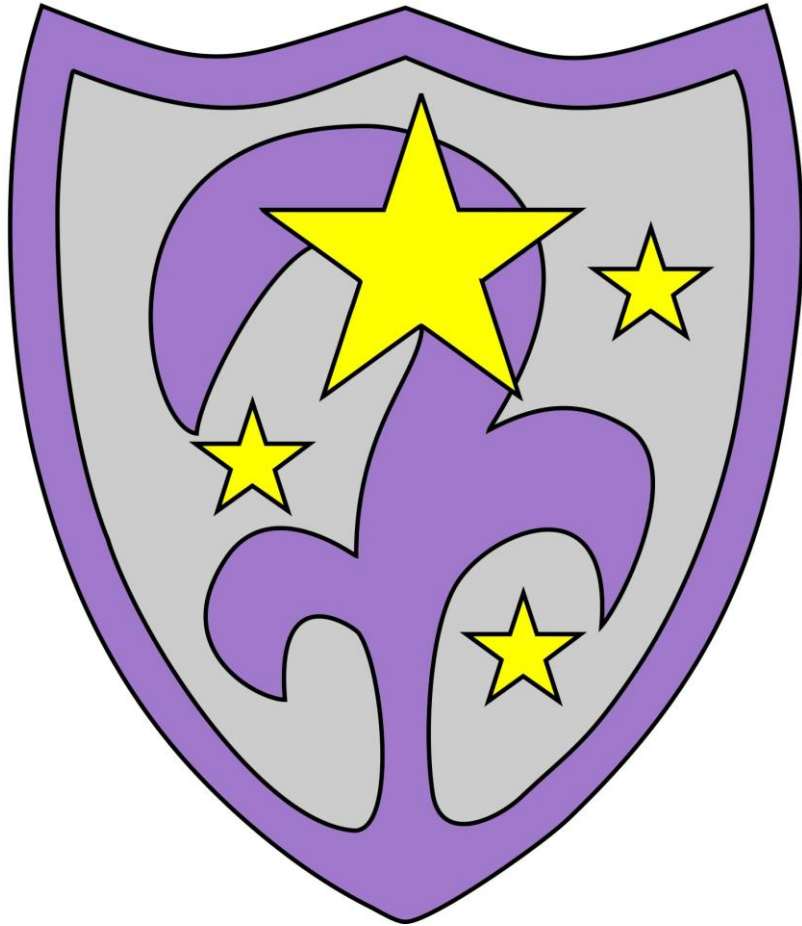


# Elliston Academy



## English Policy

Responsibility: Key Skills Team

Date: Autumn 2018

Review: Autumn 2019

Signed:  
Principal - C. Patterson .....

Chair of GB - N. Skinner .....

## **Introduction**

We aim to provide the pupils with an English curriculum, which will produce individuals who are literate, creative, independent, inquisitive, enquiring and confident. We also aim to produce a stimulating environment and adequate resources so that pupils can develop their spoken language, reading and writing skills to their full potential.

We aim to give all our pupils equal access to the full English curriculum, ensure that all children experience success, develop critical thinking and reasoning skills and enable each child to work independently and cooperatively when applying their skills in a variety of contexts across the curriculum.

## **Aims**

At Elliston, we teach English in a way that enables children to develop their skills and use them to communicate effectively in everyday life.

We have several aims for our children:

- ✓ To enable them to read and write with confidence, fluency and understanding
- ✓ To develop an understanding of how to use a range of independent strategies to take responsibility for their own learning, including self-monitoring and correcting their own errors
- ✓ To foster a love of reading and a desire to read for enjoyment
- ✓ To develop a growing vocabulary, respectfully articulating their responses in any discussion
- ✓ To understand a range of text types and genres
- ✓ To write in a variety of styles and forms appropriate to the situation
- ✓ To use their developing creativity, imagination, inventiveness and critical thinking

## **Teaching and Learning**

Pupils are provided with a variety of opportunities to develop and extend their English skills in and across each phase of education.

Our lesson formats are flexible and time to talk and reason is built into every lesson. Regular opportunities to learn and practise sounds and spelling patterns are provided. The teaching of English at Elliston Primary Academy provides opportunities for children to work in a range of ways:

- Group work
- Paired work
- Individual work
- Whole class teaching

Within English lessons, through careful planning and preparation, pupils engage in the following:

- The development of vocabulary
- Speaking and listening activities to enable each other to communicate for a wide range of purposes

- Daily phonic sessions, using Letters and Sounds, to blend, read and segment sounds for reading and spelling.
- Spelling session where they investigate and apply a wide range of spelling rules and patterns using the Babcock scheme.
- The reading of a wide range of rich texts for pleasure, through the Power of Reading.
- The development of skills to comprehend and understand a range of texts.
- Opportunities to write in a range of contexts across the curriculum for a range of purposes.

English is used in other curriculum areas wherever possible or appropriate. By using purposeful contexts, it helps the children to realise that spoken language, reading and writing are important in the real world. We endeavour to set work that is challenging, motivating and encourages the pupils to talk about what they have been doing.

### **Equal Opportunities**

All children have equal access to the English curriculum regardless of gender or ethnicity. This is monitored by analysing pupil performance throughout the school to ensure that any disparity between the groups is minimised and a plan of action is devised to improve this.

We incorporate English into a wide range of cross-curricular subjects. In the daily English lesson, we support children with English as an additional language in a variety of ways, e.g. repeating instructions, speaking clearly, emphasising key words, using picture cues, playing vocabulary games and encouraging children to join in role-play and drama based activities.

### **Planning**

English is a core subject of the National Curriculum and we use the National Curriculum 2014 as the basis for our implementation of the Programmes of Study for English. Planning is done in three phases – long term, medium term and short term.

### **Differentiation**

Differentiation is incorporated into all English lessons to ensure that every child can access the lesson and meet their full potential. It can be through the careful use of scaffolding, adult intervention, questioning to deepen and further understanding or tasks that differ in complexity.

### **Resources for the Teaching of English**

There is a range of resources to support the teaching of English across the school. These include the Power of Reading texts and teaching sequences, Letters and Sounds and the Babcock spelling scheme.

All classrooms have access to spelling and vocabulary mats, dictionaries and iPads to support with spelling and vocabulary choices when children are editing and improving their learning. Working walls are evident in each classroom and children can then refer to them to support them with their learning. Within the classroom, resources are readily accessible to children who are encouraged to select materials

that are suitable to their task. In the early years, this selection of resources will need guidance from the class teacher but as children progress through the school, they should become increasingly independent in their selection.

### **Assessment and Monitoring**

Children's work and progress is assessed regularly. Peer assessment is developed through school with the use of rubrics. Formative assessments following each lesson inform the next lesson and assessments are made each half term against the end of year expectations. The progress made by each cohort is then reviewed at Cohort Performance Review meetings.

### **Marking of English Work**

Children's written work is marked on completion of a lesson or a task. For further details on marking of pupils' work in English, please refer to the school's **Marking and Feedback Policy**.

### **Monitoring and review**

English is monitored regularly throughout the school using a range of strategies:

- Book trawls
- Pupil interviews
- Lesson observations
- Review and monitoring of planning
- Analysis of data

### **Governing Body**

- At Elliston Primary Academy, members of the governing body are often involved in the monitoring and review process for English. They are kept informed of any issues which arise and the key areas, which are being focused upon.

**This policy will be reviewed in Autumn 2018**