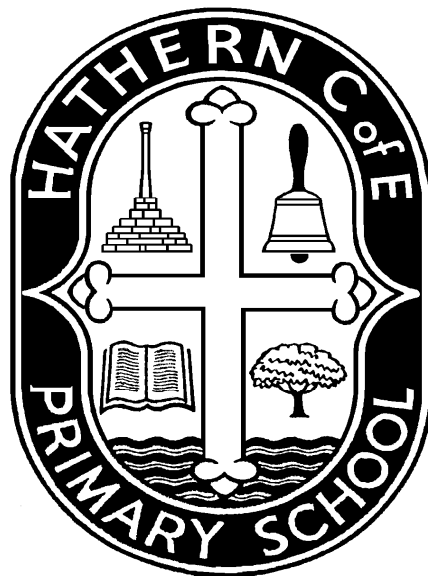


Hathern Church of England Primary School



English Policy

At Hathern Church of England Primary School,
we believe in 'Learning and Caring Together'

This policy will be reviewed every 3 years (in accordance with School Policy Review Schedule), or when DCSF/LA legislation requires, or when requested by staff, governors or parents.

Policy re-write Autumn 2015: HT _____

Autumn 2015: Govs _____

Policy review Autumn 2018: HT _____

Autumn 2018: Govs _____

English Policy

Section 1: Policy Intention

This policy is intended to ensure that across the school there are agreed practices and principles in English. Its purpose is also to ensure that the delivery of the National Curriculum is delivered in ways that are imaginative, purposeful, planned, disciplined and enjoyable.

The teaching of English should ensure that pupils:

- read and write with confidence, fluency and understanding
- are able to orchestrate a full range of reading clues (phonic, graphic, syntactic, contextual) to monitor their reading and self correct
- understand the sound and spelling system and use this to read and spell accurately
- have fluent and legible handwriting
- have an interest in words and their meanings and a growing vocabulary
- know, understand and are able to write in a range of genres in fiction and poetry, and understand and be familiar with some of the ways in which narratives are structured through basic literary ideas of setting, character and plot
- understand, use and be able to write a range of non-fiction texts
- plan, draft, revise and edit their own writing
- have a suitable technical vocabulary through which to understand and discuss their reading and writing
- become interested in books, read with enjoyment and evaluate and justify their preferences
- develop their powers of imagination, inventiveness and critical awareness
- are able to speak clearly thinking about the needs of their listeners
- can listen carefully to others

Section 2: Agreed Procedures

The school continues to make use of the Primary Curriculum although as a non-statutory archived document, it is now simply used as a guidance tool for teachers.

All Year group staff still have access to the Primary Curriculum. Planning is also supported by the Hamilton Trust.

The school has clear and agreed expectations for short-term and medium-term planning in English. The School recognises that English learning and teaching should be objective-led, and not resource-led, and that Learning Objectives and Success Criteria (WALT and WILF) are shared with the children and are central to the learning and teaching process.

The principles and practices of Assessment for Learning are deployed in all English teaching. There is an agreed Handwriting Scheme and school style (separate Handwriting Policy) for FS - Year 6.

There are also agreed Spelling Guidelines and agreed Spelling Protocols (see separate Spelling Policy).

Section 3: Monitoring and evaluation

Questions to ask?

- Are staff planning a Literacy curriculum that covers a range of genres and skills?
- Are agreed Literacy planning protocols being adhered to?
- Are AfL principles and agreed practices being implemented?
- Are pupil assessments used to identify 'next steps in learning' and to identify 'target groups of pupils' (WAVE 1 and 2)?
- Are staff taking account of prior learning in their planning?
- Is work appropriately differentiated to provide Quality First Teaching for all pupils; SEN – G&T?
- Do CTs make effective use of support staff?
- Is there provision for 'Talk for Writing'?
- Do staff model 'good practice' in Literacy?
- Is the agreed Handwriting Scheme being taught in a regular and systematic basis?
- Are agreed Spelling Practices and Expectations being adhered to?
- Is there a planned daily Guided Reading session taking place in each class?
- Is there daily and discrete Phonics teaching in Foundation Stage and Key Stage 1?
- Is there regular and discrete teaching of Phonics in KS2 where there is an identified need?
- Is there a regular, and planned 'Sparkling Writing' session.
- Are pupils given the chance to write extended pieces of writing?
- Are opportunities provided for pupils to be independent writers, making the choice as to genre and format/presentation?

Section 4: The Long-Term Plan

This is set out in the following guiding document for the teaching of English:

- The National Curriculum for English (Statutory Framework)

The document outlines the skills, knowledge and understanding required to produce literate pupils.

Analysis at both individual pupil and at cohort level identifies 'next steps' in pupil/cohort development, and this analysis is used to determine whole-school areas of development to influence progress and attainment.

Section 5: Assessment

Curricular Targets are set for English in support of School Improvement and are identified through thorough data analysis and interpretation of TA and Test Data. Subsequent learning and teaching provision should have clear links to these throughout a working week.

Individual pupil 'next step' targets are set for pupils each term, and are shared with parents as part of the dialogue at P-T Consultations; these are 'snap shot' targets and are not expected to last for the duration of a term. In addition, 'next step' targets are provided for pupils through Developmental Marking, at least once per week, most especially in Writing.

Writing and Reading Learning Assessments are undertaken across a term, and outcomes are reviewed between CT and HT at termly Progress and Attainment Meetings, with dialogue centering upon both the cohort and the individual in terms of age-appropriate expectations, prior attainment and progress made.

Attainment is recorded in Cohort Assessment Folders. From Autumn 2015, the assessment of Reading and Writing will be made using SYMPHONY assessment grids; moderation meetings will be scheduled termly.

Work should be marked as per the requirements of the School's **Marking Policy**. Constructive, focused marking provides a continuous monitoring of progress and achievement.

Pupils should have the opportunity to respond to Developmentally Marked work, recognising the value of it in support of their learning.

x-ref. Assessment Policy

Section 6: Cross-Curricular Links

It is recognised that the teaching of Literacy can be enhanced through the development of cross-curricular opportunities, and that this integration of Literacy in to the wider curriculum can 'add value' and 'purpose' to the Literacy skills taught, and the Knowledge and Understanding acquired. Planning for Literacy should, where possible, link into the integrated Creative Curriculum theme for each class, with the teaching and consolidation of Literacy skills central to the planning of that theme (this should help contextualise the learning and lead to a more joined up primary approach to learning).

Section 7: Inclusion

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement; to promote the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

SEND:

Curriculum planning and assessment for pupils with special educational needs must take account of the type and extent of the difficulty experienced by the pupil. Teachers will encounter pupils with special educational needs. In many cases, the action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks and materials, consistent with school-based intervention as set out in the SEND Code of Practice.

In English, teachers should take specific action to provide access to learning for pupils with special educational needs by:

- consideration of ability-appropriate materials/resources

e.g. handwriting materials appropriate to developmental need; Spellcheckers for editing and in support of dyslexic-spectrum pupils, coloured filter text overlays

- use/allocation of support staff
- time allocation and expected period/duration of working (rest breaks and physical activity)
- appropriately planned objective-led learning ; planning reflecting prior knowledge and understanding; time for consolidation and practice of skills ('over-learning' if required) accommodated.

x-ref. SEND Policy and SEN Code of Practice

Gifted and Talented:

For pupils whose attainments significantly exceed the expected level of attainment within one or more subjects during a particular key stage, teachers will need to plan suitably challenging work. As well as drawing on work from later key stages or higher levels of study, teachers may plan further differentiation by extending the breadth and depth of study within individual subjects or by planning work which draws on the content of different subjects.

x-ref. Gifted and Talented Policy