



November
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ENGLISH POLICY

Purpose

This policy is a working document which reflects the ethos and practice within the school in relation to the teaching of English. It has been written with due regard to the requirements of the National Curriculum and it will be monitored and evaluated according to changes within these documents as and when they arise.

The ethos of Scott Primary School is to provide every child with a happy, caring, learning environment in which he or she can develop their full potential - whatever their needs and irrespective of ability race or gender. We believe that it is fundamentally important to teach children to understand the power of reading, writing, speaking and listening. If children are equipped, at an early age, with the ability to confidently wield these skills, they will be able to use and apply them effectively within a literate world. English unites these four important skills. We actively encourage children to speak, listen, read and write for a range of purposes, so using language to learn and communicate ideas, views and feelings. Becoming literate enables children to express themselves creatively and imaginatively; they become enthusiastic and critical readers, writers and speakers, able to respond to a range of genre, including multimedia and visual texts on computer and in film.

Aims

The aims for our teaching and learning within English are to enable children to:

- Foster an enthusiasm and love of literature through reading, writing and performing.
- Provide a rich and stimulating language environment, where speaking, listening, reading and writing are integrated and actively encouraged.
- Provide opportunities for pupils to become confident, competent, expressive and reflective users of language with a developing knowledge of how it works and the ability to analyse its features.
- Develop an awareness of purpose and audience for both written and oral language.
- Develop the fundamental skills of language as a means of communication, thus giving access to the rest of the curriculum and providing a vital key for future learning.

Teaching and Learning

Our curriculum planning is in three phases.

- **Long-term plans** identify the teaching units to be covered each term in English over the course of a year and enables meaningful cross curricular links to be made.
- **Medium Term plans** map out the skills to be covered in reading, writing, spelling, punctuation and grammar.
- **Short term weekly plans** should detail each stage of individual lessons within a unit of work. Over a number of weeks these will include an initial phase of reading analysis and investigation of an appropriate text/s followed by writing phase where children will be taught to use and apply the learning to their own writing. (This does not mean that reading and writing will not happen in the different phases) A unit can consist of anything from 2 to 4 weeks. These plans list the specific learning objectives for each lesson and give details of how the lessons are to be taught. It also includes details of appropriate differentiation and support for each group of children. These plans are kept in the class planning file and are available for the English Leader to access and monitor.

We use a variety of teaching and learning styles in our 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 mixture of whole-class and group teaching. During these lessons children should experience a whole-class shared reading or writing activity where the teacher provides opportunities for modelling and demonstrating strategies for learning. The children then complete a guided group, paired or independent activity which relates to the main teaching objectives from the shared session. The intended objectives for each session are reviewed at the end of the lesson and specific teaching points are gone over to move the children on in their learning and enable the teacher to constantly assess progress.

Teachers will use their professional judgement to determine the activities, timing and organisation of each part of the lesson to suit its objectives. This will make for a varied and creative English teaching programme. The children also have the opportunity to experience a wide range of texts and use a range of strategies and resources to support their work. These should include drama, speaking and listening work, use of multimedia and visual texts, discussion, reading and writing activities and ICT based work. Teaching activities should allow access to all children and adult or peer support should be assigned appropriately to enable pupils to attain their full potential.

Wherever possible we encourage children to use and apply their learning in other areas of the curriculum. The children's skills in reading, writing, speaking and listening enable them to communicate and express themselves in all areas of their work in school. Meeting the needs of individual children is of prime importance. When teaching English we recognise the fact that there are children of differing abilities in all classes and we take into account the needs of all children, including the targets set for the children in their Individual Education Plans (IEPs). We aim to provide suitable learning opportunities matched to the needs of all children including the very able, those with barriers to learning and participation and those with different cultural or linguistic origins. The SENCO and English Leader work together to identify and meet the needs of individual pupils. We ensure that we achieve this by:

- setting tasks with a higher level of challenge for the more able children;
- grouping children by ability in the room and setting different tasks for each ability group;
- providing resources of different complexity, matched to the ability of the child;
- using teaching assistants to support the work of individual children or groups of children;
- using peer support.

There are a range of resources to support the planning and teaching of English across the school both year groups specific and general. All classrooms have a selection of fiction and non-fiction texts and displays to support learning. Individual and guided reading books are available along with big books, phonics resources and a range of media.

Parental involvement

We welcome and actively encourage the involvement of parents in their children's learning. Parent volunteers are welcomed to support readers in school and should be given relevant training. Parents are encouraged to support their children's English development at home through information evenings and booklets and Bug Club and through sharing their children's involvement in Book Weeks, to support their learning of spelling, handwriting and reading.

WRITING

It is important for pupils to develop as independent, enthusiastic and expressive writers, who are able to construct text in a meaningful way. They should be able to use a range of forms for a variety of purposes and audiences as well as being confident in their choice of genre and language style. Pupils should be given the confidence from an early age to regard themselves as writers and value their own work and that of others.

Our aims for teaching and learning within writing are to enable children to:

- develop as confident writers who enjoy writing for different purposes
- use writing as a means to communicate ideas and information to a reader.
- write in a grammatically accurate way.
- develop an increasingly wide vocabulary suited to the purpose and genre.
- write in a particular genre with a good understanding of the features of that genre.
- understand the conventions of written language.
- use teacher modelling as a means to understand the writing process.
- understand how writers can have an effect on the reader.
- incorporate ideas and skills of other authors into their own writing.
- collaborate with others during the writing process.
- draft and re-draft, making changes where appropriate.
- work collaboratively with other children to discuss their written work.
- use ICT as a tool for writing.

use spelling and punctuation accurately and with confidence.

Teachers are responsible for providing children in Scott Primary School with a stimulating writing environment in which they offer encouragement and good quality modelling of writing. Teachers have clear expectations of writing and communicate these targets to the children. Teachers will have high expectations of the finished writing product and will encourage the children to maintain the same standards at all times.

