



## Policy: ENGLISH

At St. John's Meads Primary School we believe

*"Practitioners must support children's learning and competence in communicating, speaking and listening, being read to and beginning to read and write. They must also work to give children the confidence, opportunity, encouragement, support and disposition to use their skills in a range of situations and for a range of purposes."*

### **The 2014 National Curriculum:**

*"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... 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 language, and to develop their love of literature through widespread reading for enjoyment."*

### **Aim**

At St. John's Meads our aim in the teaching of English is to provide the children with the skills and knowledge they will require to achieve their full potential as effective communicators. English unites the important skills of reading, writing, speaking, listening and drama. We aim to inspire, motivate and encourage each child to love literature and to develop their skills in communication.

It is our aim to ensure that each pupil is able to:

- Read and write confidently, fluently and with understanding
- Develop a fluent and legible style of handwriting
- Understand the phonetic reading and spelling system
- Read and spell accurately
- Understand, use and be able to write a range of non-fiction texts
- Develop an interest in words and their meanings
- Appreciate a range and variety of different texts
- Understand and be familiar with story plots, settings and character studies
- Plan, draft, revise and edit their own writing
- Develop an interest in, and love of, books, and enjoy reading for pleasure
- Develop their own powers of imagination, inventiveness and critical awareness
- Communicate their ideas through speaking with confidence to a range of audiences
- Develop their own ability to think for themselves
- Listen, understand and respond to others' appropriate use of relevant vocabulary

### **Organisation**

Literacy is a key part of the daily timetable, it is both explicit and cross-curricular through our creative learning journeys. Some lessons are taught in cross age phase ability groups. A number of activities are on offer to the children enabling them to develop into enthusiastic and motivated writers, readers and conversationalists.



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### **Planning**

Teachers plan for English lessons using the long, medium and short-term planning system set up within the school. Medium-term planning links in skills from the Creative Learning Journey Wheel and is used to link English across the curriculum in both Key Stages. A short-term weekly Literacy plan is used to give the Literacy Learning Intentions to be covered during that period. This is taken one step further when teachers outline their activities for Literacy on a daily basis, making links for children with SEND and G & T children

### **Continuity and Progression**

The use of the National Curriculum and the Creative Learning Journey Skills wheel at St. John's Meads ensures that there is continuity and progression from the Foundation Stage through to the end of Key Stage 2. The frameworks are designed to ensure that all aspects of the subject and age appropriate skills are taught at the appropriate level with opportunities to revisit and build on previous knowledge. To ensure continuity writing and topic work is moderated across key stages. Children are continually assessed and tracked and self evaluation and marking is used so that children know their achievements and next steps.

### **Teaching Methods**

Literacy covers such a wide area that many different teaching methods are used, depending on the activity. Whole-class teaching, group teaching, small group teaching and individual teaching are methods used by all teachers. Pupils are taught and work in a variety of mixed ability and equal ability groups in all aspects of English. Children are also encouraged to undertake tasks on an individual basis and to take responsibility for their own learning through self- initiated challenges.

### **Equal Opportunities and Differentiation**

St. John's Meads has a policy of equal opportunities for all pupils. The pupils who are identified as needing extra support, through teacher assessment and a variety of different testing methods, are given booster sessions by teaching assistants or teachers. Where necessary, specific programmes of study are provided by the Special Educational Needs and Disabilities Co-ordinator (SENDCo) in consultation with the class teacher. For children with more individual learning requirements, teachers and teaching assistants work closely together to provide opportunities for all pupils to have access to learning.

### **Resources**

In every classroom there are resources easily accessible to the children. Reading, topic and reference books are on display in every classroom, and each class has their own set of dictionaries and thesauri available to the children at all times. Every classroom has a reading corner with a selection of books suitable for its age range. This should be a special space that promotes the pleasure of reading. A wide variety of fiction and non-fiction is available in the school library. The Reading Scheme is centrally stored in the library and is accessible to pupils and staff at all times.

### **Computing**

Every class has access to the 'Hub' (computer suite), laptops, iPads and IWB, used to support, develop and extend Literacy lessons in the classroom. They are connected to the Internet and the www is used as a resource. The children have access to a range of equipment, such as digital cameras, digital blue movie creators, video cameras, speaking and listening centres, scanners, easi-speak microphones and a range of other software.



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**Assessment**

Assessment takes a variety of forms, including both formal testing and teacher assessment. SATs, Optional SATs, MIST, Phonics screening checks, and spelling age tests are used during the school year with the appropriate classes.

During the year children are assessed both formatively and summatively. Assessment is tracked through the schools tracking system using test results, spelling tests and termly writing assessments, as well as our tracking system based on the National Curriculum. Children's progression in Reception is tracked throughout the Early Years Foundation Stage Profile.

Records of children's progress are kept using our computerised tracking system. Teachers may also keep their own notes on paper. Information from both tests and teacher assessment is kept, and is a good source of statistical evidence to enable teachers to monitor individual pupils' needs.

Annual school reports have Pupil Targets written by the teacher, and these are extended throughout the year in a variety of different ways. Children are aware of their achievements and next steps for their learning.