

Norfolk Community Primary School

English Policy

1 Aims and objectives

1.1 The study of English develops children's abilities to listen, speak, read and write for a wide range of purposes, so using language to learn and communicate ideas, views and feelings. It enables children to express themselves creatively and imaginatively, as they become enthusiastic and critical readers of stories, poetry and drama, as well as non-fiction and media texts. Children gain an understanding of how language works by looking at its patterns, structures and origins. Children use their knowledge, skills and understanding in speaking and writing across a range of different situations.

1.2 The aims of English are:

- To enable children to speak clearly and audibly in ways which take account of their listeners;
- To encourage children to listen with concentration in order to be able to identify the main points of what they have heard;
- To enable children to adapt their speech to a wide range of circumstances and demands;
- To develop children's abilities to reflect on their own and others' contributions and the language used;
- To enable children to evaluate their own and others' contributions through a range of drama activities;
- To develop confident, independent readers through an appropriate focus on word, sentence and text-level knowledge;
- To encourage children to become enthusiastic and reflective readers through contact with challenging and lengthy texts;
- To help children enjoy writing and recognize its value;
- To enable children to write with accuracy and meaning in narrative and non-fiction;
- To increase the children's ability to use planning, drafting and editing to improve their work.

2 Teaching and learning methodology

2.1 At Norfolk Community Primary School we use a variety of teaching and learning styles in English lessons, as recommended by the Primary Framework for Literacy. Our principal aim is to develop children's knowledge, skills, and understanding in English. We do this through a daily lesson that has a high proportion of whole-class and group teaching. During these lessons children experience a whole-class shared reading or writing activity which is followed by small group or independent activities and a whole-class session to review progress and learning. Daily phonics takes place in discreet sessions in Key Stage One and are reinforced through intervention programmes throughout school. Guided Reading takes place throughout school from 9-9.30 every day.

2.2 They have the opportunity to experience a wide range of texts and use a range of resources such as dictionaries, thesauruses and interactive phonic activities and whiteboards to support their work. Interactive Whiteboards are widely used throughout school to support teaching and learning in Literacy. Children use ICT in English lessons where it enhances their learning, as in drafting their work using

multimedia to study how words and images are combined to convey meaning and using E-mail. We plan, wherever possible, for children to use and apply their learning in other areas of the curriculum.

2.3 We acknowledge that there are children of differing ability in all classes at Norfolk Community Primary School. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies. In some lessons we do it through differentiated group work, while in other lessons we ask children to work from the same starting point before moving on to develop their own ideas. We use support staff to support some children and to enable work to be matched to the needs of individuals.

2.4 The school establishes an imaginative, friendly environment that reflects children's language development through displays of children's work representing their positive achievement. Teachers ensure that classrooms are well organised with well established routines. Displays support active learning and Curricular Target boards highlight Literacy targets for each class.

3 English curriculum planning

3.1 English is a core subject in the National Curriculum. We use the Primary Framework for Literacy as the basis for implementing the statutory requirements of the programme of study for English.

3.2 We carry out the curriculum planning in English in three phases (long-term, medium-term and short-term). The Primary Framework for Literacy details what we teach in each unit. Our yearly teaching programme identifies the key objectives in literacy that we teach to each year and our curricular targets identify specific areas to be developed.

3.3 Our medium-term plans, which we also base on the Framework, 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 English coordinator is responsible for keeping and reviewing these plans and that coverage is met across the year to enable a greater flexibility in the coverage of objectives.

3.4 Class teachers complete a weekly (short-term) plan for the teaching of English. This lists the specific learning objectives for each week and gives details of how the lessons are to be taught. It also includes details of what each group of children will be learning. The class teacher keeps these individual plans, and the class teacher and subject leader often discuss them on an informal basis. Termly Planning and Work Scrutinies monitor progression throughout school.

4 The Foundation Stage

4.1 We teach English in the Foundation Stage as an integral part of the school's work. Elements of the Literacy Hour are taught throughout the day and the end of Foundation there establishes a more formal approach. 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 range of vocabulary and communication skills.

They have the opportunity to explore, enjoy, learn about, and use words and text in a range of situations.

We provide an environment that offers opportunities for:

- Parents and Carers to share books with their child and borrow books
- Communicating thoughts and feelings to support the child in building up relationships with adults and peers.
- Developing communication in all areas of learning.
- Showing importance of reading books, print in the environment, signs, labels etc.
- Linking language with movement through songs, rhymes, poems and role-play.
- Mark making, making labels and signs, writing and observing adults writing.
- Children to develop good oral skills in a range of situations 1-1, small groups and large groups.
- Time to share and enjoy poems, rhymes, songs, stories and factual books.
- Learn sounds and link sounds to letters.
- Teamwork with speech therapists and speech and language students and if appropriate support workers for children whose first language is not English.
- Developing listening skills through stories - listening to story tapes, music and listening to each other.
- Re-create roles and experiences.

5 Contribution of English to teaching in other curriculum areas

- 5.1** The skills that children develop in English are linked to, and applied in, every subject of our curriculum in order to maintain a cross-curricular approach to learning. The children's skills in reading, writing, speaking and listening enable them to communicate and express themselves in all areas of their work in school.

5.2 Mathematics and Science

English contributes significantly to the teaching of both subjects in our school. Children in the Foundation Stage develop their understanding of number, pattern, shape and space and the world around them by talking about these areas with adults and other children. Children in Key Stage 1 meet stories and rhymes that rely on counting and sequencing. Children in both Key Stages are encouraged to read and interpret problems in order to identify the mathematics or science involved. They explain and present their work to others during plenary sessions and they communicate using technical vocabulary through the developing use of precise language.

5.3 Information and communication technology (ICT)

The use of ICT enables children to use and apply their developing skills in English in a variety of ways. Younger children use ICT as a source of information and as a way of enabling them to present their completed work effectively. Older children use the Internet when searching for information about a different part of the world, or when using desktop publishing to design a class newspaper. Children use the planning and proofing tools in a word processor when checking their draft work. There is an increasing use of multimedia presentations. We encourage all children to use ICT as a resource for learning, whenever they feel it is appropriate. We are aware of the inclusion of ICT in the Primary Framework and planning reflects the need to read and write for a range of purposes on paper and on screen.

5.4 Foundation Subjects, RE, PSHE and Citizenship

Speaking and Listening is essential to the teaching of all subjects. We encourage all children to take part in class and group discussions. They talk about issues past and present, research and debate topical problems and events and discuss lifestyle choices and meet and talk with many visitors. Planned activities within the classroom encourage children to work together and respect each other's views. Each year group plans speaking and listening activities with a cross-curricular approach in line with the new Framework.

5.5 Spiritual, moral, social and cultural development

The teaching of English develops skills through which our children can give 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 texts from other cultures. The organisation of lessons allows children to work together and gives them the chance to discuss their ideas and results. Differentiated group activities are planned to support EAL children.

6 Teaching English to children with special educational needs

6.1 At Norfolk Community Primary School we teach English to all children and have an inclusive policy that provides a broad and balanced education to all children. Through our English teaching we provide opportunities that enable all pupils to make progress. We do this by setting suitable Curricular Targets, responding to each child's differing needs. Assessment against the Primary Framework for Literacy allows us to consider each child's attainment and progress against expected levels.

6.2 Class tracking sheets monitor the rate of pupil progress. When this falls significantly outside the expected range, the child is identified as having special educational needs. Our assessment process looks at a range of factors that include differentiation, classroom organisation, teaching materials and teaching style. This may result in School Action or School Action Plus with appropriate support provided. This ensures that our teaching is matched to the child's needs.

6.3 Intervention through School Action and School Action Plus will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to English. Intervention programmes are planned in line with these targets.

6.4 We enable pupils to have access to the full range of activities involved in learning English. Where children are to participate in activities outside the classroom, for example, a theatre trip, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

6.5 Teachers are aware that help with communication and literacy can be provided through:

- Using texts that children can read and understand;
- Using visual and written materials in different formats;
- Using ICT, other technological aids and taped materials;
- Using alternative communication, such as signs and symbols;
- Using translators and amanuenses.

7 Assessment and recording

- 7.1** Teachers assess children's work in English in three phases. The short-term assessments that teachers make as part of every lesson help teachers to adjust their daily plans. Teachers match these short-term assessments closely to the teaching objectives. They use medium-term assessments to measure progress against the key objectives, and to help them plan for the next unit of work.
- 7.2** Annually, there is a three-point summative assessment programme. This ensures close tracking of pupils' progress throughout the year and helps to inform parents. 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, teachers are able to set targets for the next school year and summarize the progress of each child. The next teacher also uses these long-term assessments as the basis for planning work for the new school year. These long-term assessments are made using end-of-year tests and teacher assessments.
- 7.3** "I can" targets based on National Curriculum level descriptors are used in all classes to aid and inform pupils' future progress. These are shared with pupils, parents, and support staff and are continually reviewed.
- 7.4** Children undertake the national tests at the end of Key Stage 1 and Key Stage 2, plus the optional national tests at the end of Years 3, 4 and 5. In addition NFER tests are used twice a year. Teachers also make ongoing assessments of children's progress using the level descriptions of the National Curriculum. At the end of Foundation Stage pupils are assessed through ongoing observation for the Baseline Assessment.
- 7.5** Moderated examples of children's work are kept in a file. This demonstrates what the expected level of achievement is in English for each year group, which is updated and reviewed by the English curriculum team who report back to the rest of the staff.

8 Resources

- 8.1** There is a range of resources to support the teaching of English across the school, stored within the classrooms or in the central resource area. All classrooms have dictionaries and a range of age-appropriate interactive resources. Children and staff have access to books for individual and guided reading. Children have access to the Internet through their classroom computer. Access to the Internet is also available in the ICT suite. Audio-visual aids are also available. The library contains a range of books to support children's individual research.
- 8.2** The role of the support staff within any English lesson is clearly defined and identified on planning. Support staff are familiar with the structure and content of the teaching of Literacy and the range of strategies they may be asked to use. Teachers ensure that there is sufficient time allocated for preparation and feedback.
- 8.3** The range of intervention programmes to support children so that they make accelerated progress to catch up with their peers are available. These include,

Fischer Family Trust Programmes, Reading Recovery, Time to Read, Time to Talk, Picture me Reading, ELS, 3LS (The Quest), FLS and Y6 Booster units. Through pupil tracking and analysis children are identified for this support and trained staff are timetabled to work with individual children or small groups.

9 Monitoring and review

- 9.1** Monitoring of the standards of the children's work, classroom observations and reviewing planning is the responsibility of the English coordinator and curriculum team. The work of the coordinator and English team also involves supporting colleagues in the teaching of English, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The coordinator conducts termly work and planning scrutinies and observes examples English teaching across the school. Feedback is given to the Senior Leadership Team and all staff following termly work and planning scrutinies and areas for improvement are identified. The named governor responsible for literacy meets regularly with the subject leader in order to review progress.

Signed:

Date: 15th May 2007