



ENGLISH POLICY

Garlinge Primary School and Nursery is a place for everyone to succeed and thrive with inclusion at its heart.

Educational visits and learning outside the classroom are an integral part of life at Garlinge Primary School and Nursery, furthering the education of the pupils. Educational visits and learning experiences outside the classroom are arranged for pupils at Garlinge Primary School and Nursery when pertinent to the Learning Intention of the lesson.

Rationale

At Garlinge Primary School and Nursery, we understand that English is both a subject in its own right and a medium for teaching the wider curriculum. 'Fluency in the English language is an essential foundation for success in all subjects' (pg.11, National Curriculum). With this in mind, we strive to advance pupils' language development and communication, ability to listen with understanding and for all pupils to progress in the skills of reading and writing.

This document has been prepared in consultation and discussion with all teaching staff at Garlinge Primary School and Nursery together with the Governing Body and LA advisors.

Aims

Our English Curriculum develops pupils' ability to listen, speak, read and write for a wide range of purposes and across a wide range of experiences and text types. Pupils are enabled to express themselves creatively and imaginatively as they become enthusiastic and critical readers of stories, poetry and drama, as well as of non-fiction and media texts. Pupils use their knowledge, skills and understanding of the Spoken Language across a range of situations

Our objectives in the teaching of English are:

- To develop pupils' abilities to communicate effectively in spoken language.
- To develop pupils' understanding of spoken and written language so that they become enthusiastic, responsive and knowledgeable speakers, readers and writers.
- To develop pupils' listening skills, essential to communicating effectively in a range of situations.
- To help pupils understand how language enables them to experience and appreciate their world and the realms of the imagination through all media.
- To help pupils understand the part language plays in enabling them to express their ideas, feelings and experiences, and those of others.
- To help pupils understand the function and importance of Standard English
- To develop pupils love of reading, encouraging pupils to read for enjoyment
- To provide a well-planned and resourced curriculum
- To ensure that learning intentions set for pupils are clear, realistic and obtainable in line with the National Curriculum.

Objectives

These objectives are derived from the aims and should inform planning, teaching and assessment:

To develop effective spoken language pupils should be taught to:

- Use, with increasing confidence, the vocabulary and grammar of Standard English
- 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

To develop as effective readers, pupils should be taught to:

- Extend and develop as readers throughout their time in school
- Read for purpose and pleasure so that they enjoy reading a variety of texts and become enthusiastic readers
- Master their initial reading skills so that they become independent readers with the knowledge and experience of a wide range of reading strategies
- Read a range of texts accurately, fluently and with understanding
- Find out the information they need in order to research and answer the questions of others
- Understand and respond to a wide range of books and media texts on paper and on screen
- Understand the variety of written language, and the differences between fiction and non-fiction
- Improve their abilities to read, analyse and evaluate a wide range of texts, including literature from other cultures and traditions
- Develop higher order reading skills, enabling the use of inference and deduction

To develop as effective writers, pupils should be taught to:

- Express themselves clearly and precisely for enjoyment.
- Use knowledge acquired from their range of reading texts to model their writing in the style of different authors and also in different genres
- Demonstrate their understanding of how writing enables them to remember, communicate, organise and develop their ideas and information
- Write for an increasing range of purposes, matching their language to the needs of the appropriate audience
- Understand the appropriate use and purpose of an increasing range of written forms on paper and on screen
- Develop ideas and communicate meaning to a reader, using a broad vocabulary and effective style.
- Write neatly with accurate spelling and expression
- Use elements of spelling, grammar, punctuation listed within the National Curriculum.

Progression – Principles of Teaching, Learning and Progression

At Garlinge Primary School and Nursery we believe that every pupil is entitled to a broad, balanced and relevant curriculum that takes account of the requirements of the National Curriculum and other guidance documents. We ensure all staff have an awareness of equal opportunities. We believe that the fundamental functions of language as a means of expressing feelings, establishing contact with others and bringing about desired responses, are crucial in underpinning life skills and all aspects of the curriculum. We therefore believe that all aspects of language need to be developed in as many different ways as possible in order to help children achieve a confident, fluent and appropriate use of language.

Teaching and Learning at Garlinge Primary School and Nursery is based on the children's and classes' individual needs. Pupil provision is related to attainment, not age. It is important to remember that the National Curriculum in English is broad so it is necessary to practise and apply aspects of English through cross-curricular links with other national curriculum subjects. At Garlinge Primary School and Nursery, we use a whole text as termly stimulus or 'vehicle' to deliver the National Curriculum in a cross-curricular way. This allows for key skills to be applied in a purposeful context.

Teaching Methods and Organisation

Approaches to Spoken Language:

The approaches to Spoken Language such as: **Speaking, Listening and Responding, 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.

We ensure children develop as effective **speakers and listeners** so that they can:

- Formulate, clarify and express ideas
- Express themselves using language which is appropriate to their needs and the audience
- Listen, understand and respond appropriately to others
- Use the vocabulary and grammar of Standard English
- Provide as many opportunities as possible for children to experience speaking and listening within a variety of different groupings, in different situations and for different purposes within a wide variety of curriculum areas to enable them to become confident articulate speakers and sympathetic discerning listeners

Approaches to Reading:

To ensure children develop as **readers** so that they can:

- Use phonic knowledge to decode words, using Letters and Sounds guidance
- Master initial reading skills to become independent in reading
- Read a range of texts with understanding, fluency and accuracy
- Research information they need to find in order to answer questions
- Understand the variety of written language and the differences between fiction and non-fiction
- Understand and respond to a range of texts

- Improve their ability to analyse, evaluate and criticise texts
- Become independent fluent readers with a range of strategies and skills and a knowledge of both the uses and enjoyment of reading through a wide variety of activities in many areas of the curriculum

Approaches to Writing:

To develop children as **writers** so that they can:

- Express themselves clearly, precisely and for enjoyment
- Demonstrate understanding of how writing enables them to remember, communicate, organise and develop their ideas and information
- Write for different purposes matching language to the audience
- Understand the appropriate use and purpose of different written forms
- Write neatly in a cursive style with accurate spelling and expression
- Become fluent independent writers, able to write appropriately for a wide variety of purpose and to keep the needs of the reader of their work in mind
- Become independent spellers by using a variety of strategies and to help them become consistently more aware of the typical spelling patterns to be found in the English language
- Enable children to write with a fluent, quick and legible hand and to give them an awareness of the importance of presentation by using a whole school approach to handwriting.

Breadth and Balance

Teachers should have a clear idea of the knowledge and skills to be taught in spoken language, reading and writing, which incorporate composition, handwriting, spelling, punctuation and grammar. It should be noted that these modes are inextricably interrelated and that a balance must be struck between them across Foundation Stage, Key Stage 1 and Key Stage 2.

Variety

English lessons ensure that children will be engaged in a variety of activities appropriate to their specific needs. Child initiated activities, storytelling, talking about their own experiences and ideas, drama and improvisation provide a sound base at Foundation Stage and are developed throughout Key Stages 1 and 2.

Teaching and Learning styles incorporate direct instruction, group collaboration, paired work, practical activity, performance; individual research and investigation with other appropriate strategies all encouraging effective learning through language.

Such is the importance of language to effective learning that this variety will be encouraged across all subjects and aspects of the curriculum. A wide range of resources (big books, picture books, stories, sound and film clips, fairy tales, myths, legends, poetry, nursery rhymes, songs, non-fiction, magazines, comics multicultural resources) are used to help children discover and explore the rich variety of linguistic experience.

Relevance

Language is relevant to all aspects of learning. This relevance is enhanced by enabling children to explore and express their own experience (e.g. family, pets, favourite toys), explore appropriate texts (e.g. fairy tales, nursery rhymes, television programmes) and express their thoughts, feelings and responses to an increasing range of styles and forms.

Planning

Although all or most of the component parts of the language curriculum are inherent in many other areas, specific activities will be timetabled daily.

Long Term Planning:

We will use the English National Curriculum as a basis for our long term planning in Spoken Language, Writing and Reading. Each term's topic will be linked with a quality text.

Medium Term Planning:

Departments and year group teachers will work closely to ensure the coverage and progression of the National Curriculum, recording them on a termly plan.

Short Term Planning:

Teachers will plan weekly in their departments and year groups, using the guidance provided.

Foundation Stage:

English is taught within the Foundation Stage as part of the overall Foundation Stage Curriculum. Long term, medium term and short term planning is carried out in a very different way to that of Key Stage 1 and 2. The main assessment is taken from the Early Years Foundations Stage. English skills are encouraged, supported and taught continuously though the timetabled day as well as specific planning within the Communication, Language and English subject area. Uses of the role-play, auditory and kinaesthetic methods are all used to support the teaching and learning of English within the Foundation Stage.

In Foundation Stage, all children have the opportunity to explore, develop and reinforce English skills in all areas of the classroom but, in particular, in the role-play, book, writing and listening areas.

Monitoring

All planning documents will be reviewed and monitored by the Senior Leadership Team and English Subject Leader. The subject leader will observe lessons and English across the curriculum, Foundation Stage, Key Stage 1 and Key Stage 2.

Differentiation and Special Educational Needs and Disabilities (SEND)

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, including the more able and those children with particular learning needs, across year groups.

Differentiated learning is planned by class teachers to meet the needs of individuals and groups within the class. A variety of groupings are used to affect learning according to the nature of the task. Teaching assistants support learning according to plans provided in advance by the teacher to enable preparation for the lesson. Learning is differentiated for EAL children according to their level of language acquisition; children are included within the class group - see EAL guidelines. Provision is made for EAL children in order for them to access the full curriculum as quickly as possible.

Intervention Programmes

At Garlinge Primary School and Nursery we offer intervention programmes to aid the learning of the children that may find some aspects more challenging. We have embraced Little Wandle Keep-Up and Catch Up across the school. The children are able to work in ability groups within classes to allow for the more able to be challenged and the less able to have the relevant input and support as needed. Some children have the opportunity to have small group work or individual sessions with an intervention teaching assistant. These groups are assessed regularly and the children involved can be changed regularly to ensure they are accessing work that is relevant to their ability.

Equal Opportunities

At Garlinge Primary School and Nursery, we are committed to ensuring equality of opportunity for all pupils, staff, parents and carers irrespective of race, gender, disability, religion & belief, sexual orientation, marital status, pregnancy & maternity, age or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and ability to participate fully in the curriculum and school life.

Resources

Funding for English will be included within the school budget plan for each financial year.

Assessment, Recording and Reporting

Opportunities for teacher assessment will be identified in planning documents, together with opportunities for any pupil self-assessment.

Assessment in English is continuous, to inform planning and diagnose strengths and weaknesses. In speaking and listening this involves observing children using a variety of spoken language for different purposes. In reading, this involves formal and informal observation and close monitoring of children's developing use of strategies and responses to texts. Summative assessment in reading is gained through an autumn, spring and summer reading test and through a Salford reading test in terms 1, 3 and 5. In writing, assessment involves effective marking which is positive, instructional and developmental. Feedback to children about

their progress in English is through verbal comment, discussion and through the marking of work. (See Feedback Policy for further details.) Termly writing assessments also help to monitor the children's progress within writing and help to inform teacher assessments.

We recognise that assessment is ongoing and can be carried out in a variety of ways, including discussion and written evidence.

The Feedback Policy must be followed in conjunction with this policy. The importance of effective feedback is recognised as a key factor in promoting learning. In speaking and listening, children's use of spoken language for different purposes is assessed with verbal feedback provided. In reading, children are assessed in their developing use of strategies when reading with an adult and in their responses to reading texts during lessons. In writing, feedback is provided during the writing process; work is marked in green to highlight success and in pink to give improvement prompts directly linked to the Learning Intention. Children must respond to these prompts as soon as possible after the lesson, making the improvements identified, as highlighted in the marking policy. Children may also be asked to check the spelling of up to three words in their work.

Summative Assessment is through:

- NC Tests - Annually in May for Year 6.
- Verbal and Non-Verbal reasoning in Term 5 for Year 5
- Optional NC tests for Years 3, 4 and 5 in Term 6
- NC Tests/Teacher Assessment – Annually in May for Year 2
- Phonics Screening – Term 6 for Year 1
- Teacher assessment for all year groups termly
- Moderating of children's writing within year groups and across key stages
- Whole school assessments will be carried out, whereby work can be assessed by all staff in line with level descriptors and samples used as guidance in a school portfolio every two terms.
- Pupil progress grids and pupil progress meetings, three times a year.

Formative assessment is through:

- Daily marking of the children's work.
- Discussion with the children.
- Listening to the children.
- Circle time activities.
- Individual reading sessions.
- Guided reading lessons – these are daily.
- Evaluation of weekly plans and lessons.

Cross-Curricular English 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 English lessons to other areas of the curriculum.

ICT

ICT should be used to aid and support teaching and learning wherever possible. Children should be actively engaged in developing their English skills through their own use of ICT.

Health and Safety

Guidelines in the Health and Safety Policy will apply with regard to the use of ICT, all school-based activities and out-of-school activities relating to English.

The Role of the Subject Leader

The subject leader will be responsible for improving the standards of teaching and learning in English through:

- Taking the lead in policy development and the production of schemes of work.
- Auditing and supporting colleagues in their CPD.
- Purchasing and organising resources for the whole school teaching of English.
- Keeping up-to-date with developments in English and disseminating information to colleagues as appropriate.
- Monitoring the delivery of the English Curriculum and advising the Executive Headteacher and Heads of School on any action needed.
- Monitoring and evaluating pupil progress and the quality of the learning environment.

Parental Involvement

Parental involvement in children's language development is encouraged. As part of the school's commitment to extending learning opportunities, parents and carers are asked to hear their child read at home at least three times each week and to keep a record of this in their child's Home Reading Diary. Parents and carers are also asked to help in the learning of weekly spellings and other language homework set. Progress, assessment information and learning targets are shared with parents and carers and carers at regular consultation meetings and through termly newsletters to ensure they are fully informed and able to work in partnership in the interest of their child.

Conclusion

This policy should be read in conjunction with the following school policies:

Teaching and Learning Policy
Feedback policy
Additional Educational Needs Policy
ICT Policy
Equal Opportunities Policy
Health and Safety Policy

Review

This policy will be reviewed as appropriate in response to local or national initiatives, evaluation of monitoring procedures and as detailed in the school improvement plan.

Regular reports are made to the governors on the progress of English provision.

Policy adopted by Governing Body on _____

To be reviewed on _____

Signed by the Executive Headteacher _____

Signed by Chair of Governors _____