

WINGROVE PRIMARY SCHOOL



Policy Statement for English

Subject leader: Trish West
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Rationale

English is a vital way of communicating in school, in public life and internationally. Literature in English is rich and influential, reflecting the experience of people from many countries and times. In studying English pupils develop skills in speaking, listening, reading and writing. It enables them to express themselves creatively and imaginatively and to communicate with others effectively. Pupils learn to become enthusiastic and critical readers of stories, poetry and drama as well non-fiction and media texts. The study of English helps pupils understand how language works by looking at its patterns, structures and origins. Using this knowledge, pupils can choose and adapt what they say and write in different situations.

Aims

At Wingrove we aim to provide children with the skills in English in order that they achieve their full potential and can take an active role in society.

- ◆ To learn to speak confidently, listen to what others have to say and to explore language in imaginative ways through role-play and dram
- ◆ To listen, understand and respond to others
- ◆ To develop the ability to extend and value individual and group responses
- ◆ To help every child become a reader for life
- ◆ To learn to read a range of fiction and non-fiction texts confidently and independently whilst expressing their own opinions about them
- ◆ To become enthusiastic writers, using the main rules and conventions of written English, to explore how language can be used to communicate meaning in different ways

We are continually aiming to raise the standards of achievement of all pupils at Wingrove School.

The National Curriculum

The National Curriculum describes what must be taught in Key Stages One and Two. Each teacher at Wingrove School follows the English programmes of study thus ensuring continuity and progression in the teaching and learning of English.

In the Foundation Stage - Nursery and Reception - the curriculum is guided by the Early Learning Goals which lead directly into the National Curriculum.

Planning

Planning is undertaken at three levels:

Long term planning is based on the yearly teaching programmes set out in the English National Curriculum. Each year group covers a range of genres in reading and writing.

Medium term planning is carried out half-termly in year group teams. Teachers select their main teaching objectives from the yearly teaching programme and use the detail provided in the framework document to ensure a balanced English curriculum. The plan is then sequenced in order to deliver whole-school and class

targets. Medium term planning focus is saved on the network.

Short term planning is carried out weekly in year group teams during PPA. These plans include the learning objectives for each part of the lesson, the activities chosen as the vehicle for achieving the objectives, the outcome for the week, differentiation including TA support, special resources, ICT and any key vocabulary or questions. AFL is carried out throughout the lesson.

Medium and short term planning is monitored by subject leaders and the Headteacher.

Cross Curricular Links

In order to create a cohesive and meaningful learning programme for our children, we identify links during the planning stage and give children the opportunity to use their subject knowledge and skills in real contexts.

Teaching Methods and Approaches

Lessons generally follow a logical format ,beginning with teaching, modelling. This is followed by guided group and independent work. The final party of the lesson is a plenary, which is an essential opportunity for assessment. Timings may vary, however and short plenaries may be in evidence throughout lessons.. It is made clear to the children at the start of the lesson exactly what it is they will learn as the objectives are shared with them. Success criteria and how the children will show progress, is discussed at the beginning and end of every lesson.

The teaching at Wingrove provides opportunities for:

- Group work
- Paired work, including mixed ability and similar ability pairs, friendship, single sex...
- Whole class teaching
- Individual work
- ICT work

The pupils engage in:

- The development of thinking skills
- Speaking and listening
- Written recording
- Note making
- Planning their written work
- Practical work including drama and role play
- Investigational work
- Problem solving
- ICT
- Focused discussion promoting speaking and listening
- Consolidation of basic skills and routines

At Wingrove School we recognise the importance of establishing a secure foundation in English and of teaching and using vocabulary appropriate to the task. We endeavour to set work which is challenging, motivating and which encourages the

pupils to talk about what they have been doing.

Talk For Writing

The school is adopting the Talk For Writing strategies.

Talk for Writing enables children to imitate the key language they need for a particular topic orally before they try reading and analysing it. Through fun activities that help them rehearse the tune of the language they need, followed by shared writing to show them how to craft their writing, children are helped to write in the same style.

Organisation

English will be taught in key stages 1 and 2, in register groups. In the foundation stage English will be taught according to the EYFS. Work provided for the children will be clear and challenging in order for every child to reach their full potential. Work is differentiated according to ability, support will be provided for SEN pupils by offering additional resources or adult support where appropriate. EAL children will be supported in class at times and may be withdrawn to work in smaller groups. More able children will be given extension work to challenge them and, where possible, may be taught in a higher year group. Intervention groups are provided in addition to English lessons. They are taught by fully trained teaching assistants. Records are kept showing levels before and after intervention. There is a coordinator for this area.

Display

We recognise the important role display has in informing, stimulating, motivating and celebrating the work of our pupils. English will be in evidence in all classrooms. Reading and writing learning/working display are in all classrooms. Current work, pertaining to the English unit been covered, vocabulary and other relevant information is displayed here. Classroom libraries provide stimulating books which are relevant to all reading ages within each class. Displays celebrating work completed represent a broad range of abilities within the class. Guided reading sets are also in evidence in each classroom. They represent the average level for the age of the children within the classroom.

Assessment and Record Keeping

At Wingrove we are continually assessing our pupils and recording their progress. Reading records will also be kept in a file. Assessment outcomes are used to inform the next cycle of planning thus ensuring a match of work to the needs of the pupils and ensuring progress.

Assessments are carried out on three levels:

Short term assessments are an informal part of every lesson (AFL). Teachers assess children on a daily basis through questioning and evaluating daily outcomes. Teachers also complete evaluation in unit planning and plan for following lessons. Marking provides children with clear information on where they have achieved the learning objective (highlighted in green) and how they can improve (highlighted in pink)

Medium Term assessments are carried out half-termly in order to track individual children. Assessments will be annotated and a grade is assigned to each piece of work. The grades will be recorded on the assertive mentoring trackers at key times

throughout the year.

Writing is also assessed at the beginning and end of most teaching units. These are recorded in the writing evidence books.

Long term assessments are carried out towards the end of the school year when pupils' attainment is measured against the record of key objectives for the subject and any targets previously set. Teacher assessment, statutory and other standardised measures, where applicable, are used.

Assessment outcomes are analysed by subject leaders and provide the focus for development within the subject for the coming year.

Assertive Mentoring - Reading and writing will be assessed according to the AM policy.

Reporting

All parents receive an annual written report which includes a summary of their child's progress in English over the year. In year 2 and year 6 this will include the results of the SATs tests which are undertaken during May. Parents will also be informed of ongoing progress via assessment cards presented at each of the three parents' evenings.

Resources

The teaching of English at Wingrove will be challenging and will involve all children where possible. Children will use a variety of resources to stimulate learning eg whiteboards, letter fans, board games, writing frames, ICT etc. in order to engage them in the learning process. Children will also take part in role play, interviewing people, hot seating etc as part of drama in English lessons. (see drama scheme of work). Teachers will provide the opportunity for all children to gain their full potential by providing support where needed/planned for. Extra support will be provided for particular groups of children in the form of another adult or word books etc. to support learning.

Equal Opportunities

As a staff we endeavour to maintain an awareness of, and to provide for, equal opportunities for all pupils in literacy. We aim to take into account cultural background, gender and any special need, both in our teaching attitudes and in the published materials we use with our pupils.

Children with Specific Needs (English as an Additional Language or Special Educational Needs)

Wherever possible we aim to fully include all pupils with in all lessons so that they benefit from listening and participating with others in demonstration, discussion and explanation.

Where necessary teachers will, in consultation with the specialist EAL teacher or the SENCo, draw up an individual plan for the child. Where appropriate children may work on an individualised programme with support or specialist staff. Children may also receive targeted support within the classroom.

Specific planning to meet the needs of such children is identified in the teachers' short term planning. This may take the form of simplified or modified tasks or the use of support staff.

Where appropriate a group plan is developed with common objectives and learning targets for a group.

More Able Pupils

Children, are taught in register groups within the appropriate peer group. They are extended through differentiated work and by focusing on the learning objectives from the next year group when those of their own are achieved. Children in Y6 can extend to work from the Y7 objectives. Children in Y6 are taught together as one cohort. There are always two full time teachers in the unit along with a TA to support the children.

Homework

Homework will be given out on specified days across the year groups. Parents will be informed every term of changes to routines. Homework in Foundation stage may consist of a reading book which will be taken home on a regular basis as well as a list of key words to spell. In Key stage 1 and 2, homework will increase to include reading books, spellings for the week as well as work which will be linked to work in class and to the in-school spelling programme. Homework will be marked on a regular basis to inform children (and parents) of progress. See homework and marking policies.

