

St Alban's C of E Academy

In Association with:

Manor Multi-Academy Trust



English Policy

St Alban's C of E Academy

ENGLISH POLICY

RATIONALE

At St Alban's C of E Academy we encourage our pupils to become lifelong learners. We want to give children an education of the highest standard, we encourage all pupils, to achieve the best they possibly can. We believe that providing pupils with a well-balanced, enriching and engaging English curriculum will aid them in developing into self-assured communicators.

Children need to be able to speak, read and write fluently and accurately. We must therefore, develop children's ability to communicate effectively in speech and writing and to listen with understanding. Children must also be enabled to become enthusiastic, responsive and knowledgeable readers.

Aim

We aim to develop each child so that they are able to read with fluency and understanding and communicate effectively both orally and in written form to any given audience.

SPEAKING AND LISTENING

Aim

To develop each child to listen attentively and communicate clearly and confidently in ways appropriate to various occasions and purposes.

Objectives

The aim will be achieved by:

- children listening to adults and peers,
- children having opportunities to formulate, clarify and express their ideas in a range of contexts.
- making children aware of the need to adapt speech to a widening range of circumstances and audience,
- encouraging the use of spoken standard English as appropriate.

READING

Aim

To develop each child so that they are able to read fluently, with accuracy and with an understanding from a variety of sources.

Objectives

This aim will be achieved by:

- interacting with a wide range of text during shared/guided/independent reading each day,
- encouraging an interest in different types of reading material for their own pleasure and for information,
- reading with and to adults or peers on a regular basis,
- teaching the recognition of letters and the associated sounds with letters and the combination to decode words
- learning to use a variety of strategies to tackle unfamiliar words,
- encouraging children to approach a range of material with some confidence, fluency, accuracy and understanding,
- helping children to develop strategies in order to be able to acquire information from various sources,
- developing an appreciation of literature by giving opportunities for children to explore a range of texts
- encouraging children to read widely to support their learning across the curriculum
- develop a love of reading through exploration of key authors each term

WRITING

Aim

To develop each child so that they can use writing as a means of expressing thought, opinion and information.

Objectives

This will be achieved by:

- providing opportunities for pupils to study and analyse the style and construction of different types of writing,
- providing writing opportunities for different purposes and audiences,
- encouraging correct grammatical, construction and spelling skills for various forms of writing,
- helping the children to become increasingly independent in their writing,
- encouraging careful planning, drafting and redrafting,
- encouraging a legible style of handwriting
- giving the children time to reflect, edit and improve their written work
- encouraging children to use their learning in English to support their writing across the curriculum

METHODS OF DELIVERY

In line with National Curriculum, each class will spend 5 hours each week on direct English teaching. The structure of each lesson at St Alban's C of E Academy uses elements of the Primary Framework for Literacy and encompasses all aspects of National Curriculum and is uniquely planned and tailored to meet the needs of all our learners

In addition, literacy and the teaching of English permeate the whole curriculum. There is a clear emphasis on the teaching of basic English across the curriculum to ensure that children have opportunities to confidently read and write and talk in a range of contexts to least a national age related expectation

The teacher should provide stimulating experiences and activities to motivate the child, using a range of resources to engage individuals and groups of children.

Pupils need to be frequently presented with open-ended learning opportunities. In English, an answer is not necessarily right or wrong, but may have a range of possibilities, based on opinions, feelings and judgments.

Pupils will gain confidence from exploring such possibilities and tackling learning opportunities in their own way.

PROGRESSION, BALANCE, BREADTH

It is important that pupils have opportunities to learn and revise the skills necessary for new progress. Realistic situations must be created for learning and once learnt, skills need to be applied and integrated in other areas of the curriculum so that they do not become isolated. English is crucial and paramount in the teaching of other subjects in the Primary Curriculum.

We teach Communication and Language and Literacy in Nursery and Reception classes as an integral part of the school's work. The format for the daily lesson develops across a six term continuum in order to meet the needs of learners and in order to aid transition. In Early Years, we relate the English aspects of the children's work to the objectives set out in the Statutory Framework for the Early Years in the Foundation Stage which provides children with appropriate transition into National Curriculum and the Development Matters in the Early Years Foundation Stage. We give all children the opportunity to talk and communicate in a widening 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.

EQUAL OPPORTUNITIES

In accordance with the Equal Opportunities policy, all pupils have equal access to the National Curriculum and Primary Framework for Literacy as set out in the Framework for teaching.

For those children with Special Needs, the teacher will work alongside the SENCO to set individualised targets which are taught and reviewed regularly.

PLANNING

The agreed programme of work will ensure continuity, progression and differentiation. The whole school approach to long, medium and short term planning for English reflects the recommendations of the Primary Framework for Literacy.

ASSESSMENT

This is ongoing and continuous and informs future planning. It will follow the guidelines established in the school's assessment policy.

TEACHING ENGLISH TO CHILDREN WITH CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

At our school we teach English to all children, whatever their ability. 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.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

Intervention through School Action and School Action Plus will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP 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 ICT, other technological aids and taped materials;
- using alternative communication, such as signs and symbols;
- using translators and amanuenses.

GIFTED & TALENTED

In English, staff will develop differentiated weekly plans to ensure pupils who are identified as gifted in English and achieving exceptionally high levels of achievement are catered for. For these pupils accelerated learning experiences where programmes of study from the next school phase or Keystage are accessed by the pupils through investigative work, or enrichment activities are planned for giving these pupils open ended investigations to complete that link to the English programmes of studies being covered. Support from the school Gifted & Talented co-ordinator / literacy co-ordinator can be sought to support this process.

ASSESSMENT AND RECORDING

Teachers assess children's work in English in three phases. The short-term assessments that teachers make as part of every lesson help teachers to adjust their daily plans. Teachers match these short-term assessments closely to the teaching objectives. They use medium-term assessments to measure progress against the key objectives, and to help them plan for the next unit of work. They use a class record of the key objectives as the recording format for this. Teachers make long-term assessments towards the end of the school year, and they use these to assess progress against school and national targets. With the help of these long-term assessments, teachers are able to set targets for the next school year and summarize the progress of each child before discussing it with the child's parents. The next teacher also uses these long-term assessments as the basis for planning work for the new school year. These long-term assessments are made using end-of-year tests and teacher assessments. Children undertake the national tests at the end of Year 2 and Year 6, plus the optional national tests at the end of Years 3, 4 and 5. Teachers also make annual assessments of children's progress using the level descriptions of the National Curriculum.

Teachers meet regularly to review individual examples of work against the national exemplification material produced by the STA and the DfE.

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 English subject leader and Senior Leadership team and Year Group Leaders. The work of the subject leader also involves supporting colleagues in the teaching of English, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The leader has specially-allocated regular management time in order to enable him/her to review samples of the children's work and undertake lesson observations of English teaching across the school.

REVIEW

This policy will be reviewed annually by staff and governors