

English Policy

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16.09.20	0.1	Scheduled Review by Internal Lead	Additional information included re use of language, and the marking assessments. R Mills	Existing TSSMAT policy
05.10.20	0.2	Scheduled Review by Board Lead	No Changes	
16.10.20	1.0	N/A	Ratified by Board	

English Policy

We recognise the essential nature of English both as a subject in its own right and as the key to learning in all areas of the curriculum.

Fluency in the English language is an essential foundation for success in all subjects.

English contributes directly to the central aim of education: the personal development of the individual into an informed and sensitive participant in society. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. English contributes to the curricular experience to which every pupil is entitled by helping to foster:-

Linguistic Development: the ability to use and respond to language in a wide range of contexts and for the variety of purposes and audiences that modern living demands.

Aesthetic Development: the capacity for creative and imaginative participation in the production and reception of literature and other media.

Social and Moral Development: the ability and willingness to respond in sensitive and informed ways to issues within school and in the wider school context.

In English, pupils are enabled to develop their abilities with language by engaging with it in meaningful contexts for genuine purposes. In this way, they learn to use and respond to language appropriately.

Exposure to a wide variety of high-quality literature underpins our primary curriculum. As a MAT, we are committed to developing every child as a reader and writer. Using our carefully designed reading spine, pupils are encouraged to read a wide variety of quality texts, with the intention of promoting a love of literature. We passionately believe that reading and writing are intertwined, therefore our children are taught to 'read as a writer and write as a reader.'

Children in the Early Years have opportunities to develop their literacy skills through play-based learning, which follow their interests through the continuous provision both indoors and outdoors. Adult-led groups facilitate regular focused writing experiences. (See EYFS policy for further details)

GENERAL AIMS

Children are encouraged:-

1. To use excellent oral skills to enable pupils to speak clearly and confidently, using a range of high-quality vocabulary with coherence in a variety of situations and to a range of audiences; to be aware of the importance of using standard English whilst valuing with sensitivity the linguistic diversity of language used;
2. To listen carefully, with patience and understanding, and to make appropriate responses at suitable points;
3. To read fluently and accurately, with sensitivity to the nuances of the text, and the intent of the writer; to read a wide variety of literature which reflects many cultures and avoids stereotyping and discrimination;

4. To read a wide variety of high-quality texts including archaic, classics, poetry, significant authors and relevant issues which enhance the curriculum and develop the cultural capital of our pupils.
5. To write accurately, in a variety of styles for a variety of purposes and with an awareness of a sense of differing audiences;
6. To have a good working knowledge of spelling, punctuation, order of work and presentation;
7. To have a neat and legible style of handwriting;
8. To be able to research and interpret appropriate materials from various written sources, e.g. library, computer data base, books, magazines, newspapers, including an ability to recognise and evaluate bias and other implicit effects within writing.
9. To be able to develop completed articles of work from drafted beginnings and recognise the value of the process of drafting and re-drafting work.
10. To be an attentive and interested member of the class, willing to contribute to group discussions, talks, and other language exercises in a sensible and mature manner.

In the classroom, a variety of teaching styles are adopted, as appropriate. These will include class lessons, group work, pairs and individual work.

In many instances, programmes of study for English are fulfilled through topic work, R.E., or other subjects. A balance will be struck between the teaching of English as a separate subject, teaching skills and appreciation of literature, and as a tool which enables us to do other things, to be utilised across the curriculum.

The needs of individual children will be considered through differentiated tasks and differentiated outcome, with additional support provided for SEN and bilingual children. Lessons are planned to ensure that there are no barriers to every pupil achieving. In many cases, such planning will mean that these pupils will be able to study the full national curriculum.

Teachers must also take account of the needs of pupils whose first language is not English. Monitoring of progress should take account of the pupil's age, length of time in this country, previous educational experience and ability in other languages.

It is recognised that some children will progress more quickly than others through the work planned for each group. They will be encouraged and provided with appropriate work to extend them. Teacher expectations are high for every pupil and positive achievements are recognised and recorded. The curriculum guidelines and frequent discussions between staff ensure continuity and progression in the children's work. Regular moderation takes place in phases across the MAT to ensure consistency of standards and provides a support network for teachers.

Work is assessed against the Early Years Curriculum and The National Curriculum programmes of study, using the MAT Building Blocks. The marking of English adheres to the MAT Marking Policy. See Marking policy for further details.

We recognise the entitlement of all children to a broad, balanced, differentiated curriculum, regardless of gender, race, cultural identity, impairment or special educational needs.

The English Champions liaise with, and advise staff as appropriate and will ensure relevant resources are available. Champions attend relevant courses and meet regularly to monitor and evaluate the provision of English across the MAT.

Classroom teaching and the provision of English are constantly under review.