



English Policy

Parkfield Community School

Rights Respecting Link: A29: Education must develop every child's personality, talents and abilities to the full.

School Mission Statement

At Parkfield Community School we aim to provide our community with the opportunity to develop their ability to learn for life and to help promote respect for themselves, others and the wider world.

Rationale

English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects. The study of English develops children's ability to listen, speak, read and write for a wide range of purposes, including the communication of their ideas, views and feelings. Children are enabled to express themselves creatively and imaginatively as they become enthusiastic and critical readers of stories, poetry and drama, as well as of non-fiction and media texts. Children gain an understanding of how language works by looking at and using its patterns, structures and origins. Children use their knowledge, skills and understanding in speaking and writing across a range of different situations.

Aims

The aims of teaching English are:

- to enable children to speak clearly and audibly, and to take account of their listeners;
- to encourage children to listen with concentration, in order to identify the main points of what they have heard;
- to show children how to adapt their speech to a wide range of circumstances and demands;
- to teach children effective communication, both verbal and non-verbal, through a variety of drama activities;
- to help them become confident, independent writers, through an appropriate focus on grammar, spelling and text level knowledge;
- to develop enthusiastic and reflective readers, through contact with challenging and substantive texts;
- to foster the enjoyment of writing, and a recognition of its value;
- to encourage accurate and meaningful writing, narrative and non-fiction;
- to improve the planning, drafting and editing of their written work

Teaching and Learning style

At Parkfield Community School we use a variety of teaching and learning styles in our English lessons. The National Curriculum Programmes of study for English are used when planning units of work. This is supported in EYFS and Key stage 1 by the Read Write Inc phonic programme. Our principal aim is to develop children's knowledge, skills, and understanding. Talk for writing is used to support children to explore, through talk, the thinking and creative processes of being a writer. Talk for writing is embedded at every phase of the teaching sequence and is applied in whole class teaching and also in guided writing sessions.

Daily plans include a learning objective/intention and differentiated activities, ensuring personalisation to the needs of the children in each class or set, and including roles of teaching assistants. Children are taught in

mixed ability groups for Literacy. The main teaching activity is whole class with everyone covering the same content and objective/success criteria at their own level.

Classes are differentiated into groups when necessary. The role of the class teacher/teaching assistant during this period includes facilitating a good pace/ethos, supporting both groups and individuals, clarifying misconceptions/difficulties, assessing the learning taking place and identifying areas for future teaching. The lesson will contain a plenary or several mini-plenaries. This provides opportunities to evaluate what has been learnt, review success criteria and sort out any misconceptions. Lessons also provide opportunity for peer/self-assessment so children understand what they attained and where to go next. There are no specific time limits for the different parts of a lesson or a pre-determined format.

Whilst there is a high proportion of whole-class and group teaching, the independent activity gives an opportunity to talk and collaborate, and so embed and enhance learning. Children have the opportunity to experience a wide range of texts, and to support their work with a variety of resources, such as dictionaries, thesauruses and age/ability appropriate resources. Children use ICT in English lessons where it enhances their learning, as in drafting their work and in using multimedia to study how words and images are combined to convey meaning. Wherever possible we encourage children to use and apply their learning in other areas of the curriculum.

English curriculum planning

Planning is based around the objectives from the National Curriculum. In KS1, children experience text and genres through a combined programme, which links RWI with the English expectations. We carry out the curriculum planning in English in three phases (long-term, medium-term and short-term). The National Curriculum details what we teach in the long-term and medium term. Our medium-term plans, which we also base on the National Curriculum, give details of the main teaching objectives for each unit. These plans define what we teach, and ensure an appropriate balance and distribution of work across each term. The subject leader is responsible for keeping and reviewing these plans. Class teachers complete a weekly (short-term) plan for the teaching of English. This lists the specific learning objectives and expected outcomes for each lesson, and gives details of how the lessons are to be taught. It also includes details of what each group of children will be learning. These plans are stored on 'z' drive, where they can be accessed by teachers and the leadership team, who monitor these plans regularly.

As soon as children are able to form most letters correctly and have a good pencil grip, we teach a fully cursive handwriting style. (see Parkfield Handwriting Scheme). We also teach children the keyboard skills necessary for word processing.

The Read Write Inc spelling scheme is used to teach the requirements of the new National Curriculum Spelling programme in years 2 -6. Children need systematic teaching of spelling that is continually practised and reinforced. The Read Write Inc spelling programme is used to provide this structured and systematic teaching.

The Foundation Stage

We teach English in nursery and reception classes as an integral part of the school's work. The format for the daily lesson is similar to that used in the rest of the school. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the English aspects of the children's work to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five. 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 vocabulary and communication skills. They have the opportunity to explore words and texts, to enjoy them, to learn about them, and to use them in various situations.

Contribution of English to teaching in other curriculum areas

The skills that children develop in English are linked to, and applied in, every subject of our curriculum. The children's skills in reading, writing, speaking and listening enable them to communicate and express themselves in all areas of their work at school.

Mathematics

The teaching of English contributes significantly to children's mathematical understanding, in a variety of ways. Children in the Foundation Stage develop their understanding of number, pattern, shape and space by talking about these matters with adults and other children. Children in Key Stage 1 meet stories and rhymes that involve counting and sequencing. They are encouraged to explain their thinking. Children in Key Stage 2 are encouraged to read and interpret problems, in order to identify the mathematics involved. They explain and present their work to others during plenary sessions, and they communicate mathematically through the developing use of precise mathematical language.

Personal, social and health education (PSHE) and citizenship

English contributes to the teaching of PSHE and citizenship by encouraging children to take part in class and group discussions on topical issues. Older children also research and debate topical problems and events. They discuss lifestyle choices, and meet and talk with visitors who work within the school community. Planned activities within the classroom also encourage children to work together and to respect each other's views.

Spiritual, moral, social and cultural development

The teaching of English develops skills through which our children can offer critical responses to the moral questions they meet in their work. Their understanding and appreciation of a range of texts brings them into contact with their own literary heritage and with texts from a diverse range of cultures. The organisation of our lessons allows children to work together, and gives them the chance to discuss their ideas and results.

Equality of Opportunity

All pupils are encouraged to develop their speaking and listening skills to the best of their ability. All home languages are given status and treated with respect. Teachers ensure all pupils have opportunities to express themselves and know that their genuine contributions will be valued. Pupils who are more able are stretched through more challenging questioning. Pupils who are having difficulty are identified and supported. A system is in place for children who are newly arrived for whom English is not their home language. They are given small group support with learning basic survival English. Those who continue to have difficulty are assessed and supported in line with the schools SEN policy. Bi-lingual input from staff is given where appropriate.

Assessment for learning

Teachers assess children's work in English in three phases. The short-term assessments that teachers make as part of every lesson help them to adjust their daily plans. They match these short term assessments closely to the teaching objectives. Written or verbal feedback is given to help guide children's progress. Older children are encouraged to make judgments about how they can improve their own work.

Teachers use medium-term assessments to measure progress against the key objectives, and to help them plan for the next unit of work. Teachers use learning ladders to assess children half termly.

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 they are able to set targets for the next school year, and to summarise the progress of each child before discussing it with the child's parents. The next teacher then uses these long-term assessments as the planning basis for the new school year.

Marking of English work is in accordance with the marking policy. Children are encouraged to self-evaluate against learning intentions.

Resources

There are a range of resources to support the teaching of English across the school. All classrooms have dictionaries and a variety of age-appropriate small apparatus. All classrooms have a reading area with a selection of fiction and non-fiction texts. Children have access to the Internet through their classroom computer, laptops and ipads. Access to the Internet is also available in the ICT Suite. The library contains a large range of books to support children's individual research. All classrooms have an interactive white board.

MONITORING AND EVALUATION

In order to monitor standards and progress, the following systems are in place:

- At Pupil Progress meetings three times a year the class teacher and Literacy Subject Leader/Headteacher monitor and evaluate the progress of children in Literacy
- The Literacy Subject Leader is given time to observe lessons and give oral and written feedback, and also to see children's work
- Staff meet regularly to engage in whole school moderation
- The progress of pupils with Special Educational Needs (SEN) is reviewed with the Special Needs Co-ordinator (SENCO) each half term
- The school's Literacy Action Plan is part of the School Improvement Plan – this is reviewed and updated annually by the Literacy Subject Leader and Leadership Team

Parkfield Community School
January 2018

To be reviewed January 2020