



BIRCH COPSE PRIMARY SCHOOL
ENGLISH POLICY

Version

Version: 1

Status:

Good practice

Introduction

This policy should be read in conjunction with the School's Teaching and Learning Policy statement which deals with matters common to all subjects. It was compiled by the Headteacher and staff, and approved by the governors.

English will be taught in accordance with the National Curriculum Programmes of Study, The English Framework, The Curriculum Guidance for the Foundation Stage and Letters and Sounds (Infants only). Progress will be monitored towards achievement at each level. Due regard will be paid to the advice received from the statutory bodies.

Aims and Objectives

English is taught in such a way at Birch Copse as to reflect the vision, aims and values of the school and with due regard to the Every Child Matters agenda.

In studying English, "pupils should be taught to speak clearly and convey ideas confidently using Standard English. Teachers should develop pupils' reading and writing in all subjects to support their acquisition of knowledge. Pupils should be taught to read fluently, understand extended prose (both fiction and non-fiction) and be encouraged to read for pleasure. Schools should do everything to promote wider reading. They should provide library facilities and set ambitious expectations for reading at home. Pupils should develop the stamina and skills to write at length, with accurate spelling and punctuation. They should be taught the correct use of grammar. They should build on what they have been taught to expand the range of their writing and the variety of the grammar they use. The writing they do should include narratives, explanations, descriptions, comparisons, summaries and evaluations: such writing supports them in rehearsing, understanding and consolidating what they heard or read."

(Ref. The National Curriculum 2013)

Planning and Organisation

Planning

Planning for English is carried out following the scheme of work, policy and guidance notes for English. These documents are the responsibility of the Reading and Writing subject leaders. Subject leaders provide support for teachers, who work with reference to the National Curriculum to develop medium term plans. Class teachers are responsible for short term planning.

Pupils' experiences

Pupils should be given opportunities to develop effective speaking and listening skills, and develop as effective readers and writers in order to be able to understand, speak, write and read Standard English fluently and accurately.

To develop effective speaking and listening skills pupils should be taught to:

- a) learn to use the vocabulary and grammar of Standard English

- b) formulate, clarify and express their ideas
- c) adapt their speech to a widening range of circumstances and demands
- d) listen, understand and respond appropriately to others
- e) participate in group activities through discussion, debate and drama

To develop as effective readers, pupils should be taught to:

- a) develop reading skills such as phonics, graphic, grammatical and contextual strategies
- b) read accurately, fluently and with understanding
- c) understand and respond to the texts they read
- d) read, analyse and evaluate a wide range of texts covering fiction, non-fiction and media texts.

To develop as effective writers, children should be taught to use:

- a) compositional skills, including correct usage of spelling, grammar and punctuation
- b) planning and drafting skills
- c) presentational skills, including cursive style of handwriting
- d) a widening variety of forms for different purposes

Cross-curricular links

Cross-curricular links are embedded in the planning, teaching and learning of English. Medium term plans are adapted and linked to topics where appropriate.

Information and Communication Technology

The use of ICT and the teaching of ICT should enhance, develop and support pupils' learning of English.

Homework

Appropriate homework will be set by the class teacher to enhance and develop children's learning in English following guidelines from the school's homework policy.

A reading record will be sent home with each child when they first start school. This is for parents and teachers to record the reading books children read and to write a brief assessment of their reading.

Spelling homework will be given to children from Year 1.

Equal Opportunities and Special Needs

Every pupil will be given equal opportunity to follow the National Curriculum or Foundation Stage Curriculum irrespective of their ethnic or linguistic background, gender, disability or religious beliefs.

Children with Special Educational Needs will have full access to the English curriculum. Those identified as Able, Gifted and Talented in English will be given opportunities to develop their skills.

Assessment, Record Keeping and Marking

Assessment, record keeping and marking will be carried out according to the school's policies. In alignment with National Curriculum requirements, teacher assessment will be the basis by which the performance of pupils' achievement in Writing is assessed.

Pupils' achievement in English in the Foundation Stage is completed by using the e-Profile, which is informed through teacher assessment.

Pupils in Key Stage 1 and 2 will be assessed through teacher assessment which are informed by termly progress checks and optional QCA tests for reading and writing in the summer term. Children in Year 2 and Year 6 will be formally assessed using the SATs.

Monitoring

The monitoring of English will take the form of classroom observations, monitoring of planning, work sampling, learning walks and monitoring of displays. The subject leader is responsible for the monitoring of English. Evaluation of monitoring will take the form of a report to be shared with teaching staff and governors.

Other Policies and Documents

Please also refer to the following policies and documents:

School based:

English Guidance notes, English Scheme of Work, KS1 and KS2 topic cycles, Curriculum policy, Assessment, Recording and Reporting policy, Able, Gifted and Talented policy, Special Education Needs policy, Marking policy, Homework policy

Other:

National Curriculum, English Framework, Curriculum Guidance for the Foundation Stage, Letters and Sounds.

Role of the English Subject Leader

- To audit, order, organise and store resources appropriately
- To manage the English budget effectively
- Advise and support colleagues
- To raise awareness of any relevant training for staff
- To keep up to date with current thinking in the teaching and learning of English and keep staff informed of changes in the curriculum
- To keep the English subject leader's file up to date
- To monitor and evaluate English standards throughout the school
- To organise any school-wide events associated with English.

Responsible officer

English Subject Leader

Date of last review: November 2014

Dates of amendments: 9th February 2010

Date of next review: November 2017