



ENGLISH POLICY

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SOUTHROP C OF E PRIMARY SCHOOL

POLICY for ENGLISH

Aims, objectives / Intent

At Southrop Primary, we believe that a quality English curriculum should develop children's love of reading, writing and discussion.

One of our priorities is helping children read and develop their all-important comprehension skills.

We feel strongly that children must develop a love of literature through exposure to high quality texts, authors and widespread regular reading, for both pleasure and information purposes.

We recognise the importance of nurturing a culture where children take pride in their writing, can write clearly and accurately and adapt their language and style for a range of contexts.

We want to inspire children to be confident in the art of speaking and listening and use discussion to communicate and further their learning.

We know that children need to develop a secure knowledge-base in English, which follows a clear pathway of progression as they advance through the primary curriculum.

A secure basis in these skills is crucial to a high quality education and will help develop children's cultural, intellectual, social and spiritual sides, whilst giving them a wide range of the tools they need to participate fully as a member of society.

Implementation

Planning is informed by and aligned with the National Curriculum. We have mixed age classes therefore our planning is based on a two year cycle in both KS1 and KS2. Our annual teaching programme identifies the key objectives in English that we teach to each year ensuring coverage of the National Curriculum without repeating topics.

We have an English curriculum that comprises of high quality texts and authors and also provides many purposeful opportunities for reading, writing and discussion.

We use a wide variety of quality texts and resources to motivate and inspire our children. Reading areas are a prime spot in both classrooms at Southrop and we also have a library, which is regularly used by all pupils. Children love being read to and enjoy the final whole-class twenty minutes of each day with a book from our Reading Spine.

Where possible, we ensure cross curricular links with topic work are woven into the programme of study. The use of IT, with clear learning objectives, promotes, enhances and supports the teaching of English.

Each week English lessons include: Read, Write Inc. Phonics, Guided reading and comprehension, Spelling teaching, a Punctuation and Grammar focus, Modelled and Shared Writing, Everyone Reading In Class, Accelerated Reader, Library time, Class story and Handwriting. However we have high expectations of English speaking, writing and reading across our curriculum.

Editing, revising and improving our work is a key focus and the children have specific time in the mornings and during lessons to do so. Children work with teachers and peers to help improve their writing and this helps to consolidate their learning.

At Southrop Primary, we have invested heavily in our phonics scheme; Read Write Inc. We have also invested in books for our reading spine, the Accelerated Reader programme and our home readers. We go on regular trips and participate in reading challenges at the local library, attend Literature Festivals, award Accelerated Reader Certificates and host Author workshops to inspire children.

Regular whole staff English book scrutinies are carried out to ensure coverage and progression. We love to celebrate success of all learners and strive to help all children achieve their goals.

The Early Years Foundation Stage

In the Early Years Foundation Stage Communication, Language and Literacy are incorporated in all areas of learning. Opportunities are provided for children to communicate thoughts, ideas and feelings in a wide range of situations, to respond to adults and to each other, to listen carefully and to practise and extend their vocabulary and communication skills. Purposeful role play is used to develop language and imagination. Children are given the opportunity to share and enjoy a wide range of rhymes, songs, poetry and stories and an environment is provided which reflects the importance of language through signs, notices and books. They are provided with opportunities to see adults writing and can experiment with writing themselves. The Reception children receive a daily phonics session following the synthetic phonics programme, 'Read, Write Inc.'

English and inclusion

We identify children who need support and provide intervention in the most effective and efficient way that we can. We run intervention reading groups and are fortunate to have small teacher led group sessions daily. We make use of volunteer reading buddies and our children benefit from reading with an adult on a regular basis.

We make learning accessible to all and in order to support our SEND children's individual needs, we adapt our teaching, provide learners with opportunities to learn in small steps and we focus on praising all efforts to spread the love of learning.

We work closely with the SENDco and make effective use of excellent support provided by TAs.

Children are also given the opportunity to use digital devices to support their learning.

English Homework

EYFS, KS1 and KS2: Children are heard reading independently by an adult or their peers on a regular basis, changing their books when required. Children work their way through the stages according to their ability. They also benefit from our Accelerated Reader Programme where they choose books within their zone of proximal development from the library and then quiz on ipads at school and home. Pupils accessing phonics have a decodable phonics book, in-line with their current phonics group.

Spelling Frame is our Spelling programme and the children receive their spellings on a Monday and are tested at the end of the week through Spelling Frame but also through handwriting.

Equalities.

This policy has been written to take into account the needs of all regardless of age, disability, race, religion, belief and gender. In respect of adults this list also includes gender reassignment, marriage & civil partnership, pregnancy, maternity, paternity and adoption, and sexual orientation.

Monitoring and review

The coordination and planning of the English curriculum are the responsibility of the subject leader, who also:

- supports colleagues in their teaching, by keeping informed about current developments in English and by providing a strategic lead and direction for this subject;
- has responsibility for their action plan which highlights key areas of further development whilst evaluating achievements.

A named member of the school's governing body is briefed to oversee the teaching of English. The English governor meets regularly with the subject leader to review progress.

Impact

All our English initiatives outlined above help to boost children's learning and progress to achieve their potential.

As all aspects of English are an integral part of the whole curriculum, skills taught in the English lessons are transferred into other subjects; this shows consolidation of skills and a deeper understanding of how and when to use specific grammar, punctuation and grammar objectives.

We know that as children move on from Southrop Primary to further their education and learning, their creativity, passion for English and high aspirations travel with them, continuing to grow and develop as they do.

This policy will be reviewed at least every two years.