

## **Keston Primary School English Policy**

### **Aims and objectives**

The study of English develops children's abilities to listen, speak, read and write for a wide range of purposes; to use 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.

The aims for English are to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

### **Teaching and learning styles (refer to Teaching and Learning Policy)**

At Keston Primary School, we use a variety of teaching and learning styles in English lessons. Our principal aim is to develop children's knowledge, skills, and understanding in English. They have the opportunity to experience a wide range of texts and use a range of resources such as dictionaries, thesauruses, writing frames, word banks etc. to support their work. Children use ICT in English lessons where it enhances their learning, as in drafting their work and using multimedia to study how words and images are combined to convey meaning. We encourage children to use and apply their learning in all other areas of the curriculum.

There are children of differing abilities in all classes at Keston 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. Teaching assistants may support children to enable work to be matched to the needs of individuals. We also recognise the power of peer support.

## **English curriculum planning**

English is a core subject in the National Curriculum. We use the National Curriculum in England KS1 & and the EY Framework as the basis for implementing the statutory requirements of the programmes of study for English.

Our medium-term plans give details of the main teaching objectives for each term. These plans define what we teach and ensure an appropriate balance and distribution of work across each term.

Class teachers complete a weekly plan for the teaching of English. This lists the specific learning objectives and differentiated success criteria for each lesson and also gives details of how the lessons are to be taught.

All plans are stored electronically.

## **The Early Years Foundation Stage (EY)**

We teach English in EYFS classes as an integral part of the school's work. 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. More formal teaching of English is introduced at the beginning of the Summer Term.

## **Cross-curricular links**

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. Where possible we take the opportunity to fulfil the English teaching objectives through other curriculum areas.

## **Computing**

The use of ICT enables children to use and apply their developing skills in English in a variety of ways. All classrooms have an interactive whiteboard. Children can use ICT as a way of practising and reinforcing skills. They can use the Internet when searching for information or they can develop their word processing skills. They can access books, phonics and language games to support their learning. We encourage all children to use ICT as a resource for learning, whenever appropriate. Teachers will use ICT hard and software to enhance teaching and learning in English.

## **Inclusion**

At Keston Primary School we believe that all children, regardless of ability, should have equal access to all aspects of the English curriculum.

## **Equal Opportunities**

At Keston Primary School we believe that all children are entitled to develop as learners in an environment where diversity is valued, respected and celebrated. We aim to promote equality in all aspects of our English curriculum.

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### SEND/ EAL

Teachers provide learning opportunities matched to the needs of all children. Children with special educational needs will be identified and provided for in line with the school's SEN policy. EAL children will be supported in the classroom by their class teacher and/or teaching assistant. Some children may require additional support from the EAL teacher either in the classroom, in a small group or individually.

Teachers provide help with communication and literacy 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;
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- Gifted and Talented
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- High achieving children will be identified in line with the school's Gifted and Talented policy. Planning will include challenging activities for these children.

### Assessment and recording

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 every half term to measure progress against the key objectives and to help them plan towards future teaching and learning.

Teachers make longer term assessments at the end of each academic year; these assessments are a reflection of teacher assessment and testing. These longer term assessments assess progress against school and national targets. These assessments are reflected in the end of year reports.

At the end of Early Years, Key Stage 1 (year 2) and Key Stage 2 (year 6) the children are assessed against national expectations. These results are included in end of year reports and sent to the DfE.

With the help of these assessments, teachers are able to set targets.

Teachers meet regularly to moderate work.

### Assessment for Learning

Teachers mark the children's work by referring to the success criteria for the lesson. They will regularly write a comment celebrating achievement and identifying a next step for the child. Children are given time to respond to the marking and the opportunity to improve their work. They are set targets and these are regularly reviewed. Children know their targets and refer to them whilst working. Peer and self-assessment are used to support their learning.

### Resources

There is a range of resources to support the teaching of English across the school. All classrooms have a selection of fiction and non-fiction texts, dictionaries, word games and a range of support

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materials. In Key Stage 1 and Key Stage 2 there are well-resourced libraries and the school employs a trained librarian.

It is the responsibility of the English Co-ordinator to ensure there are suitable resources throughout the school.

### **Monitoring and review**

Monitoring of the standards of the children's work, teacher's planning and the quality of teaching and learning in English is the responsibility of the English Co-ordinator. The work of the co-ordinator also involves leading and 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 named governor responsible for English meets regularly with the English co-ordinator in order to review progress.

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