

ASHBROOK SCHOOL



"Everyone matters; everyone is important"

ENGLISH POLICY

Updated Autumn 2010

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ENGLISH POLICY STATEMENT

School Aim: "Everyone matters; everyone is important"

CO-ORDINATOR: Mrs L Conneely

AIM

In the light of Every Child Matters our aim is to create an environment where we enable our children to achieve the best possible physical, personal and educational outcomes.

SUMMARY

English and literacy are the common linguistic means by which we communicate and respond. Literacy unites the important skills of **speaking, listening**, reading and writing. Children at Ashbrook School should learn to use English effectively across the whole curriculum with a sense of enjoyment **and fulfilment**.

GENERAL LANGUAGE INTENTIONS

Literate primary pupils should be able to:

- recognise the relationship between reading and writing
- access learning opportunities which integrate reading, writing, speaking and listening activities
- work on real contexts for effective language learning
- begin to monitor and reflect on their own language learning
- use their knowledge and insights of textual material for the purposes of pleasure, learning, the making and communication of meaning, and personal empowerment
- be carefully assessed at particular stages of language attainment, recognising that this learning is not consistent or linear.

READING OBJECTIVES

Literate primary pupils should:

- know that reading is a complex individual process, requiring the reader to draw on a range of active, meaning making skills
- be able to use previous knowledge of other texts to enable effective reading to develop further

Our pupils should be able to:

- read fluently and with understanding across a broad variety of texts
- use all available clues in texts to search for meaning

- recognise that makers of texts devise them for a variety of purposes
- develop a range of reading strategies for individual texts, and across a range of texts
- read for different purposes
- make predictions of texts and to check/amend them as the text develops
- make progress as readers
- become increasingly reflective on their reading development

WRITING INTENTIONS

Writers begin to understand that:

- writing is a purposeful, controlled, deliberate text making activity - different from speaking
- all writing should be designed to meet the needs of real or imagined audiences
- writing should be framed within recognisable text types/genres
- more precise and effective writing can be achieved through informed grammatical and linguistic choices
- writing can be more effectively compiled when modelled through reading
- writing can be continually improved
- writing can be used to articulate, explore and consolidate ideas, concepts and knowledge
- writing can be more successfully prepared through preliminary talk
- writing skills can be improved through reflection, **self and peer** evaluation of progress

Our pupils should:

- know that writing is different from speaking
- be able to recognise that writing should have a clear purpose
- be able to write for a range of real or imagined purposes
- be able to write in recognisable genre and text types
- be able to use 'models' of texts they have read to guide their own writing
- be able to write clearly and legibly, in accurate English
- be able to explain why particular choices have been made in any writing
- make progress as writers
- become increasingly reflective on their writing progress

SPEAKING AND LISTENING INTENTIONS

Speakers and listeners begin to understand that:

- speakers can take increasing purposeful control of their speaking in a range of contexts
- effective speaking meets the needs of particular audiences and contexts
- listening skills can be improved by attending to particular events in a more focused manner

- reading and writing can be improved and supported through speaking about, and listening to, texts
- learning can be improved through articulating their understanding in their own words
- speaking and listening attainment can be improved through reflecting on effective speaking and careful listening

Our pupils should be able to;

- communicate effectively by speaking with increasing confidence, clarity and fluency
- speak appropriately in a variety of settings, for a range of audiences
- develop a wide range of speaking skills on increasingly more complex subjects
- think carefully and organise thinking before speaking
- listen attentively to increasingly more challenging discourses
- respond sensitively and reflectively to what has been heard
- reflect on their talk

ORGANISATION

In Early Years the children follow the curriculum guidance in the Early Years Foundation Stage Profile and work towards achieving the 'Early Learning Goals' for Communication, Language and Literacy. In Key Stage 1 English is planned and delivered using the National Literacy Strategy Framework.

At Key Stage 1 English is taught through a combination of approaches on a daily basis. In addition, English is addressed through timetabled activities such as story time, drama, spelling sessions, handwriting, speaking and listening, **guided reading and writing**, extended writing and ICT.

Within both the Foundation Stage and Key Stage 1, the English curriculum is planned to provide links with other subjects, as well as those activities which teach specific English skills.

MANAGEMENT

The National Literacy Strategy and **Early Years** Foundation **Stage** Curriculum have been used to evolve a scheme of work for English for each year group. Where possible the units of work are topic related.

TEACHING AND LEARNING

The **Early Years** Foundation **Stage** Curriculum and the National Literacy Strategy provide the framework for our English curriculum.

The objectives give literacy teaching focus and direction, which should aim for high levels of motivation and active engagement for pupils. To achieve this, teachers use a wide range of teaching strategies including:

- direction: eg: to ensure pupils know what they should be doing, to draw attention to points, to develop key strategies in reading and writing;
- demonstration: eg: to teach letter formation and join letters, how to read punctuation using a shared text, how to use a dictionary;
- modelling: eg: discussing the features of written texts through shared reading of books, extracts;
- scaffolding: eg: providing writing frames for shared composition of non-fiction texts;
- explanation to clarify and discuss: eg: reasons in relation to the events in a story, the need for grammatical agreement when proof-reading, the way that different kinds of writing are used to serve different purposes;
- questioning: to probe pupils' understanding, to cause them to reflect on and refine their work, and to extend their ideas;
- initiating and guiding exploration: eg: to develop phonological awareness in the early stages, to explore relationships between grammar, meaning and spelling with older pupils;
- investigating ideas: eg: to understand, expand on or generalise about themes and structures in fiction and non-fiction;
- discussing and arguing: eg: to put points of view, argue a case, justify a preference;
- listening to and responding: eg: to stimulate and extend pupils' contributions, to discuss/evaluate their presentations.
- endeavouring to promote thinking skills to complement the key skills within the Foundation Curriculum and the National Curriculum

ICT should be used at all levels to support learning as appropriate.

At present, children whose first language is not English may receive extra support from a learning support assistant under the direction of the class teacher concerned.

Parents are actively encouraged to support their children's learning at home through regular and pleasurable reading and writing activities in conjunction with school. They

may also support the learning of phonics and spelling in relation to handwriting when appropriate.

Guidance is given at a home learning meeting at the beginning of the year, and at Parent's Workshops. Suggestions for support are to be found as part of the pupils' reading record, the Home Learning Policy **and at specific surgeries for identified children**. Parents are informed of new initiatives and given guidance, where appropriate.

CROSS CURRICULAR LINKS

Links are to be found between English and a range of other curriculum areas. However, these links should be genuine rather than tenuous and contrived.

CONTINUITY AND PROGRESSION

Continuity and progression are ensured through reference to the objectives stipulated in the National Curriculum and Curriculum Guidance for the Early Years Foundation Stage. To ensure continuity and progression, teacher's record and transfer information in a comprehensive manner at regular, and appropriate, stages.

Planning for English occurs at three levels:

- Long Term - yearly planning
- Medium Term - half-termly planning
- Short Term - weekly planning and daily planning

In Early Years, medium term plans map out the main teaching objectives for each half term. From these, detailed weekly plans define the elements taught towards achieving the Early Learning Goals, with cross-curricular links.

In Key Stage 1, medium term plans give details of the main teaching objectives for each term in Years One and Two. These plans clearly define what is taught and ensure an appropriate balance of objectives across each term. From these, detailed weekly plans are then compiled, within year group teams. Individual teachers then annotate with their own evaluations pertinent to their class.

DIFFERENTIATION - (See also Special Needs Policy)

Our aim is to meet the needs of each individual child and involve them as far as possible in determining their next target and organisation of their pace of work.

Some children will be able to pursue more demanding work at higher levels and should be encouraged to do so. Some children will benefit from work at a lower level in order to help them consolidate particular skills. This is addressed through planning **using one or more of the following strategies:**

- **varying the number and complexity of resources used**

- giving different levels of adult support
- questioning understanding
- pre-teaching
- grouping according to ability or mixed ability

EQUAL OPPORTUNITIES/SPECIAL NEEDS/INCLUSION

All pupils have access to English on an equal basis, irrespective of gender, race or religion and at an appropriate level. As far as possible, any child with a specific disability will be provided with the same opportunities as his/her peers.

A broad, balanced and differentiated curriculum is provided in order for each child to achieve their potential as far as their capability allows.

ASSESSMENT, RECORDING AND REPORTING

Assessment and testing are fundamental to the implementation of the **Early Years Foundation Stage Curriculum** and the Literacy Strategy **at KS1**. This testing is a combination of **observation**, regular teacher assessments, half-termly assessments and Standard Assessment Tasks which help to determine the child's level of performance.

Assessment is undertaken at three connected levels - short term, medium term and long term - to inform and support a continuous cycle of planning, teaching and assessment. Children's attainments are recorded and progress tracked **regularly** (see Assessment Policy).

Short Term

Assessments are an informal part of every lesson and may be recorded in Formative Records. Children who are being targeted with a specific literacy area may be assessed on a weekly/daily basis or as appropriate and individual records kept. Children, who have been assessed as being more able, may be targeted with specific extension tasks or challenges and will be assessed accordingly.

Medium Term

Medium term summative assessments take place half-termly in Key Stage 1 and are recorded on children's individual 'Tracking' records.

Assessments may be recorded on children's individual formative records as appropriate.

Long Term

Assessments are also made towards the end of the academic year to review progress and attainment against school and national targets. **At Key Stage 1 these assessments are passed on to the next teacher through class record sheets, tracking data and APP records at transfer meetings**, and to parents through end of year records of

achievement and Parent Consultations. SAT material is available and can be used by any year group to assess children's work. At the end of Year 2 individual information on children's progress is recorded for the receiving Middle School prior to transfer.

Early Years Foundation Stage assessments are ongoing throughout the year. At the end of the year the completed EYFS Profile is shared with parents with achievements matched against progress towards the Early Learning Goals.

OPERACY

- Thinking is an important human life skill which, like literacy and numeracy, has to be learned and practised to be effective.
- We use 'thinking tools' to help with this process. These tools help us to generate often completely new ideas in all areas of the curriculum which may not have been considered before.
- Once the thinker has acquired the skills and techniques they can control and direct their thinking at will.

STAFFING AND RESOURCES

Class teachers are responsible for delivering the English curriculum within their class. At Ashbrook we recognise the importance of having good quality and up-to-date resources, which are clearly labelled and easily accessible. This supports the development of our children's independent skills. Displays will be attractive, promote the current teaching and learning, as well as celebrating achievement of individuals or groups of children within each class, and may include class targets and a 'learning wall'. There is a nominated member of staff who has responsibility for co-ordinating the curriculum and is supported by a Link Governor. (Role of English Co-ordinator - see Appendix 1)

MONITORING AND EVALUATION

The Curriculum Manager, the Literacy Co-ordinator and the Link Governor are responsible for ensuring the appropriate policy statements, guidelines and Schemes of Work are drawn up and revised in line with the School Improvement Plan.

The Curriculum Manager and the English Co-ordinator are jointly responsible for the planning, teaching, learning, monitoring and evaluation throughout the school.

DATE WRITTEN

This policy was re-written in Autumn Term 2010 and will be regularly reviewed in line with the ever changing learning climate. This policy is fundamental to the success of Ashbrook School and will be actively shared with all stakeholders.

L. Conneely
November 2010

