



English Policy

Spring 2020

Marshgate Primary School English Policy

We endeavour to inspire a life-long love of literacy through all aspects of school life. English, spoken, read and written, has a highly significant place in our curriculum and plays a vital part in our pupils' learning. Pupils are encouraged to develop and refine their skills in order to achieve their full potential. We use the National Curriculum for English (2014) as the basis of our English programme. This policy outlines the aims and purpose of the teaching, organisation and management of English taught and learnt at Marshgate Primary School. The implementation of this policy is the responsibility of the whole teaching staff.

Aims / Ambition

At Marshgate Primary School the aim is to equip every child:

- To communicate in an articulate manner
- To read and write a variety of texts with confidence, fluency and understanding
- To develop a resilience and stamina for reading
- To engage with, and enjoy, a range of text types and genres
- To write in a variety of styles and forms
- To creatively engage with language in both spoken and written forms
- To demonstrate powers of imagination and critical analysis
- To possess suitable technical vocabulary in order to further understand sentence construction
- To celebrate and publish work through a variety of media

Spoken Language

Pupils are taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use a range of strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- speak audibly and fluently with an increasing command of standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener by using appropriate intonation and expression

Reading

Our aim is to promote an enjoyment, resilience and stamina for reading, both in school and beyond.

- At the Early Years Foundation Stage pupils become immersed in an environment rich in print and opportunities for communication.
- Key Stage One pupils begin to read fiction and non-fiction independently and with enthusiasm.

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- Synthetic phonics is taught daily in EYFS and KS1.
- Key Stage Two pupils read a range of texts and develop their comprehension skills through a variety of strategies including guided, shared and independent reading.
- A rich range of resources is readily accessible in order to support children's reading development at every development level.
- Communication regarding home reading takes place through a reading contact book, parent consultations, discussion with parents and carers, phone conversations and emails.
- All pupils visit the school library and are supported to choose reading material which will challenge and engage.
- Each class has a well-stocked book area for children to enjoy and to ensure stimulating reading skills.
- The school regularly engages in national events, such as World Book Day and Readathons.
- Volunteers from the school community (parents, governors) are invited to read with children across the school.

Writing

The teaching of writing encompasses the following:

Composition

Children are taught to develop the skills of planning their writing by identifying the purpose and the audience and then selecting the appropriate form. They are taught to note initial ideas and use creativity to develop characters and settings. Pupils learn to draft and write in a range of genres and to evaluate and edit their own work effectively.

Spelling, Punctuation and Grammar

Pupils are taught to apply the rules of punctuation and grammar. Spelling rules and exceptions are also taught systematically. Pupils learn to recognise and use the appropriate terminology and to apply this knowledge in their own writing.

Handwriting

Pupils learn to develop writing skills through a wide range of experiences which progress naturally from the developmental stage through to independent writing level. Children are taught to develop a handwriting style that is legible, fluent and fast.

Phonics and Spelling

Synthetic phonics and phonetic spelling are taught through a variety of multi-sensory approaches that are designed to address individual learning styles. Pupils implement phonics alongside a range of other reading and spelling strategies. They learn to recognise, blend and segment each phoneme progressively through the phonic phases. Strong emphasis is placed on the reading and spelling of non-decodable words that do not match regular phonic patterns.

Information Technology

The use of IT is an integral part of English teaching and learning. Teachers use this in various ways to support the teaching and motivate the children's learning.

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Pupils use IT for research, consolidation of learning and to present their work. IT is used in English lessons when it is the most appropriate way of meeting the learning objectives.

Equal Opportunities

All children have equal access to English curriculum activities. We pay particular attention to ensuring there is no gender bias in materials or in access to resources, including IT.

A range of texts from a variety of cultural, ethnic and religious backgrounds are stocked in the school's library, reading book areas and in classrooms.

Able Learners

All pupils are afforded the opportunities to extend their skills and abilities through strategic intervention and a range of challenges

Lower attaining pupils

Lower attaining pupils generally work on the same topics as the rest of the class, though activities are differentiated and planned to enable every child to reach their full potential. We ensure that all children participate as fully and effectively as possible within the curriculum and the statutory assessment arrangements.

Special Needs

Pupils with an Educational Health Care Plan (EHCP) or SEN Support Plan will have specific targets each term for English where appropriate. All pupils are fully included in daily English lessons.

Social, Moral, Spiritual and Cultural Development

It is our school's ethos to ensure that every child feels safe to learn in an environment that allows them to thrive. Diversity is celebrated as an integral part of literacy learning.

Learning Support Practitioners

This role enables learning and teaching support to pupils through 1-1, small group and whole class activities.

Roles and Responsibilities

The role of the English Team, with support from the Head Teacher and Senior Leadership Team, is to:

- Monitor the delivery of a broad and balanced English programme using the National Curriculum
- Take the lead in policy development and review, including the continuing successful implementation of the National Curriculum
- Support colleagues in the development of weekly plans and in assessment and record keeping activities
- Be informed regarding local and national initiatives and disseminate information
- Take responsibility for the purchase and organisation of resources
- Be a point of contact to the whole school community (teachers, SLT, children, parents and governors) in all things English-related

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- Analyse pupils' assessment data, including test results, to inform future policy and set school targets for English in conjunction with the senior management team
- Assist staff in setting individual pupil and group targets
- Take the lead in devising the English section of the School Development Plan
- Encourage the professional development of staff
- Model high quality teaching
- Prepare and deliver INSET, with the support of the Headteacher.
- Work co-operatively with the SENCo
- Work alongside the Headteacher monitoring children's learning as well as teaching plans and quality of teaching
- Present information to governors regarding the English curriculum and pupil progress across the school
- Monitor learning and teaching throughout the school and disseminate to staff and governors
- Analyse assessment data in order to monitor progress and to inform future planning

Monitoring and Evaluation of Provision

The purpose of monitoring and evaluation is to raise the overall quality of teaching and the levels of pupil attainment. The English co-ordinators and Headteacher will monitor the quality of learning and teaching as part of the school's self-evaluation policy.

Monitoring will include:

- Scrutiny of planning
- Quality of teaching through lesson observation and feedback
- Moderation of standards in children's work
- Evaluation of children's attainment against targets

As part of external monitoring, the School Improvement Partner, English consultants and the English governor may carry out similar evaluations from time to time. The quality of English in the school will also be inspected as part of any Ofsted inspection of the school as whole.

Assessment

The assessment of pupils' work is on-going to ensure that effective learning is taking place and that progress is being made. Assessments are used to inform teaching and planning.

Achievements, learning progression and targets, based on assessments, are communicated at parent consultations and in annual written reports. In addition, pupils are taught and encouraged to self-assess and to become aware of their strengths. Pupils are involved in the setting of their next targets. For further information, please refer to the Marshgate Assessment Policy.

Homework

English homework provides opportunities for pupils to practise and consolidate skills and knowledge, to develop and to extend learning techniques and strategies. For further information, please refer to the Marshgate Homework Policy.