



LEARNING AND GROWING; SAFE IN GOD'S LOVE

BIRCHINGTON CE PRIMARY SCHOOL **ENGLISH POLICY**

Rationale

At Birchington CE Primary School we know that English makes a major contribution to the development of a child's language; the understanding of his/her world and the world of imagination. We believe that it is an integral part of the learning process throughout the curriculum and as such we tailor our teaching and learning to ensure that we are supporting all children from their unique starting point.

Aims

- To teach pupils within the supportive Christian ethos of the school
- To develop pupils' abilities to communicate effectively in speech and writing
- To develop pupils' understanding of spoken and written language so that they become enthusiastic, responsive and knowledgeable speakers and readers
- To help pupils understand how language enables them to experience and appreciate their world and the realms of the imagination in media
- To help pupils to understand the part language plays in enabling them to express their ideas, feelings and experiences and come to an understanding of the ideas, feelings and experiences of others
- To help pupils understand the function and importance of Standard English
- To ensure that every pupil makes progress from their unique starting point

Objectives

To ensure the development of effective speaking and listening so that pupils can:

- formulate, clarify and express their ideas in a variety of situations using language which is appropriate to their needs and the intended audience
- listen, understand and respond appropriately to others
- use, with increasing confidence, the vocabulary and grammar of Standard English

To ensure the development of reading so that pupils can:

- master their initial reading skills so that they become independent and enthusiastic readers
- read a range of texts fluently, accurately and with understanding
- find out the information they need in order to research and answer the questions of others
- understand the variety of written language and the differences between fiction and non-fiction
- to understand and respond to a wide range of books and media texts
- improve their abilities to analyse, evaluate and criticise texts which they have read
- foster a love of reading and enjoy reading for pleasure

To develop pupils' writing skills so that they can:

- express themselves clearly and precisely for enjoyment
- demonstrate their understanding of how writing enables them to remember, communicate, organise and develop their ideas and information
- write for an increasing range of purposes matching their language to the needs of the appropriate audiences
- understand the appropriate use and purpose of an increasing range of written forms
- write in a neat style with accurate spelling

Coaching

All staff have responsibility for the improvement of basic skills in speaking and listening, reading and writing.

Teachers will use both summative and formative assessment of learners to track pupil progress in these areas. Teachers will plan teaching and learning in direct response to the data to address weaknesses and improve standards. Teachers will identify individual learners who are under achieving or under attaining in English. These pupils will receive focussed support towards set targets and their progress will be tracked. At an appropriate level, the learners themselves will be involved in the target setting process. These targets will be shared with parents.

Teachers will use a range of approaches, learning styles, equipment text types and resources to support pupils' development of basic skills.

Principles of Teaching and Learning

Our teaching and learning strategy is based on the New Curriculum for English and extends across all subjects.

Ensuring the Needs of All Pupils

Teachers effectively cater for all needs in the classroom including the opportunity to enrich the pupils learning. This could involve planning for specific resources and approaches that are appropriately matched to individual pupils such as pre-teaching, paired work and group support.

Breadth and Balance

There must be a balance of Speaking, Listening, Reading, SPAG and Writing. As these areas are interrelated and their learning is an ongoing process, in Key Stage 2 we build and extend on the foundation of English knowledge established in Key Stage 1.

We recognise that although we need to maintain a balance and ensure necessary breadth, there may be times when our teaching requires specific emphasis for a specific purpose, but these skills must be developed within a framework that is meaningful for the child.

A range of genres and texts will be selected to ensure that children get a balance drawn from a variety of sources (linguistic, cultural and historical).

Variety

The daily English lesson will ensure that children will be engaged in a variety of activities matched to their specific needs. Play, storytelling, talking about their own experiences and ideas, drama and improvisation provide a sound base at Key Stage 1 with an emphasis on pupils exploring and expressing their own world in both Key Stages 1 and 2. Teaching and learning styles will mix direct instruction; group collaboration; pair work; practical activity; performance; individual research and investigation with other appropriate strategies to encourage effective learning through language.

In order to read and spell effectively the children need to develop a sound phonic base. This will be achieved through the use of Read Write Inc Phonics sessions throughout EYFS and KS1 as well as used appropriately for intervention throughout KS2.

Such is the importance of language to effective learning that this variety will be encouraged across all subjects and aspects of the curriculum. A wide range of resources (phonically decodable books, big books; picture books; stories; fairy tales; myths; legends; poetry; nursery rhymes; comics; CDs; DVDs) will be used to help children discover and explore the rich variety of linguistic experience.

Our children have regular opportunities to develop a love of reading and reading for pleasure is a key part of our school culture. Children are read to and read with as well as listened to, to enhance their exposure to a range of reading experiences.

Relevance

Language by its very nature is relevant to all aspects of learning. This relevance can be enhanced by enabling children to explore and express their own experience, explore appropriate texts and express their thoughts, feelings and responses to an increasing range of styles and forms.

Cross-curricular Skills and Themes

There is a need to recognise and identify the aspects of language and language use which occur, or encourage effective learning, across all studies, topics and subjects. Through the teaching of language, we wish to develop key concepts, skills, values and attitudes in other areas of the curriculum.

Equal Opportunities

Children of all ethnic groups, abilities and genders have equal access to the curriculum and positive images in terms of such groups are promoted throughout the school both in use of language and provision of resource. All children are exposed to texts representing diverse cultures, lifestyles and backgrounds in their formal English lessons as well as when reading for pleasure.

Health and Safety

As with all curriculum subjects, English adheres to the guidelines of our school Health and Safety Policy.

Assessment, Recording and Reporting

Teacher assessment and pupil self-assessment are an integral part of the daily English lesson. (See school Assessment Policy) In both Key Stages there are reading, writing and SPAG assessment and regular extended writing exercises which are self-evaluated. Reporting to parents takes place on a regular basis through Achievement Cards, during consultation sessions held three times per year and annually through written review.

The Role of the English Hubs

The English Hub will:

- take a lead in policy development and ensure progression and continuity in English throughout the school
- support colleagues in their development of planning and delivering and assessing all strands of English
- monitor the delivery of the English Curriculum and advise the Head Teacher on action needed
- take responsibility for the purchase and organisation of central resources for English
- keep up-to-date with developments in English and disseminate information to colleagues as appropriate
- support staff, pupils and parents with opportunities for reading for pleasure to develop a love for reading

Resourcing

English funding will be within the school budget plan for each financial year. Meetings will review the needs of English when resourcing, personal development and training needs will be discussed.

Review

This policy will be reviewed as appropriate in response to local or national initiatives, evaluations of monitoring procedures and as detailed in the school development plan.