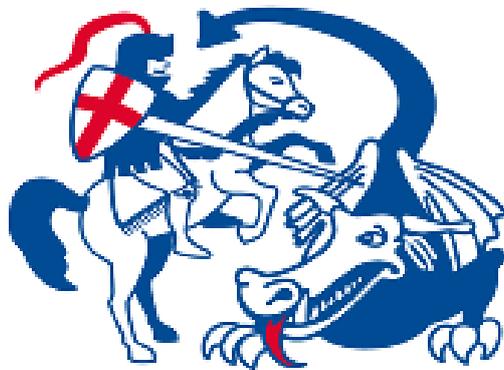


# **English Policy**

**Reviewed on: October 2017  
Next review: October 2018**

**St George's CEP School  
Wrotham  
Kent**



Reviewed October 2017 by Miss Natasha Brownfield (English Subject Manager)



# St George's CEP School ENGLISH POLICY 2017 - 2018

## **MISSION STATEMENT**

As a Christian school our aim is to value each pupil as an individual and to ensure that he or she develops his or her own personal talents, skills and potential to the fullest possible potential.

## ***RATIONALE***

Competence in English enables children to communicate effectively at home, at school and in the wider world and leads to improved life opportunities. The skills of spoken language, reading and writing enable children to organise and express their own thoughts and to access the knowledge and ideas of others. These skills, together with confidence in the use of computing, are increasingly necessary in today's world. In addition to this, the ability to respond to literature at a personal and aesthetic level enriches our children's lives.

## ***AIMS***

At St George's we strive for children to be a 'Primary Literate Pupil'. By the age of 11 we aim for a child to confidently and independently be able to:

- recognise, value and build on the language skills that they have already acquired, including the foreign language skills of children for whom English is an additional language
- develop their understanding of both spoken and written English so that they can become enthusiastic, responsive and knowledgeable readers
- develop their ability to communicate freely, effectively and imaginatively in spoken and written English
- To encourage them to understand the importance of Standard English

## **SUBJECT ORGANISATION**

At St George's our English curriculum is based on the English objectives found in the National Curriculum in England (September 2014) and covers spoken language, reading and writing and vocabulary development:

## ***SPOKEN LANGUAGE***

Pupils should be taught to speak clearly and convey ideas confidently using Standard English. They should learn to justify ideas with reasons; ask questions to check understanding; develop vocabulary and build knowledge; negotiate;

evaluate and build on the ideas of others; and select the appropriate register for effective communication. They should be taught to give well-structured descriptions and explanations and develop their understanding through speculating, hypothesising and exploring ideas. This will enable them to clarify their thinking as well as organise their ideas for writing.

### ***READING AND WRITING***

Teachers should develop pupils' reading and writing in all subjects to support their acquisition of knowledge. Pupils are taught to read fluently, understand extended prose (both fiction and non-fiction) and be encouraged to read for pleasure. At St George's we do everything to promote a range wider reading across the curriculum, exposing the children to a wide range of genres and high quality texts. We provide library facilities and set ambitious expectations for reading at home, including challenges within book week. Pupils' should develop the stamina and skills to write at length, with accurate spelling and punctuation. Children are taught the correct use of grammar through reading skills and guided reading sessions. Children then build on what they have been taught within reading sessions to expand vocabulary in their writing and the variety of the grammar they use. The writing they do will include narratives, explanations, descriptions, comparisons, summaries and evaluations: such writing supports them in rehearsing, understanding and consolidating what they have heard or read.

The Big Write, which occurs termly, allows all pupils to write creatively and in a range of genres. It allows the children to experience a wide range genres by exposing them to imaginative and real life experiences. All pupils have a writing portfolio, which is built upon each year.

### ***VOCABULARY DEVELOPMENT***

Pupils' acquisition and command of vocabulary are key to their learning and progress across the whole curriculum. Teachers therefore develop vocabulary actively, systematically building on pupils' current knowledge. They increase pupils' store of words in general; simultaneously making further links between known and new vocabulary and discuss the shades of meaning in similar words. In this way, pupils expand the vocabulary choices that are available to them when they write. In addition, it is vital for pupils' comprehension that they understand the meanings of words they meet in their reading across all subjects. It is particularly important to induct pupils into the language, which defines each subject, within its own right, such as accurate mathematical and scientific language.

Development Matters is followed to ensure continuity and progression from the Foundation Stage through to the National Curriculum. The use of an Online Program, which parents can access enables Teachers' to track pupils' attainment more frequently. Pupil provision is related to attainment, not age.

It is important to remember that the National Curriculum in English is much broader so it is necessary to develop some aspects of English such as spoken Language and extended writing (outside the English Lesson) and Big Writes.

English is carefully planned and differentiated so the development of children's language necessitates a variety of differentiated texts and approaches across the language modes (spoken language, reading and writing). Careful planning will ensure that these resources and approaches are appropriately matched to individual pupils and taking account of children's learning needs.

At St Georges we strive to maintain a breadth and balance, but we recognise that certain modes may require special emphasis at a specific time and for a specific purpose (e.g. listening/phonics). Such skills must be developed within a framework, which is meaningful for the child.

*See Subjects Managers Planning file for full programme of coverage written by Subject Manager (NB and EG) for planning, coverage and skills ladders in English for all KS1 and KS2 year groups excluding EYFS (Appendix 1 is an example year group). See EYFS planning file for YR.*

#### **APPROACHES TO SPOKEN LANGUAGE:**

Speaking; Listening; Group Discussion and Interaction, and Drama permeate the whole curriculum. Interactive teaching strategies are used to engage all pupils in order to raise reading and writing standards. Children are encouraged to develop effective communication skills in readiness for later life.

Speaking and listening objectives should be built into lessons each week.

At St. George's our spoken language objectives are to ensure that pupils can:

- formulate, clarify and express their ideas
- express themselves in a variety of situations using language which is appropriate to their needs and the intended audience
- listen, understand and respond appropriately to others
- use, with increasing confidence, the vocabulary and grammar of standard Literacy.

#### **APPROACHES TO READING**

Reading is taught through a range of shared reading, guided reading, reading skills, independent reading, wider reading (*including Library; class novel etc*) and

daily phonics (Letters & Sounds integrating Jolly Phonics: Foundation-Yr2 which leads into Phase 5 Letters & Sounds. Support for Spelling will be used from Year 2 - Year 6.

Texts are chosen according to ability and are differentiated accordingly. The National Curriculum is used to inform the delivery of reading objectives.

Children are encouraged to read at home with an adult each day which is monitored through communication books. Children/parents can also access reading resources at home through the school website area for each class.

At St. George's our reading objective is to ensure that pupils can:

- master their initial reading skills so that they become independent and enthusiastic readers
- read a range of texts fluently, accurately and with understanding
- find out the information they need in order to research and answer the questions of others
- understand the variety of written language and the differences between fiction and non-fiction
- understand and respond to a wide range of books and media texts
- improve their abilities to analyse, evaluate and criticise texts which they have read.

### **APPROACHES TO WRITING**

Writing is taught through a range of Phonics and spelling, shared Writing, guided Writing, independent writing, extended writing and handwriting (*see Handwriting and Presentation Policy*).

At St. George's our writing objective is to ensure that pupils can:

- express themselves clearly and precisely for enjoyment
- demonstrate their understanding of how writing enables them to remember, communicate, organize and develop their ideas and information
- write for an increasing range of purposes matching their language to the needs of the appropriate audiences
- understand the appropriate use and purpose of an increasing range of written forms
- write neatly and with accurate spelling and expression.

## **CROSS-CURRICULAR LITERACY OPPORTUNITIES**

Teachers will 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.

## **PUNCTUATION AND GRAMMAR**

The No Nonsense Grammar scheme will be followed throughout the school from Year 1 to Year 6. Year R, 1 and 2 will use the Grammar Gang to teach pupils the word classes, whereby Year 3, 4, 5 and 6 will use the tools from No Nonsense Grammar (NNG). All teachers track progression of SPAG in their day book.

No Nonsense Grammar includes:

- Progression charts within each of the strands required by the National Curriculum.
- These detail the year group/key stage where each grammatical feature and punctuation mark is introduced and expanded upon. It explains which aspects of grammar pupils may find difficult, elaborates on any subject knowledge that might be useful for teachers and considers what consolidation or preparation would be useful in the year groups where features are not mentioned. It ends by considering how teachers could go beyond the content of the National Curriculum. Cohesion and punctuation objectives are cross-referenced to strand areas where it is relevant to include them in teaching.
- Grammar and punctuation teaching for Year 1, Year 2, Years 3 and 4, and Years 5 and 6, linked to assessment criteria, which provides:
  - information on what needs to be taught within each strand
  - appropriate generic activities, differentiated for each year group/key stage and strand area (in many cases, these include consolidation from previous teaching). The activities for strands 5 and 6 are integrated into all four of the other strands, as punctuation and cohesion cannot be taught in isolation.

## **SPELLING**

The No Nonsense Spelling scheme will be followed throughout the school from Year 2 to Year 6. For Year R - 2, please refer to the Phonics Policy. Year 3, 4, 5 and 6 will use the tools from No Nonsense Spelling (NNS).

Weekly spellings are given to the children and they are also available on the class pages of the website. These are tested weekly.

Each term children will be tested on their key spellings for their phase and scores entered into a central bank where they are analysed.

## **ASSESSMENT, MARKING AND TARGET SETTING**

Work will be assessed in line with the Assessment Policy and marked in accordance with the Marking Policy. Reading, Writing and Spoken Language are assessed through ongoing formative assessment tracking year group objectives at the nationally expected standard which informs targets. In addition to this Bench Marking will be used to assess pupils reading three times a year.

Formative assessment and evaluation of daily objectives in class teacher's daybooks informs future planning and daily targets.

Reporting happens during Term 2 and Term 3 during parent consultation sessions where school and home targets are set and agreed and annually through a written report.

Marking: please refer to the St George's Marking policy (attached)

### **HOMEWORK**

In KS1 and KS2, children choose a task from a topic grid over the course of two terms. These are based on English and themed learning with an English focus, as well as weekly spellings. Daily reading is also expected. (Also see Marking Policy)

Children/parents can also access reading and writing resources at home through the school website

### **THE USE OF COMPUTING**

Opportunities to use computing to support teaching and learning in English will be planned for and used as appropriate. Children have access to an IWB in each classroom, are able to work in our Computing Suite using a range of hardware and software to support learning as well as use of shared laptops. Clicker 7 will be used to support children with communication and writing difficulties as well as part of whole class teaching.

### **INCLUSION**

At St George's we understand the need to recognise and identify the aspects of language and language use which occur, or encourage effective learning, across all studies, topics or subjects. This is a key component of the English lesson. Language necessarily makes a key contribution to cross curricular elements in the development of key concepts, skills, values and attitudes.

Children of all ethnic groups, both genders and all abilities have equal access to the English curriculum. Positive images in terms of such groups are promoted throughout the school, both in the use of language and in the provision of resources.

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment.

### **ROLE OF SUBJECT LEADER**

The Subject Leader should be responsible for improving the standards of teaching and learning in English through:

Monitoring and evaluating English:-

- pupil progress
- provision of English (including Intervention and Support programmes)

- the quality of the Learning Environment;
- the deployment and provision of support staff
- Taking the lead in policy development
- Auditing and supporting colleagues in their CPD
- Purchasing and organising resources
- Keeping up to date with recent English developments

### **BUDGET**

English funding will be within the school budget plan for each financial year and will include the library area. Annual key stage meetings will review the needs of English. Resourcing, personal development and training needs will be discussed.

### **HEALTH AND SAFETY**

Guidelines in the health and safety policy will apply with regard to use Computing, all school based activities and out of school activities relating to English.

### **THE GOVERNING BODY**

Regular reports are made to the governors on the progress of English provision. This policy will be reviewed every two years or in the light of changes to legal requirements.

Reviewed October 2017 by Miss Natasha Brownfield (English Subject Manager)  
To be reviewed on or before: September 2018