



PARK GROVE SCHOOL



English Policy

General Language

AIMS

- a) To give children a rich variety of written, spoken, seen and heard language experiences
- b) To give pupils the basic language skills they will need throughout their lives and develop the skills of each child to the highest level.
- c) To provide children with the language ability they need to think, communicate, understand and learn in all curriculum areas.
- d) To give children confidence in, and enjoyment from, all aspects of language.

GENERAL CONTEXT

- a) We recognise that language skills extend across the whole curriculum and that many skills can be developed through language skills.
- b) Where classes include mixed age groups, we seek advice from external advisors as necessary.
- c) Unit term and weekly plans use a common format and are monitored by the English Subject Leader.
- d) We work towards appropriate, yet challenging, targets for classes, groups and individuals.
- e) Parental involvement in language development is encouraged through in-class support, reading records, shared/paired reading, performances, visits and visitors.
- f) Displays of written work throughout school are well presented and represent the best standard of work that the child is capable of.

Planning

All planning is based on the new National Curriculum and the Early Years Foundation Stage 'Development Matters' document. The core objectives from the curriculum are broken down into long term plans for each year group or mixed year class. These long term plans are then broken down by the class teachers into unit plans, which will reflect the needs of a particular class. Wherever possible, English planning will be linked to Topic lessons to ensure a cross-curricular approach to teaching and learning.

Assessment & Recording

Teacher assessment is an integral part of teaching English and is used to inform planning. Brief notes should be kept on a weekly basis and plans annotated. Independent writing should take place every two weeks to ensure knowledge and skills have been retained from prior teaching. Children's assessment data will be recorded on Otrack.

Reporting

Parents are informed of children's progress in English through

- informal discussions
- reading records
- parents' evenings
- annual reports

Marking/Presentation

Whenever possible, work should be marked with children to facilitate useful discussion. The school has an updated English Marking Policy. This incorporates using highlighters to mark work (go green and think pink). These comments should include opportunities for children to edit and improve their work, e.g. a task-based activity for the 'think pink' comment.

Cross Curricular Links

English will be taught through topic work and other curriculum areas where appropriate. There will be an annual English enrichment day.

Handwriting

AIMS

- a) To promote the development of fine motor skills, teaching children to have a comfortable pencil grip and the skills of correct letter formation.
- b) To teach the children to write using lead in lines.

GUIDELINES

- a) In the Foundation Stage, children are taught handwriting through Phonics, which leads on to the teaching of the school's own handwriting style through KS1/KS2.
- b) Explicit and direct teaching of handwriting skills regularly each week, which cater for children with individual needs.
- c) Provide opportunities to develop presentational skills throughout the curriculum; while taking care that the importance of presentation, which may inhibit some children's creative skills, is not over emphasised.
- d) Left-handed children to be encouraged to sit on the left side of right-handed children so that their elbows don't bump. They are encouraged to find a comfortable orientation for their paper, usually slightly to the left of centre of their body.

- e) Children in EYFS and KS1 will use pencils for writing and KS2 will use handwriting pens.
- f) When marking or writing comments, members of staff should use the school handwriting policy.
- g) Displays throughout the school include evidence of children's writing as well as computer generated writing.

Reading

AIMS

- a) To encourage all children to be enthusiastic and critical readers and to read for enjoyment and information.
- b) To enable all children to read with confidence, fluency and understanding.
- c) To teach children a range of strategies to access texts as required by the National Curriculum; and to identify cross curricular links to teach reading skills in a meaningful context.
- d) To provide the opportunity for all children to experience a wide range of fiction, non-fiction and poetry (which will reflect other cultures).
- e) To create a print rich reading environment to foster learning and enjoyment.
- f) To teach children to value reading and reading materials
- g) To ensure that children with special reading needs are identified and supported or extended through materials and teaching provision.
- h) To ensure all children have equal opportunities.

GUIDELINES

- a) Reading fluency will be developed using a range of teaching methods according to the needs of the individual child.
- b) We will follow the guidelines of the National Curriculum, ensuring there is a balance of shared and guided reading, inside and outside of English lessons, as appropriate.
- c) We will teach phonic skills systematically to develop reading, writing and speaking and listening skills in an interactive way.
- d) Children will have access to a wide range of reading resources, of the best possible quality, updated within budget limitations.
- e) Children will hear stories, poems and passages read by adults and peers. They will learn to read silently for their own pleasure and be aware that adults also read for pleasure. Other methods for developing reading such as paired or shared reading, listening centres, drama etc. will be introduced throughout a child's time at school.
- f) The range of available reading material will widen as a child's ability develops, to include fiction, non-fiction, poetry, reference, instructions, suitable periodicals, their own and other's writing.
- g) Teachers will not necessarily always hear children read in a formal 1:1 situation with the child's reading book. Hearing children read will also occur in guided reading sessions. Children will be taught to select their own reading material and become less reliant on the reading scheme material.
- h) In development of reading, parents will be actively encouraged to participate and share their child's reading experiences.
- i) Staff will provide signs and labels with a clear purpose and attractive displays in classrooms and school boards which share and celebrate achievement.

- j) We will teach children to care for and value books by valuing books in the classroom and by teachers and teaching assistants being good role models.

Writing

AIMS

- a) To ensure that literacy, language and graphic development is central to the whole curriculum.
- b) To teach children a range of writing skills and strategies as required by the National Curriculum for English and in line with the EYFS.
- c) To enable all children to communicate their ideas in written form.
- d) To enable children to write for different purposes and audiences, using texts read as models.
- e) To encourage children to enjoy writing and present work that demonstrates thought, care and pride.
- f) To create a print rich environment which shares and celebrates achievement, including early mark making.
- g) To ensure that children with special writing needs are identified and supported or extended through materials and teaching provision.
- h) To ensure writing of the highest quality we must provide close links with reading.
- i) To ensure all children have equal opportunities.

GUIDELINES

- a) We will follow the guidelines of the National Curriculum with flexibility according to age and ability.
- b) We will teach phonic skills systematically to develop reading, writing and speaking and listening skills in an interactive way.
- c) We will provide opportunities to use ICT for writing e.g. word processing, publishing, multi-media web pages.
- d) Teachers at all stages will present and/or read good quality examples of different forms of writing to children.
- e) Adults will act as role model and/or scribe for the whole class, group and individual.
- f) Children will be given opportunities to develop creative and independent writing and to publish and present their writing to different audiences and for different purposes.
- g) We will foster partnerships with parents through workshops, class letters and parent evening discussions.

Speaking and Listening

AIMS

- a) To plan for and teach speaking and listening skills and incorporate these in cross-curricular planning.
- b) To create a secure environment in which children feel confident to express their feelings, thoughts and ideas, recognising the individuality and personality of each child.

- c) To teach children to listen carefully and respond to others appropriately.
- d) To be sensitive to children's language use, but teach them about the structure of Standard English through reading, writing and appropriate intervention.
- e) To monitor children's language development and listening skills contacting parents and outside agencies where necessary.

GUIDELINES

- a) We will encourage dialogue to be used by children when planning a piece of writing to help them explain and justify their choices and organise and rehearse their ideas before setting them down on paper.
- b) Plan for and use a range of teaching strategies and contexts, including drama techniques, across the curriculum.
- c) Provide opportunities to listen in different contexts and use speech for different purposes e.g. planning, evaluating, narrating and questioning.
- d) Provide opportunities for children to discuss subjects and feelings which are personal to them and teaching them to represent the views of others.
- e) Use talking partners.
- f) Identify speaking and listening opportunities on weekly term plans.
- g) Create an effective learning environment, securing motivation and concentration, and provide equality of opportunity through teaching approaches, target setting, assessment and differentiation of tasks and materials.

MONITORING & EVALUATION

Implementation of this policy will be monitored by the English Subject Leaders.

LINKED POLICIES

Marking Policy

REVISED BY: Zoe Clayton and Lynn Bilton

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NEXT REVIEW: July 2018