



DATCHET ST.MARY'S C OF E PRIMARY ACADEMY

English Policy

Here at Datchet St Marys' our Christian values are at the heart of our teaching. We believe that every child should be supported and given the right opportunities to succeed in all aspects of school and life. We recognise that literacy and communication are important life skills. Therefore, we have designed our English Curriculum to enable our children to communicate effectively and creatively through spoken and written language.

Our Aims in English

To enable our children:

- To be good listeners and speakers.
- To read and write with confidence, enjoyment, understanding and fluency.
- To use their imagination, inventiveness and develop a critical awareness.
- To be passionate and enthusiastic about language and literature.
- To know and apply grammar conventions effectively in their writing.
- To develop accuracy in spelling.
- To develop a clear, legible, cursive style of handwriting.

Teachers have high expectations of all pupils. The school is committed to raising the standards of literacy and has fully adopted the principles and objectives of the new 2014 National Curriculum and Statutory requirements for EYFS, Key Stage 1 and 2.

In Key Stage 1 and 2 English is taught for at least 5 hours a week. Teachers will seek to take advantage of opportunities to make cross-curricular links in order to enable children to practise and apply the skills, knowledge and understanding acquired through English and Literacy lessons.

English planning

- The school's long-term plans for the teaching of English are the objectives identified in the National Curriculum and the Foundation Stage's Early Learning Goals for Communication, Language and Literacy.
- Medium-term planning is based on termly blocks, which identify the genres, grammar, punctuation and spelling objectives to be taught weekly.
- Weekly planning considers continuous assessment for learning.

Speaking and listening

We aim for our children to become competent in the spoken word and fully understand and explore our language and its effect. This mastery will underpin their successes in both reading and writing.

- Opportunities will be provided for the development of oral skills, both within and outside English lessons.
- Pupils will be encouraged to speak clearly, fluently and confidently using Standard English.
- Pupils will be encouraged to listen to the spoken word attentively with understanding, pleasure and empathy.

- Pupils will have opportunities to improvise, devise, script and perform drama in a range of contexts for different audiences.

Reading

- Reading for pleasure will be encouraged throughout the school to develop in each child, a love of books and the written word in all forms of media.
- All pupils will be able to read a range of texts fluently and with understanding by the end of Key Stage 2.
- The teaching of reading will be delivered through phonics and word reading sessions, the teachers' daily modelling of reading skills, guided reading, 1 to 1 reading sessions and reading comprehension activities.
- We use a banded reading scheme from reception to key stage 2.

Writing

- Each year are given English non negotiables and writing targets that challenge all levels of writers.
- All children are taught to write effectively for a range of audiences and purposes
- Talk for Writing principles will be used in the teaching of writing, along with a range of exciting stimuli, to produce a language-rich, creative and dynamic environment throughout the school.
- Pupils will be taught how to plan, edit and evaluate their writing.
- *Weekly Spelling tests are carried to test the spellings taught in class*
- Children are taught to write in the school's joined cursive handwriting style.
- ICT will be used in the creation and revision of texts where appropriate.

Inclusion

We have a differentiated approach to teaching and learning that takes into account that children learn in different ways, by using varied teaching styles and resources which include kinaesthetic, visual and auditory that meet the needs of all our learners.

- Those children who are identified through teacher assessment as being in need of extra help will receive appropriate support.
- Children who need additional literacy support will receive class support and take part in extra English interventions that are delivered by either a specialist teacher, class teachers or teaching assistants.

Gifted and Talented

Classroom support for those children who share a special aptitude and potential in English and Literacy will be provided through differentiated planning, self- challenging writing targets, appropriate resources and teaching assistant and Class Teacher support.

Assessment, Monitoring of Progress and Target Setting

- Teachers continuously assess the children progress with both formative and summative assessments.
- Marking and feedback will follow the guidelines of the school's marking and feedback policy.

- Pupils' progress will be monitored half termly.
- The e-Profile will be used to assess children's progress by the end of the Foundation Stage.
- Class, group and individual targets will be set as appropriate.
- Achievement is recorded and given in annual reports given to parents.

Staff Training

All staff have received, and will continue to receive, training in implementing and delivering the objectives in the National Curriculum. Training will take the form of both school based INSET and courses run by the education authority and other organisations.

Home School Links

- Parents will be informed about literacy initiatives through the Head teacher's newsletter and parents of children starting in the main school will be given guidance on how to support their children with reading and writing.
- Class teachers will have introductory meetings with parents at the beginning of each school year and further meetings will take place in the spring term to discuss progress and achievement.
- Homework will be given regularly, according to the school's homework policy.
- Children are expected to read daily at home with an adult. A record of books read will be kept and parental comments are welcomed.
- All parents of children in Foundation Stage will be invited to attend meetings to inform them of how they can support their children at home to learn phonics and early reading skills.

Monitoring and Evaluation of the Provision of English

- Regular work scrutiny of children's books, planning and marking will be carried out by the Senior Leadership team and English Subject Lead.
- The Senior Leadership team and the English Subject Leader will conduct regular learning walks and pupil surveys to monitor the teaching of English.

ICT in English

- ICT skills will be taught and practised as appropriate to promote literacy skills
- The school's computer suite provides a network of seventeen computers, a trolley of 16 laptops and a set of 30 IPADS for the teaching and development of ICT skills in literacy.
- Each class is resourced with computers, cassette/CD, DVD players, junction boxes and headphones.
- Each class is equipped with an IWB and a visualizer. Teachers have up-to-date software to enhance the teaching of literacy through ICT.
- We have an online line reading programme that gives our children access to hundreds of finely graded reading books.

Library

See separate Library policy.

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