



ENGLISH POLICY

Rationale

Potential is our passion. In Eldon Grove Academy we believe that every child has the right to achieve their full potential in all areas of English and that literacy and communication are key life skills. Through the English curriculum, we help children develop the skills and knowledge that will enable them to communicate effectively and creatively through spoken and written language and equip them with the skills to become lifelong learners. We want children to enjoy and appreciate literature and its rich variety. Literacy is at the heart of all children's learning.

Aims and Objectives

We aim to develop excellence and enjoyment in English within an integrated programme of speaking & listening, reading, writing and spelling, vocabulary, grammar and punctuation. Pupils will be given opportunities to develop their use, knowledge and understanding of spoken and written English within a broad and balanced curriculum, with opportunities to consolidate and reinforce taught literacy skills.

At Eldon Grove Academy we strive to ensure all pupils are readers and writers in all areas of the curriculum. Pupils who leave year 6 will:

- read and write with confidence, fluency and understanding, using a range of independent strategies to self-monitor and correct.
- love reading and have a desire to read for pleasure.
- have an interest in words and their meanings; developing a growing vocabulary in spoken and written forms.
- appreciate our rich and varied literacy heritage.
- understand a range of text types, media types and genres.
- be able to write clearly, accurately, and coherently in a variety of styles and forms appropriate to the situation.
- use their developing imagination, inventiveness and critical awareness.
- have a suitable technical vocabulary to articulate their responses.
- use discussion in order to learn- explain clearly their understanding and ideas.

Statutory Requirements

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum Document (2014) and in Early Years Outcomes, within the literacy (specific areas), communication and language prime areas of learning in Early Years.

In the Early Years (reception) children are given the opportunities to:

- speak and listen and represent ideas in their activities
- use communication, language and literacy in every part of the curriculum
- become immersed in an environment rich in print and opportunities to communicate
- ignite their interests of reading and writing by accessing a wide range of reading materials
- become emergent writers with self confidence in their "abilities" as writers
- read to others
- develop self confidence.

At Key Stage One (years 1 and 2) children learn to speak confidently and listen to what others have to say. They learn to read and write independently and with enthusiasm. They learn to use language to explore their own experiences and imaginary worlds.

At Key Stage Two (Years 3-6) children learn to change the way they speak and write to suit different situations, purposes and audiences. They read a range of texts and respond to different layers of meaning in them. They explore the use of language in literacy and non-literary texts and learn how the structure of language works.

The Governing Body receives regular reports on the progress of English provision.

Subject Organisation

The English curriculum is delivered using the national curriculum as a basis, with other resources being used to ensure provision is current and meets the needs of all pupils. Pupil provision relates to attainment and not age.

English planning is differentiated according to pupil ability. Staff plan an overview of each unit to be taught and then develop a weekly short term plan which is reviewed daily to reflect assessment for learning, in order to meet pupils' needs.

Early Years

Pupils are involved in planning their own learning e.g. planning the curriculum and related practical areas using their interests as a starting point.

Communication and language activities are planned to reflect different ways children learn. Effective lessons give opportunities for children to:

- investigate and experience a range of texts;
- actively learn by giving children opportunities to encounter difficulties and enjoy achievements;
- create opportunities to develop their own literacy ideas and think critically about their own and others' works.

In reception, children have daily discrete phonics lessons. The scheme *Letters and Sounds* is used and teachers follow a planned progression map of phonics to ensure children access high quality phonics teaching. Children also have opportunities to develop their communication, language and literacy skills on a daily basis in both adult led and child initiated activities.

Key Stage 1

In Key Stage 1 daily discrete phonics lessons continue using the phonics progression map. Children are currently taught phases 5 and 6 from the *Letters and Sounds* scheme and personalised intervention is carried out to support those pupils who require more exposure and practise in applying phonics from the earlier phases. Children also have daily mixed ability English lessons, including grammar and punctuation and spelling within an emphasis on real texts. Children take part in both guided and individual reading sessions and have regular story times to develop a love of reading. Literacy skills are developed across the curriculum. Provision is made for children who require extra support through intervention programmes and differentiated class teaching.

Key Stage 2

In Key Stage 2 children have daily English lessons including grammar and punctuation and spelling. Additional English sessions include guided reading, handwriting and class novel. Literacy skills are developed across the curriculum. Provision is made for children who require extra support through intervention programmes and differentiated class teaching.

Approaches to Spoken Language

Pupils are taught to listen and respond to adults and their peers, to ask relevant questions and use relevant strategies to build their vocabulary. Pupils are encouraged to speak audibly and fluently at a level appropriate to the age of the pupil. Interactive teaching strategies are used to engage all pupils in order to raise reading and writing standards. Children are encouraged to develop effective communication skills in readiness for later life.

Opportunities to develop these skills include: school council, debating, class discussions, P4C, talk partners, drama and school performances.

We recognise the need for all pupils to speak, read and write Standard English fluently and accurately, while acknowledging that a pupil's own dialect, or other language is of prime importance. It is our school policy to promote the use of Standard English.

Approaches to Reading

Teachers model reading strategies during shared reading and whole class reading sessions whilst children have the opportunity to develop reading strategies and to discuss texts in detail during guided reading sessions. Independent reading provides time for both assessment and 1-1 teaching. Pupils have a reading journal in which parents are encouraged to comment and this forms an ongoing records of the books read. E-Reading is also encouraged through the use of Bug Club which pupils can access at home and at school.

See Reading for Pleasure Policy for more detail about reading.

Approaches to Writing

We aim to develop the children's ability to produce well structured, detailed writing in which the meaning is made clear and which engages the interest of the reader. Attention is paid throughout the school to the formal structures of English, grammatical detail, punctuation and spelling. Teachers model writing strategies and the use of phonics and spelling strategies in shared writing sessions. Guided writing sessions are used to target specific needs of both groups and individuals, whilst children have opportunities to write at length in extended independent writing sessions.

The children are given frequent opportunities in school to write in different contexts using quality texts as a model and for a variety of purposes and audiences. Children will also be given the opportunity to use ICT for their writing. We use the Letter Join handwriting scheme in school to help children develop fluent, clear and legible joined up writing.

Emergent writing is developed in the Early Years through the use of a variety of role play areas and real life opportunities to write.

Cross Curricular Opportunities for Writing

Teachers will seek to take advantage of opportunities to make cross curricular links. They will plan for pupils to practice and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum.

The use of ICT

We recognise the important role of ICT has to play in our school in the development of literacy skills. ICT is used on a regular basis to enhance the teaching of literacy and to give all children the opportunity to experience, read and write multimodal; texts and develop visual literacy. I pads are used frequently to support pupils' research in English and other areas of the curriculum, assessment and target setting. Work will be assessed in line with the assessment policy. We have developed assessment guidelines (POS), based on the demands of the new curriculum, to assess progress in reading and writing. Moderation of writing and teacher judgements takes place termly. Assessment for learning is ongoing and is used to ensure every pupil reaches their potential. Rigorous and focused marking ensures relevant feedback is given to pupils and new areas for development are targeted. Teachers highlight aspects of written work

which pupils have to correct, dedicated time is given to this at the start of lessons. Older pupils are encouraged to use self-assessment and peer assessment is also valued. Early Years assessment of literacy and communication of language is based on ongoing observation and assessment. Assessments are based primarily on observations of daily literacy in which staff particularly note the learning the children demonstrate spontaneously, independently and consistently in a range of contexts.

Inclusion

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. Pupils with SEND will have targets appropriate to their ability and learning tailored to meet their individual needs. More able pupils will be identified and suitable learning challenged provided. Progress of all groups of pupils will be carefully tracked and monitored.

Equal Opportunities

Eldon Grove Academy has universal ambitions for every child, whatever their background or circumstances, children learn to and thrive when they are healthy, safe and engaged. All pupils are provided with equal access to the English curriculum and we aim to provide suitable learning opportunities regardless of gender or ethnicity.

Role of Subject Leader

The subject leader is responsible for improving the standards of teaching and learning in literacy through:
Monitoring and evaluating literacy:-

- pupil progress
- provision of literacy
- the quality of the learning environment
- taking the lead in policy development
- auditing and supporting colleagues in their CPD
- purchasing and organising resources
- keeping up to date with recent literacy developments
- monitoring the use of assessment guidelines
- delivering CPD as appropriate.

Parental Involvement

We aim to involve parents directly in the life of the school, and thus in the development of children's skills, knowledge and understanding in English.

There are opportunities each term when parents can discuss their children's progress with their teacher. They also emphasise the importance of reading. Parents are encouraged to read both with and to their children at home in order to promote reading. In nursery workshops are held to encourage/support the parents of our youngest pupils to read/share stories from a very early age.

Strategies for supporting children are shared at reading workshops. Family week, which takes place termly, is linked to reading. Parents are invited to participate in a lesson where a book is used as stimulus to learning. The lesson may be in any subject. The annual book fayre is well attended by our parents. Due to the current restrictions nationally due to Covid 19, these events are currently on hold until it is deemed safe to reintroduce them in line with Government guidelines.

This policy should be read in conjunction with the following school policies:

- Teaching and Learning Policy
- Handwriting policy
- Reading for pleasure policy
- Assessment and Records Keeping

- Marking Policy
- Special Educational Needs Policy
- ICT Policy
- Equal Opportunities Policy
- Health and Safety Policy
- Continuing Professional Development Policy

Sharon Stephenson
English Subject Leader
September 2020

To be reviewed September 2021