

Roman Road Primary School

Policy for English

Date April 2016

Review Date April 2018

English Policy

Introduction

As a core subject English is given a particularly high priority at Roman Road. This recognises that we understand that we need to offer all of our pupils an opportunity to extend and enrich their language through talking, listening, reading, writing, sharing and working together. By doing this we aim to improve the language skills of all pupils, including those with Special Education Needs and especially those for whom English is a second language. The ability to communicate effectively will support educational and social progress of all our school community.

Subject Aims.

We aim to develop pupil's abilities within an integrated programme of Speaking and Listening, Reading and Writing. Pupils will be given opportunities to interrelate the requirement of English within a broad and balanced approach to the teaching of English across the curriculum, with opportunities to consolidate and practise taught literacy skills.

At Roman Road we strive for every pupil to be a 'Primary Literate Pupil' by the end of Year 6.

In order to achieve this we:

- Follow National Curriculum guidance as laid out in the National Curriculum 2014.
- Provide detailed medium term planning for every unit of work based around specific books and catering to the needs of our school community.
- Support of every pupil to develop effective communication skills.
- Offer well structured lessons to take into account stages of development for both mono-lingual and multi-lingual pupils.
- Seek the support of our EAL and SEN colleagues and local authority advisors when appropriate.
- Offer structured feedback, both orally and through the school's marking and assessment for learning practise.

- Develop speaking and listening skills through the use of P4C, Circle Time, Drama, Library activities, paired group activities, plenaries and collaborative learning.
- Encourage pupils to explain and clarify ideas in other areas of the curriculum.
- Give children an enjoyable experience of reading and writing a range of genres.
- Offer opportunities to write in different contexts and for different purposes and audiences, including themselves.
- Have appropriate banded resources including guided reading texts, home reading texts and decodable texts to support our phonics programme.
- Use a synthetic approach for teaching early reading.
- Work in partnership with parents through our home school reading programme.
- Ensure opportunities are made available for our pupils to share, demonstrate and perform their work to a wider audience.
- Ensure regular opportunities to practise correct letter formation leading to fluent and legible handwriting.
- Ensure weekly teaching of spelling through the Busy Bee's programme in KS2 and RWI in KS1.
- Develop a full use of ICT in all curriculum areas.
- To gain a firm grammatical understanding through specific grammar teaching in daily English lessons and specific targeted skill time.
- Ensure all children and staff members within the school community are using Standard English as the language of learning.

We aim to every pupil by the end of Year 6 to be able to:

- Read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self monitor and correct.
- Have an interest in books and read for enjoyment.
- Have an interest in words, their meanings; developing a growing vocabulary in spoken and written forms.
- Use their power of imagination, inventiveness and critical awareness at every opportunity and have a suitable technical vocabulary to articulate their responses.
- Have a growing understanding of themselves as authors.

Curriculum and School Organisation.

Although English is clearly the ultimate cross-curricular subject, children are taught specific skills and concepts in the Literacy Hour. The school English Learning Overview objectives outline which areas are covered in which year group. English is also an integral part of all topic work and, as such is ongoing throughout all of children's learning. There are five allocated literacy hours per week throughout the school; however, after analysis of SAT's results it has been agreed by all teaching staff that seven and a half hours of time be set aside each week for the provision of the wider English curriculum including extended writing, handwriting, spelling, Grammar teaching and Reading for pleasure. Drama activities are included in other curriculum areas.

Planning

Teachers plan their overall English programme, ensuring balance and progression across the Key Stages, using the school Medium Term Planning Guidance as the core scheme of work. Staff meetings are used to discuss the English curriculum and ensure consistency of approach, standards and expectations. Teachers use the medium term planning to plan their own 3 week units of work catered to their classes needs. It is clearly stated however what objectives are optional and which are non negotiable. Each unit of work follows the structure of 1 week reading objectives, 1 week oracy/idea acquisition and 1 week writing. The school also introduced the expectation that at least 2 pieces of extended writing work were completed every half term that provided levelled comments and next steps for every child. Teachers are responsible for weekly planning during their allocated PPA time when they:

- Identify the appropriate teaching and learning strategies required;
- Provide a balance and variety within the classroom - of content and organisational learning opportunities for pupils;
- Assess and plan for the specific needs of pupils within their own class whilst adhering to the progression laid down in the scheme.

Teaching and Learning.

Teachers are encouraged to employ a wide range of teaching strategies Including:

- Whole class;
- One-to-one;
- Ability and friendship group;
- Setting;

- Paired word;
- Shared teaching including in-class support and withdrawal support from colleagues in our Learning Support Team;
- Booster classes.

Booster class, are used extensively as the pupils move towards the top of Key Stage 2. Interventions are in place for children throughout the school based around data and we have sets in place in a large number of year groups.

Preparation for SATs in Year 6 is a priority during the Spring Term.

Our Homework Policy guides teachers to set increasing amounts of homework as the pupil's progress through the school. Aspects of the English curriculum are prominent in the work pupils are asked to undertake at home. Pupils throughout the school take home their reading book each day and parents are encouraged to hear their child read and then comment on their child's reading log. (See homework policy). Similarly, children visit the school library once a week and bring home a library books.

Assessment.

We carry out Hodder Assessments in Reading from Year 1- Year 6 every term. Throughout the year we assess writing using Ros Wilson criteria tick sheets. Children are expected to write at least 2 pieces of extended writing per half term for this assessment. (See Assessment Policy).

Resources and Accommodation

A wide range of resources is currently available in school. These include children's reference books, teachers, resources, books/notes, audio equipment and access to Active White Board, TV/internet programmes. Resources are shared between all staff. Reading books are banded and kept in classroom.

As a curriculum area English has a subject Co-ordinator Samuel Stone. The Coordinator receives information and resources that arrive in school and distributes them.

The English Subject Leader is responsible for ensuring that resources are maintained and monitored. Resource purchasing is in accordance with normal school procedures and comes from the English budget. The amount of this budget reflects the degree of priority given to English in the School Development Plan.

Equal Opportunities, Special needs and providing for children with English as an Additional Language.

All teaching and non-teaching staff are responsible for ensuring that the pupils in their care, irrespective of gender, ethnicity, language group, disability, religious beliefs, social circumstances and ability, have equal access to the whole curriculum an equal opportunity to undertake all aspects of work in Literacy in order to maximise progress.

We aim to do this by

- Taking the individual needs of children into account
- Using language which is appropriate to each child's ability
- Avoiding the negative use written, spoken and body language
- Choosing books, worksheets, posters, tapes etc., which display positive images, which represent the different backgrounds of our pupils and which avoids gender stereotypes
- Choosing resources which are user friendly and easily accessible to all children
- Showing in our planning how tasks are differentiated and targeted for children of differing abilities
- Ensuring that recording and assessment is fair gives equal value to different activities and avoids stereotypical assumptions.
- English is a cross-curricular subject and therefore all subject monitored
- / observed will use the EAL key.

See Whole School Policies and Equal Opportunities.

General monitoring is the responsibility of the coordinator supported by the Head Teacher and Deputy Head Teacher.

Review May 2018

Presented to Governors.

Signature of Chair of Governors _____