



Trinity St Stephen Church of England (Aided) First School

English Policy

L. Lovegrove

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Aims and objectives

The study of English develops children's abilities to listen, speak, read and write for a wide range of purposes, so using language to learn and communicate ideas, views and feelings. It enables children to express themselves creatively and imaginatively, as they become enthusiastic and critical readers of stories, poetry and drama, as well as non-fiction and media texts. Children gain an understanding of how language works by looking at its patterns, structures and origins. Children use their knowledge, skills and understanding in speaking and writing across a range of different situations.

The aims of English are to:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

Teaching and learning

At Trinity Stephen's School we use a variety of teaching and learning styles in English lessons, as recommended by the National Curriculum. Our principal aim is to develop children's knowledge, skills, and understanding in English. We do this through a daily lesson that has a high proportion of whole-class and group teaching. During these lessons children experience whole-class shared reading or writing activity, whole-class focused word or sentence activity, a guided group or independent activity and a whole-class session 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, thesauruses and sound mats to support their work.

Children use computing in English lessons where it enhances their learning, such as in drafting their work and using multimedia to study how words and images are combined to convey meaning.

Teachers will always seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through literacy lessons to other areas of the curriculum, with a particular focus in our school of writing through all subject areas where the same standard of writing is expected as seen in Literacy books.

Inclusion

There are children of differing ability in all classes at Trinity St Stephen 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 use differentiated activities, 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 and learning resources to support some children and to enable work to be matched to the needs of individuals.

Teaching English to children with special needs

At our 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 and taped materials;
- using alternative communication such as signs and symbols;
- using translators and amanuenses.

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 carry out the curriculum planning in English in three phases (long-term, medium-term and short-term). The National Curriculum English Document (2014) and the Statutory Framework for the Early Years Foundation Stage (2017) details what we teach in the long-term. Our yearly teaching programme identifies the key objectives in English that we teach to each year.

Our medium-term plans, which we also base on the Framework, 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. The English subject leader is responsible for keeping and reviewing these plans.

Class teachers complete unit (short-term) plans for the teaching of English. This lists the specific learning objectives for each lesson and gives details of how the lessons are to be taught. It also includes details of what each group of children will be learning. These plans are regularly monitored by the English subject lead and SLT team.

The Foundation Stage

We teach English in reception classes as an integral part of the school's work. The format for the daily lesson is similar to that used in the rest of the school. 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 Early Learning Goals 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.

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. They use a class record of the key objectives as the recording format for this. 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 EYFS and KS1. Teachers also make annual 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 produced by the DfE. Teachers also take part in moderation sessions with the local borough and other local schools.

Involving parents and carers

The school believes that it is important to have the support of parents, carers and the wider community. Parents and carers will be given the opportunity to find out about and discuss the English provision through:

- Parent/carer workshops
- Parents'/carers' evenings
- Information leaflets/displays

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. Each classroom has a reading area with a selection of fiction and non-fiction texts. Audio-visual aids and phonic resources are also available from the central storage area. The library contains a range of 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 head teacher an annual action plan 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 English meets with the subject leader in order to review progress.

Links to other policies and curriculum areas

We recognise the clear link between English and the following policies and staff are aware of the need to refer to these policies when appropriate:

- Phonics and Spelling policy
- Handwriting policy
- Reading policy
- Marking policy
- Assessment policy