

HIGHFIELD PRIMARY SCHOOL

ENGLISH POLICY

This document is a statement of the aims, principles and strategies for the teaching of English at Highfield Primary School.

1. What is English?

English is an integrated and fundamental component of the whole Primary curriculum. It is pivotal for all learning in every curriculum area. English is developing the pupils' abilities to communicate effectively in speech and writing and to listen with understanding. The teaching of English should also enable them to become enthusiastic, responsive and knowledgeable readers.

2. Aims

During the Primary stage of education our aims are:

- To develop the child's confidence in the use and enjoyment of language.
- To produce pupils who listen discriminately, communicate confidently, read with understanding and write for a variety of purposes.
- To develop increasing control over each area of language and acquire the wide variety of skills that will be needed in KS 3.
- To build on the child's individual strengths.
- To use ICT where appropriate.

3. Objectives

At the end of KS 2 we would hope that the majority of our pupils will:

- Listen attentively, paying attention to detail.
- Speak confidently with intonation, clear diction, accurate grammar and style with regard for their listener.
- Read and write with confidence, fluency and understanding.
- Be able to orchestrate a full range of reading cues (phonic, graphic, syntactic and contextual) to monitor their reading and correct their own mistakes.
- Understand the sound and spelling system and use this to read and spell accurately.
- Have fluent and legible handwriting.
- Have an interest in words and their meanings and a growing vocabulary.
- Know, understand and be able to write in a range of genres in fiction and poetry and understand and be familiar with some of the ways in which narratives are structured through basic literary ideas of setting, character and plot.
- Understand, use and be able to write a range of non-fiction texts.
- Plan, draft, revise and edit their own writing.
- Have a suitable technical vocabulary through which to understand and discuss their reading and writing.
- Be interested in books, read with enjoyment and evaluate and justify their preferences.
- Through reading and writing develop their powers of imagination, inventiveness and critical awareness.

4. Strategies for teaching English

Speaking and Listening

These are developed through:

- a range of opportunities for talking and listening in
- formal and informal settings
- listening and responding to stories, rhymes and poems
- discussion of work or experiences
- planning activities in a group situation
- drama and role play
- telling stories
- giving and receiving simple explanations and information.
- asking and answering questions.

Reading is developed through:

- a literacy hour which focuses on pieces of text, either as a class or a group, using multiple copies or big books.
 1. Text Level Work - pupils' attention will be directed to the overall content of the passage.
 2. Sentence Level Work - pupils' attention will be directed to the overall structure (syntax) of sentences.
 3. Word Level Work - pupils' attention will be directed to the grapho-phonetic patterns of words and the meaning of vocabulary in the text.
- use of a wide variety of literature.
- use of a structured reading scheme.
- opportunities to choose books themselves for pleasure or work.
- keeping records of the children's guided reading books and individual readers.
- reading aloud to their group in guided reading or to the class in shared reading.
- using information texts.
- acquiring the habit of silent reading.
- being encouraged to respond to plot, characters, ideas and to use text to support their opinions.
- being taught to decode and read beyond the literal.
- learning to use more than one source to find information.

Writing is developed through:

- giving frequent opportunities to write for a variety of purposes and audiences.
- the use of modelling by the teacher and collaborative writing.
- reading good examples of writing.
- giving attention to the process of drafting and re-drafting.
- formal teaching of punctuation, spelling and grammar.
- the discussion and marking of work.
- the learning of spelling (according to ability).

- encouraging wider vocabulary choices through the use of a dictionary or thesaurus.
- the regular teaching of handwriting.

The teaching of English throughout the School will follow the National Literacy Strategy Framework and Early Learning Goals in the Foundation Stage. Each class will follow their annual programme. The children will work individually, in groups, or as a class depending upon the task. Groups may be mixed ability or ability based. Differentiation will be by task or outcome.

Commercially produced textbooks and worksheets are used together with teacher produced resources. The main reading schemes are:

- the Oxford Reading Tree
- All Aboard
- Longman Reading World

Foundation Stage and Key Stage 1 use a variety of big books, covering the varying required genres of fiction and poetry and of non-fiction. Key Stage 2 will follow Heinemann's Literacy World as the core scheme.

I.C.T. is used for:

- Finding and using information.
- Choosing, saving, arranging and checking information.
- Saving and editing work.
- Organising and developing ideas using texts, charts, pictures etc.
- Planning and carrying out instructions to make things happen and then evaluating.
- Sharing information for a variety of audiences and purposes.
- Discussing and describing work to evaluate in order to improve future work.

There is no specialist teaching in English. Examples of work are displayed in the classrooms and public areas of the School. Children are encouraged to talk and explain what they have achieved in sharing assemblies.

5. Strategies for ensuring progression and continuity

1. The School Development Plan - any areas of concern will be addressed through the plan so suitable action can be inbuilt into the INSET within the year.

The co-ordinator will:

1. Review the policy annually and make any changes decided by the staff.
2. He/she will attend relevant courses and update staff on new developments.
3. Provide any required INSET during the year.
4. Be available to give advice and help both inside and outside the classroom.
5. To order resources.
6. To monitor and evaluate the teaching of English.

6. Assessments

There are formal, ongoing records in reading and writing. Teachers will collect three pieces of writing from the children each academic year. These pieces will be moderated and levelled within the year group meetings. Ongoing whole school moderation will be timetabled within a staff meetings. Assessment of the child's progress in speaking and listening is monitored regularly by the class teacher.

Formal assessments are:

Foundation Stage - Baseline Assessment, EYFSP

Year 1 Phonics Check, Year 2 to Year 6 are tested on SATS/Optional SATS each year.

7. Marking

Marking will follow the marking policy, will be generally positive and where appropriate set simple realistic targets that make it possible for the child to improve and see that progress is being made.

8. Equal Opportunities

Equal opportunities in respect of gender and ethnic background is continually taken into account in the selection of literature.

9. Inclusion

Pupils with special educational needs have full access to a broad, balanced and relevant education to ensure the highest possible levels of achievement. The focus of all our work will be one of early intervention and support.

Pupils with special needs are given differentiated work by the teacher and are supported by TA 's within the classroom situation and outside the classroom area with pupils who are experiencing similar difficulties.