

HAYES MEADOW PRIMARY SCHOOL

English Policy (draft)

Aims and Objectives

- ❖ To provide children with the opportunity to read, write and speak with confidence, fluency, understanding and enjoyment!
- ❖ To provide children with an environment that is stimulating and which provides encouragement for the development of all aspects of English.
- ❖ To ensure that there is equality of access and opportunity for all children to develop their skills in English.
- ❖ To seek to ensure that all children achieve their full potential in all aspects of English by the time they move from Primary to Secondary Education.

Teaching and Learning

The school believes that its teachers must work together to plan, deliver and moderate the teaching of English in order to ensure that expectations are high and that children are able to achieve to the best of their ability. Learning objectives will be in line with the National Curriculum; the main vehicle for curriculum delivery will be a daily English lesson. However, the teaching of English at Hayes Meadow will also be cross curricular with the emphasis on pupils writing with a sense of purpose. They will be given exciting opportunities to develop their English skills. One vehicle for this is the yearly, whole school project which aims to engage and bring together all children and adults throughout the school, as well as including parents in our family learning sessions.

A range of teaching strategies will be used, including:

- ❖ demonstration
- ❖ modelling
- ❖ explanation
- ❖ questioning
- ❖ discussion and debate
- ❖ drama and hot seating

Pupils will read regularly at home and will be encouraged to develop a love of books and reading. They will be rewarded for reading at home with reward stickers. A weekly certificate for Reader of the Week, will also be awarded in every year group.

Hayes Meadow has a reading intervention programme where TA's read with selected pupils during assembly times.

Reading books are colour banded throughout the school for Guided Reading and home reading in Key Stage 1. SEN and intervention materials are widely available for children who need support. These include high interest, lower reading ability books for children where the content of the book bands is too immature for them.

Early Years Foundation Stage

At Hayes Meadow we follow the Early Years Foundation Stage from Nursery moving on to Reception Class and then through to the English National Curriculum in KS1 & KS2.

The Early Years Foundation Stage Curriculum is divided into prime & specific areas of learning & development. 'Communication & Language' is one of 3 prime areas that are fundamental to, and support the development, in all other areas. 'Communication & Language' is made up of the following 3 aspects: listening & attention, understanding & speaking. 'Literacy' is one of 4 specific areas, which include essential skills & knowledge. They grow out of the prime areas and provide important contexts for learning. 'Literacy' is made up of the following 2 aspects: reading & writing. Pupil provision is related to attainment, not age. In EYFS all aspects of English are taught. Children learn through play, speaking and listening activities, teacher modelling, group work and self-direction.

EYFS - Reading

The main aim in Early Years is to foster a love of books, reading and stories at an early age, which will stay with the child throughout their life.

By the end of The Foundation Stage it is expected that the majority of children will reach the Early Learning Goal for Reading. This states that:

'Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.'

The aim is to achieve this through timely interventions from experienced practitioners and by providing quality resources through our Continuous Provision such as books, audio stories, puppets, sequencing cards and story props.

In Nursery, parents are encouraged to share books at home with their child in order to develop the early basic skills necessary to be a successful reader, such as enjoyment, turning pages in order, reading from left to right, talking about what they can.

Each child in Reception Class takes home a reading book with a reading record and parents are encouraged to read as often as possible with their child at home. Children will also read at least once a week with a practitioner in school, who will ask questions relevant to the interest of the child and encourages predictions. The children are encouraged to decode unknown words using appropriate strategies; initially these will be mainly phonic knowledge and picture cues.

Planning/Subject Coverage/Timetabling.

Short term planning is carried out by individual teachers. The English co-ordinator is available for help and advice.

All teachers will also be expected to plan also for the teaching of handwriting and phonics/spelling (see separate spelling policy). Teachers will listen and respond to children in a sensitive and supporting manner, discussing and evaluating children's successes.

Writing

Pupils will write independently at length on a regular basis and this will be assessed according to the school writing assessment system. **Targets** will be individual and on-going and pupils will be very much involved in the target setting process to allow them to make progress. After each piece of writing, pupils will be encouraged to respond to their feedback in order to help them improve. Teachers will indicate in the margin if pupils need to correct **P**-punctuation, **S**-spelling or **G**- grammar.

Guided Reading will take place daily for fifteen minutes. Each group of children will work with their teacher once a week in KS2 and twice a week in Key Stage 1. Guided reading will be planned using the school agreed planning sheet and recorded on the school record sheet. Pupils not reading with the teacher will be working on related reading tasks independently.

Use of ICT

The use of ICT will be built into the delivery of the English programme wherever possible. The school has invested in an online phonics and reading package called Bug Club where pupils can log on both at home and at school to read and answer questions at their own level.

Special Needs Provision

SEN Children

The SEN Co-ordinator will liaise with the English Co-ordinator and class teachers to ensure that the individual needs of pupils with special needs are met and that appropriate targets are set and are regularly reviewed. Where resources permit, it will be the school's policy for Teaching Assistants to provide extra support for SEN children.

Any Individual Education Plans (IEPs) will be followed when planning for the needs of the class. Teachers will be mindful of the needs of the children and differentiate questions and activities to allow all children access. Please also refer to the SEN Policy.

Cross-Curricular Links

Teachers will consider the opportunities for developing English skills across the curriculum.

Speaking and listening will be taught partly through English lessons and partly through activities such as Circle Time. It will also be school policy that all teachers should be aware of and capitalise on opportunities, which will arise every day, for children to develop their speaking and listening skills across the curriculum.

Drama will be taught where opportunities arise, both within English lessons and through other subjects.

Equal Opportunities

We are committed to an environment that promotes equal opportunities for all children, regardless of their race/colour/gender and religion and any work undertaken reflects this commitment. Please also see the school's Equal Opportunities policy.

Marking/Assessment

Marking will be carried out regularly and in accordance with the school's marking policy. Marking will be developmental and pupils will be given next steps for learning in purple. A green pen will celebrate what they have done well and in Key Stage 1, gold is used for celebrating achievement.

Monitoring and Review

Monitoring of subjects is undertaken on a yearly basis according to the School's Development Plan (SDP). Please refer to the current SDP for the current cycle.

Role of Governors/Parents

Our governors determine, support and monitor and review the school's policies.

We believe that parents have a fundamental role to play in helping their children learn and progress within our school.

We are committed to ensuring that parents are informed about topics we cover, when homework is set and how to help their child. Regular parents' evenings throughout the year support this progress.

The school believes that the active support and involvement of parents is crucial to children achieving their potential in all aspects of the English Curriculum. There is recognition that the nature of the school's catchment is such that the school will need to reach out to parents and offer support to them in carrying out this role.

Parents will be actively encouraged to read with their children, discuss their books with them and help them choose books for reading at home.

Parents will receive a detailed annual report on their child's progress in English.

Sally Whetton, English co-ordinator. Spring 2017