

ENGLISH LANGUAGE AND LITERACY POLICY

*Like a tree firmly planted by streams of living water we will grow
in knowledge, love, faith and wisdom. Based on Psalm 1:3*



Purpose of study

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

Aims

The overarching aim for English in the National Curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The National Curriculum for English aims to ensure that all pupils:

- Read easily, fluently and with good understanding.
- Develop the habit of reading widely and often, for both pleasure and information.
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- Appreciate our rich and varied literary heritage.
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.
- Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Teaching and learning

At Worlingham CEVC Primary School we use a variety of teaching and learning styles in English lessons, as recommended by the National Curriculum. Our principal aim is to develop spoken language, reading, writing and vocabulary development. We do this through a daily lesson that has a high proportion of whole-class and group teaching. These lessons may include a whole-class shared reading or writing activity, guided group or independent activities and a plenary session to review progress and learning. Children experience a wide range of texts and use a range of resources such as dictionaries, thesauruses and phonics to support their work. Children use ICT in English lessons to enhance their learning, using multimedia to combine words and images to convey meaning. Children are taught their English skills across all areas of the curriculum.

There is a range of abilities in all classes. Learning opportunities are differentiated for children by matching the challenge of the task to the ability of the child. This is achieved through a range of strategies such as differentiated group work, or children working from the same starting point before moving on to develop their own ideas. Teaching Assistants support children of all abilities with tasks that are matched to their individual needs.

English curriculum planning

English is a core subject in the National Curriculum. We use the English National Curriculum as the basis for implementing the statutory requirements of the programme of study for English. Curriculum planning in English is in three phases (long-term, medium-term and short-term). Both long-term and Medium-term planning are based on the English National Curriculum, giving details of the main teaching objectives for each unit. These plans define what we teach and ensure an appropriate balance and distribution of work across each term.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf

Class teachers use a short-term plan for the teaching of English. These may last for anything from one up to three weeks depending on the unit, detailing the objectives and what each group of children will be taught. The class teacher keeps these individual plans.

The Early Years Foundation Stage

Literacy is taught as an integral part of the school's work. The children's Literacy work is planned in line with the Early Years Foundation Stage. All children are given the opportunity to talk and communicate in a range of situations, to respond to adults and to each other, to listen carefully, and to practise and extend their range of vocabulary and communication skills. They have the opportunity to explore, enjoy, learn about, and use words and text in a range of situations.

Throughout the Foundation Stage and into Key Stage 1 the teaching of phonics plays a major part in the children's acquisition of skills and knowledge in Literacy. 'Letters and Sounds' is used to support the development of phonics within the Foundation Stage and Key Stage 1. The appropriate phases of Letters and Sounds are taught to the children. Assessments are recorded and there is liaison both during and at the end of an academic year between staff to inform them of progression and next steps of learning. As well as the resources provided there is a range of phonic based reading books to support children's development of early reading and writing.

Contribution of English to teaching in other curriculum areas

The skills that children develop in English are linked to, and applied in, every subject 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.

Mathematics

English contributes significantly to the teaching of Mathematics in our school. Children in the Foundation Stage develop their understanding of number, pattern, shape and space by talking about these areas with adults and other children. Children in Key Stage 1 are taught stories and rhymes that rely on counting and sequencing. Children in Key Stage 2 are encouraged to read and interpret problems in order to identify the Mathematics involved. They explain and present their work to others during plenary sessions and they communicate mathematically through the developing use of precise mathematical language.

Computing

The use of technology enables children to use and apply their developing skills in English in a variety of ways. Younger children use technology as a source of information and as a way of enabling them to present their completed work effectively. Children use the Internet when searching for information to support their learning within the curriculum. Children use the planning and proofing tools in a word

processor when checking their draft work. We encourage all children to use technology as a resource for learning, whenever they feel it is appropriate.

Spiritual, moral, social, cultural development and British Values (SMSC and British Values)

English contributes to the teaching SMSC and British Values. We encourage younger children to take part in class and group discussions on topical issues. In their science work they talk about things that improve their health and about rules for keeping them safe around the school. Older children research and debate topical problems and events. They discuss lifestyle choices and meet and talk with many visitors who work within the school community. Planned activities within the classroom encourage children to work together and respect each other's views.

The teaching of English develops skills through which our children can give critical responses to the moral questions they meet in their work. Their understanding and appreciation of a range of texts brings them into contact with their own literary heritage and texts from other cultures. The organisation of lessons allows children to work together and gives them the chance to discuss their ideas and results.

Teaching English to children with special educational needs

English is taught to all children at school. English forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our English teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. Pre-Key Stage standards and PIVATS are also used to assess pupil progress.

Intervention for children with additional needs will lead to the creation of a Support Plan. The Support Plan may include, as appropriate, specific targets relating to English.

We enable pupils to have access to the full range of activities involved in learning English. Where children are to participate in activities outside the classroom, for example, a theatre trip, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Teachers provide help with communication and English through:

- Using texts that children can read and understand;
- Using visual and written materials in different formats;
- Using technological aids and taped materials;
- Using alternative communication, such as signs and symbols;
- Using translators and amanuenses.

Assessment and recording

Teachers assess children's work in English in a variety of ways. Formative assessments are used to inform future planning. Teachers match these short-term assessments closely to the teaching objectives. Teachers record assessments termly to monitor progress. Assessments are used to monitor progress against school and national targets.

These assessments are used to set targets for the next school year and summarise the progress of each child. The receiving teacher also uses these long-term assessments as the basis for planning work for the new school year. Assessments are made using optional national tests, regularly reviewing individual examples of work against the assessment criteria set out in the BDEM (Beginning, Developing, Embedded, Mastery) grids. Pupil Progress meetings are held termly to hold teachers to account for the progress of children in their classes.

Resources

There are a range of resources to support the teaching of English across the school. All classrooms have dictionaries, thesauruses and a range of age-appropriate small apparatus. All classrooms have a selection of fiction and non-fiction texts. Children have access to the Internet in the computer suite as well as through the suite of lap tops, Chrome Books and Surface Tablets. The library contains a range of books to support

children's individual research. Children have weekly visits to the library and can choose books to take home to read.

Monitoring and review

Monitoring of the standards of the children's work and of the quality of teaching in English is the responsibility of the Headteacher and English Lead, and across the curriculum is the responsibility of subject leaders. The work of the English Lead also involves supporting colleagues in the teaching of English through the Raising Attainment Plans, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in school.

Reference to the National Curriculum in England, Key Stages 1 and 2 framework document, September 2013, forms the basis of all our English Teaching.

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