

# DODFORD FIRST SCHOOL

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Every Day, a Learning Journey

## English Policy

### Introduction

This policy outlines the teaching, organisation and management of English taught and learnt at Dodford First School. The school's policy for English is based on the National Curriculum for English. The policy has been drawn up as a result of staff discussion and has the full agreement of the Governing Body. The implementation of this policy is the responsibility of all teaching staff.

### Purpose

- To establish an entitlement for all pupils
- To establish expectations for teachers and pupils
- To promote continuity and coherence across the school
- To promote a shared understanding of English, within the school community

### Overview

The study of English develops children's abilities to listen, speak, read and write for a wide range of purposes, 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, non-fiction and media texts. Children gain an understanding of how language works by looking at its patterns, structures and origins. They use their knowledge, skills and understanding in speaking and writing across a range of different situations.

### Aims:

- To develop a positive attitude towards English lessons.
- 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 challenging and longer texts.
- To help children enjoy writing and recognise 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.

## **Objectives**

The above aims will be taught in a cross curricular environment following the programmes of study taken from the National Curriculum 2014.

All children will gain skills and develop their knowledge and understanding in the following areas:

- Spoken Language
- Reading: Word Reading and Comprehension
- Writing: Transcription and Composition
- Spelling, Vocabulary, Grammar and Punctuation

## **Expectations**

By the time children leave our school, we expect them to communicate through speaking and listening, reading and writing, with confidence, fluency and understanding and in a range of situations. We will make every effort to foster an enjoyment of literature.

At the end of Reception children should reach a 'GLD' in reading and writing.

By the end of KS1 most children will be secure in the 'ARE' for year 2.

By the end of Year 4 most children will be secure in the 'ARE' for year 4.

## **Time Allocation**

The time allocated for English is in line with national recommendations for key stages one and two. In addition, it is expected that cross-curricular links will contribute to pupils learning in speaking and listening, reading and writing.

## **Teaching, Learning and Planning**

The National Curriculum forms the basis of teaching and learning. At Dodford First School we use a variety of teaching and learning styles in English lessons, as recommended by the New 2014 Framework. We work towards independent learning and plan for different working groups e.g. whole class/ small group/ paired/ individual. Teachers employ a range of generic strategies including:

- Instructing
- Modelling/demonstrating/scribing
- Explaining
- Questioning
- Discussing
- Consolidating
- Evaluating
- Summarising

Our principal aim is to develop children's knowledge, skills and understanding in English. Teachers plan in a variety of ways. We develop learning sequences focused around a specific writing genre or key text, the length of each unit of work may vary. These sequences of learning have been linked where appropriate to class themes to create our long term English curriculum plan. This document defines what we teach and ensures an appropriate balance and distribution of work across each year group. (Please refer to our whole school English curriculum overview)

Class teachers complete short term plans for the teaching of English. This lists the specific learning objectives for each week and gives details of how lessons are to be taught. It also includes details of what each group of children will be learning. These are then adapted to meet the needs of the children in each class. Opportunities for 'Assessment for Learning' are integrated regularly within these plans. Copies of these completed plans are stored in a central area on the school network.

## **Organisation and Class Structure**

Reception are taught as an individual year group. Year 1/2 and Year 3/4 are taught in mixed age classes following a 2 year cycle. Additional adults are used to support the teaching of English. They work under the guidance of the teacher with small groups of children or individuals.

### **The Foundation Stage**

We teach English in the Foundation Stage as an integral part of the school's work.

The children in Reception have experience of aspects of the English hour every day, e.g. phonics, reading, shared text work etc. We relate the English aspects of the children's work to the objectives set out in EYFS guidance.

We give all the 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 exchange 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.

### **Cross-curricular Opportunities**

English contributes to many subjects within the primary curriculum and opportunities will be sought to draw English experience out of a wide range of activities as this will allow children to begin to use and apply their skills in real contexts. 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 in school. We actively seek to develop cross curricular links through our whole school thematic curriculum e.g. seeking opportunities for report writing in science or history, drama links in RE or PSHEC.

### **Computing Curriculum**

ICT is used where it enhances, extends and complements English teaching and learning.

### **Inclusion**

At Dodford First School we teach English to all children whatever their ability. English forms part of the school curriculum policy to provide a broad and balanced education for all children. Teachers provide learning opportunities matched to the needs of children with learning difficulties. Work in English takes into account the targets set for individual children in their IEPs. Teachers provide help with communication and English through:

- \* Using texts children can read and understand
- \* Using visual and written materials in different formats
- \* Using computers, laptops and other technological aids
- \* Working in small groups led by teaching assistant/teacher

### **Parental/ Community Involvement**

We value parent involvement in children's development of English and promote a home school partnership in the following ways:

- Sharing information – newsletters, reading diaries, meet the teacher workshops, key reading and writing information on the school website
- Celebrations – family assemblies, school performances, displays, book fairs
- Homework – in line with our homework policy and home/school agreement

Librarians, authors and theatre groups are invited into school to work with groups of children across both key stages. Visits to theatres also take place.

### **Assessment and Recording**

Assessments are made in line with the school assessment policy.

Teachers use assessment for learning to ensure planning is based on prior attainment and that pupils know what they need to do to achieve the next steps. Group or individual targets are set accordingly. The short-term assessments that teachers make as part of every lesson help teachers adjust their daily

plans. Teachers match these short-term assessments closely to teaching objectives. Where possible, children should be involved in assessing their own work. This might include using success criteria, traffic lights, smiley faces or peer assessment. (Please refer to our feedback and marking policy)

Writing assessments are carried out at least once each half term and kept within pupil writing progress books. These are annotated and standardised by the class teacher, in accordance with the NC2014.

Reception children are observed during the first few weeks of the autumn term using the Early Years Foundation Stage Profile in order to have a record of their baseline on entry to school. Ongoing observations continue throughout the year to track individual progress against EYFS objectives. Evidence is collected and recorded within learning journeys.

In Years 1 - 4 the teacher will collect evidence as part of an ongoing process. Evidence is collected within the class 'assessment for learning' folder these observations and the evidence collected are used to inform the teacher assessment given at the end of the year.

Children undertake the national tests at the end of Year Two and these are used to inform KS1 teacher assessments.

These results are used by staff to assess progress within school and compare to national standards.

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

Teachers have opportunity to discuss children's progress at parents' evenings and report on attainment in the annual report to parents.

### **Target Setting**

- ARE targets are used in reading and writing and can be found in children's writing progress books. Curricular targets are shared with children and parents at parents' meetings.

- Analysis of assessment data is used to set numerical targets for individual year groups in reading and writing.

- Class teachers keep individual records in class tracking folders. These include a reading record, colour coded ARE grids for reading and writing, phonics, fluency and common exception word tracking grids and any other information which enables the teacher to deliver an effective, relevant curriculum which builds on prior attainment and meets the needs of pupils.

- Marking and feedback is in line with the school marking policy.

### **Resources**

There are a range of resources for the teaching of English across the school. Every classroom has an English area containing a reading area or tent, working wall, dictionaries, thesauruses and writing displays. Classrooms have listening centres as well as many English games and resources. All classes have fiction books and some non-fiction books, the majority of non-fiction books are stored in the main school library. Guided reading books are book banded and kept in the Teaching and Learning Base. We have a wide range of home reading books for all classes these are book banded and kept in the central area. Teachers also have access to a range of big books and interactive software.

### **Monitoring and Evaluation of the Policy:**

Monitoring and evaluation will be carried out by the:

- Head teacher
- English Subject Lead
- English Governor

This exercise will entail:

- Classroom observations by the Head teacher or English Subject Lead
- Pupil interviews – once per year to gather pupils' opinions
- Writing and reading assessments standards collected termly and analysed
- Planning/Work scrutiny – examples collected each year and an evaluation carried out once each year to identify strengths and weakness

- At the end of the year the subject leader is given samples of below, average and above average workbooks, to show examples of the level of achievement in English across the year groups.
- Interrogation of data – e.g. SAT results by all staff
- Attendance at local network, pyramid or cluster meetings - Co-ordinator and Head teacher
- INSET- to attend relevant courses in order to keep up to date with current developments in the subject.

### **Conclusion**

This policy should be read in conjunction with other English and school policies. For example: Teaching and Learning Policy, Assessment Policy, Marking Policy, SEND Policy, Computing Policy, Equal Opportunities Policy and Health and Safety Policy.

Policy compiled by Miss C Underhill

Policy reviewed: April 2020

Policy agreed: April 2020

Effective: immediately