



## ENGLISH POLICY

This policy was reviewed in April 2018 by:

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Dick Empson (Governor)

The policy was adopted by the Governors on 19 July 2018

This policy is reviewed biennially

Date of next review: Spring 2020

### INTRODUCTION

At King Edwin Primary & Nursery School we aim to help children to develop a love for the English language through the spoken and written word. We recognise that English is a core subject within the National Curriculum and a pre-requisite for educational and social progress. Mastery over language empowers children to think, communicate creatively and imaginatively as well as allowing them engagement with the world at large.

We aim to develop pupils' abilities within an integrated programme of speaking and listening, reading and writing. Pupils will be given opportunities to interrelate the requirements of English within a broad and balanced approach to the teaching of English across the curriculum, with opportunities to consolidate and practise taught literacy skills.

Year-on-year curriculum statements for English can be found on the School's website, within our 'curriculum framework' section.

### AIMS

Pupils will leave Year 6:

- reading and writing with confidence, fluency and understanding, using a range of independent strategies to self-monitor and correct
- with a love of reading and a desire to read for enjoyment
- with an interest in words and their meanings - developing a growing vocabulary in spoken and written forms
- understanding a range of text types, media types and genres
- able to write in a variety of styles and forms appropriate to the situation
- using their developing imagination, inventiveness and critical awareness
- having a suitable technical vocabulary to articulate their responses

# STATUTORY REQUIREMENTS

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Programmes of Study (September 2013) and in the Communication and Language and Literacy sections of the Statutory Framework for the Early Years Foundation Stage (Last updated February 2018).

In the Early Years Foundation Stage (Reception) children are given opportunities to:

- speak, listen and represent ideas in their activities
- use communication, language and Literacy in every part of the curriculum
- listen to and read a range of texts
- become immersed in an environment rich in print and possibilities for communication
- take part in regular phonics lessons

At Key Stage One (Years 1 and 2) children learn to speak confidently and listen to what others have to say. They continue to read and write independently and with enthusiasm. They have opportunities to use language to explore their own experiences and imaginary worlds.

At Key Stage Two (Years 3 – 6) children learn to change the way they speak and write to suit different purposes and audiences. They read a range of texts and respond to different layers of meaning in them. They have the opportunity to explore the use of language in literary and non-literary texts and learn how the structure of language works.

# RESOURCES

- A wide selection of fiction, poetry and non-fiction texts are available for use.
- A variety of guided reading texts are available to provide a range of fiction, non-fiction and poetry as well as boy friendly texts.
- Reading books are selected from a range of reading schemes and are 'Book Banded' to ensure consistency throughout the school.
- Listening skills are developed through listening to stories, and puppets are used to develop speaking and listening skills
- Dictionaries and Thesaurus are available in each classroom.
- The school subscribes to the Education Library Service with an unlimited facility for exchange of books. The service is used to provide both extra texts for English and collections for other curriculum areas.
- All classrooms have reading areas which are used in a variety of ways to help develop a love of reading.
- There are shared reading areas for each Key Stage within the corridors.

## INCLUSION

King Edwin School prides itself on equal access to the curriculum for all children irrespective of race, gender or home background. We aim to provide for all children so that they achieve as highly as they can according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. Gifted children will be identified and suitable learning challenges provided.

The school will ensure that all children, unless it is inappropriate (e.g. significant special need), will cover the content made statutory by the learning objectives within the National Curriculum. Children access the curriculum at the appropriate level, thus ensuring progression and differentiation.

When children have special educational needs, they will receive additional support as necessary. Suitable resources and learning environments will be provided to enable all children access to the learning required.

## TARGET SETTING AND ASSESSMENT

- EAZMAG is used to record formative and summative assessments on a regular basis.
- Formative assessment is an integral part of the teacher's role and is used on a daily/weekly basis to inform future planning. It involves informally identifying children's progress against teaching objectives and targets, determining what a child has already achieved and moving them on to the next stage of learning.
- Summative assessment is carried out half-termly and is used within pupil progress meetings to monitor pupils' progress and attainment.
- Individual pupil targets are ongoing. We use both formative and summative assessments to inform the targets which children have in their books.
- Reporting procedures are in line with DfE regulations. Parents receive an annual written report and are invited to two parental interviews throughout the academic year.

## ENRICHMENT ACTIVITIES

- Children are expected to read regularly and share books with adults. This is encouraged through "Early Bird reading" sessions that are held before school. Reading challenges are set termly with children rewarded for regular reading. Special events are held on a regular basis through the year to encourage a love of reading and writing.
- Children are allowed to choose from a range of homework activities (BINGO homework).
- King Edwin School keeps parents informed about their child's progress through workshops, parents meetings, written reports.
- Parents should also refer to the information in reading diaries and expectation documents.
- All children visit the local Edwinstowe public library throughout the year. Activities vary according to age, and can include library research skills, story sessions and browsing/borrowing books.

## MONITORING AND EVALUATION

We aim to mark work consistently throughout the school and where appropriate we encourage the children to self-correct during the redrafting process. Success criteria are used by pupils and teachers to move learning forward. A whole school marking policy can be found on the school server. This differs slightly according to the age of the children.

English is evaluated using the following criteria:

- the literate environment – e.g. word banks, interactive displays including the display of shared writing, group investigations, class charts of spelling strategies and grammar terminology
- data analysis, EAZMAG, phonics tracker
- work scrutiny and moderation by school staff within school and across our family of schools
- classroom observation and feedback
- Key Stage 1 and Key Stage 2 SAT result analysis, FSP scores, phonics screen scores
- resource/book audit by the English co-ordinators