



Individually Strong, Collectively Stronger

English Policy



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ENGLISH POLICY

The study of English develops children's abilities to listen, speak, read and write for a wide range of purposes and therefore allows us to learn and communicate our ideas, views and feelings. It enables children to express themselves creatively and imaginatively both orally and in writing.

AIMS AND OBJECTIVES

Our aim in the teaching of English is that all children will:

- Develop the necessary skills to use the English language confidently.
- Be able to speak clearly, fluently and audibly in ways which take account of their listeners.
- Be able to listen to the spoken word attentively with understanding, pleasure and empathy in order to identify the main points they have heard.
- Be able to adapt their speech to a wide range of circumstances and demands.
- Enable children to evaluate their own and others' contributions through a range of drama activities.
- Be able to read a range of texts fluently and with understanding for enjoyment and with clear comprehension.
- Be able to write effectively for a range of audiences and purposes using spelling, punctuation and syntax accurately and confidently.
- Be able to use planning, drafting and editing to improve their work.

TEACHING AND LEARNING

(See also the separate reading policy)

SPELLING

- In KS2 spelling is taught discretely for a minimum of one session per week.
- In KS2 spelling words are taken from the National Curriculum, using Babcock planning.
- In KS1 spellings are linked to phonics. They usually cover words that are used frequently or teach spelling rules.
- Children are encouraged to practice their spellings using the: look, say, cover, write, check strategy.
- Spelling is tested weekly.

HANDWRITING



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- Handwriting is developed through regular teaching and practise sessions.
- Handwriting lessons happen outside of the literacy lessons a minimum of three times (15-20 min sessions) a week. Children are given further opportunities for handwriting practise alongside their weekly spelling.
- Handwriting practice is recorded in handwriting/SPAG books.
- Children write in pen from Year 2 to Year 6 when they have demonstrated sufficient joining of letters and attention to presentation. At this point a 'Pen License' will be issued.

SPEAKING AND LISTENING

- Regular speaking and listening activities are planned into the literacy units.
- During each narrative literacy unit suitable opportunities will be given for children to focus on storytelling and drama activities to allow them to engage with and explore the text. These could be role playing, hot seating, conscience alleys or debates.
- Opportunities for children to use talk partners and work in mixed ability groups are provided throughout every unit.

PLANNING

- Teachers will plan using a long term plans and a weekly plan.
- The long term plan will set out the literacy for the year, including texts, trips and displays linked to their theme where possible.
- Weekly literacy plans focus on each lesson in turn, and should be progressive in their sequence. The Literacy Leader will check that all genres are being suitably covered over the course of the year.
- Planning objectives are checked regularly.

CROSS CURRICULAR LINKS

Allen Edwards uses a thematic approach for all subjects. Where possible, literacy units will begin with a text that complements the theme. Teachers are encouraged to plan literacy lessons that also link to other areas of the curriculum e.g. computing, art or science.

SPECIAL EDUCATIONAL NEEDS

If a child's progress falls significantly below the expected range, the child may be identified as having special educational needs (SEN). Our SEN assessment processes looks at a range of factors - classroom organisation, teaching materials, teaching style, differentiation – so that we can triangulate information and use this to enable the child to learn more effectively. This ensures that our teaching supports each child's specific needs. At an early stage this will mean differentiated support through quality first classroom practice.



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Further intervention through identification of additional needs may lead to the creation of a School Support Plan if a specific literacy difficulty has been identified. The SSP may include, as appropriate, specific targets relating to English.

A number of strategies are used to support children with SEN:

- Differentiating work so that all children can succeed.
- Using visual and kinaesthetic cues to support understanding;
- Using computing, other technological aids and taped materials;
- Using alternative communication, such as signs and symbols;
- Using story telling techniques that help embed a story and develop language skills;
- Using translators and readers.
- Making effective use of teaching assistants and other additional adults.
- Allowing some children, the opportunity to work on separate objectives as a small group with adult support.

ASSESSMENT AND RECORDING

Throughout the teaching of Literacy, teachers continuously mark, assess and evaluate the children's work against the learning objectives for that year. Doing this allows the teacher to highlight any common errors or misconceptions and adjust their daily planning to suit the educational needs of their children.

MARKING

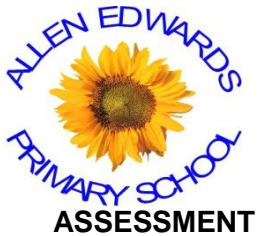
Teachers will mark the children's writing following the Allen Edwards Marking Codes. Each Key Stage has its own code and these will be stuck to the back of each Literacy book for easy understanding. Teachers will mark in red pen and children will respond in green pen. Success criteria will be used for all extended writing and teachers will follow the practice of 'starring' *twice to identify what a child is doing well in their writing, and will follow this with an arrow □□ to give an appropriate next step.

TARGETS

The children have an individual, objective assessment sheet on the inside cover of their Literacy books. Once there is evidence that the objective is met, it is highlighted in green and dated. Whole class and individual targets are to be taken from the remaining objectives.

WRITING

Teachers will have a high expectation of the quality and quantity of written work produced. For each genre the children will produce an independent piece of writing, indicated by the use of blue highlighter in the corner of the page. Teachers will aim to have a piece of extended written work completed each week. Where this is not possible teachers will look to complete three pieces of work over four weeks.



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- Spelling, punctuation and grammar (SPaG) will be assessed termly using Rising Stars. Teachers will save the completed pupil tracker in the assessment folder by the deadline set for each term.
- Writing will be assessed through teacher assessment, using evidence from extended writing across a range of genres. Objective assessment sheets will be used as a working document, with objectives highlighted as they are achieved. Teacher assessments will be completed and saved in the assessment folder at the end of T2, 4 and 6.

This policy will need to be reviewed yearly in order to take account of new initiatives or any changes to the curriculum.

Signed by: Olivia Foxon

Headteacher Signature: Louise Robertson

Reviewed: October 2018

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