



Believing and Achieving Together

Date: September 2022

Signed:

Review: September 2024

Seaton Delaval English Policy

Rationale

We aim to pursue high and improving academic standards through the provision of a broad and balanced curriculum which:

- serves the needs of all the children;
- motivates children to have high expectations and self-esteem;
- promotes self-value, confidence and pride in achievement;
- stimulates and challenges;
- involves practical, dramatic and empathic experiences;
- equips pupils to express ideas orally and through writing;
- is continuous and progressive;
- extends and develops all aspects of English;
- has built in monitoring, evaluation and review of procedures by staff and pupils;
- makes pupils use and be aware of English across the curriculum and beyond the classroom.

Aims

- to enable children to speak clearly and audibly in ways which take account of their listeners;
- to encourage children to listen with concentration in order to be able to identify the main points of what they have heard;
- to enable children to adapt their speech to a wide range of circumstances and demands;
- to develop children's abilities to reflect on their own and others' contributions and the language used;
- to enable children to evaluate their own and others' contributions through a range of drama activities;
- to develop confident, independent readers through an appropriate focus on word, sentence and text-level knowledge;
- to encourage children to become enthusiastic and reflective readers through contact with challenging and lengthy texts;
- to use and apply phonic and spelling conventions as a prime strategy for reading and writing;

- to help children enjoy writing and recognise its value;
- to enable children to write with accuracy and meaning in narrative and non-fiction;
- to increase the children's ability to use planning, drafting and editing to improve their work.

Teaching English

Organisation

EYFS -

- Daily phonic teaching.
- Daily adult led English/ Literacy activities.
- Daily independent English/ Literacy focussed activities.
- Daily activities to practise apply and demonstrate English/ Literacy skills and knowledge.
- Child Initiated reading and writing tasks [through Constant Provision intended learning plans].
- Extended cross curriculum reading and writing tasks.
- Star Write every other week or at the end of a one week unit.

Key Stage 1 and 2 -

- Daily planned structured lesson that must include - phonics/spelling, grammar/ sentence, punctuation, use of standard English, text [shared reading or writing], independent/ guided tasks, mini plenary [as appropriate to learning], extension/ challenge activity and main plenary [for AfL and AoL].
- Guided reading and writing tasks planned weekly for all children - teaching a new strategy or skill/ knowledge/ concept or modelling/ scaffolding how to apply skill/ strategy/ knowledge/ understanding/ concept.
- Over the week and two week unit a balance of shared reading and writing.
- Independent tasks planned at +ARE/ ARE/ -ARE/ SEND and daily 'challenge.'
- Independent/ home reading book - at least twice weekly [KS2 once plus extra guided reading for more able].
- Extended cross curriculum reading and writing tasks.
- Star Write every other week or at the end of a one week unit.

Please refer to: T + L Policy and Presentation Policy; National Curriculum for English [2014] Programmes of Study; SDFS Year group words, patterns and rules [taken from NC 2014 English Appendix 1: Spelling].

Parental Involvement

A vital part of English is the involvement of parents. We ask parents to give daily support for Reading, Spelling and Phonics as part of our homework programme. Through workshops, discussions with class teachers, performances and written communications we aim to help parents to understand the emphasis placed on English and the strategies we use in teaching English.

Parents and relatives are involved in supporting learning in EYFS.

Homework - weekly

All children will have weekly spellings, focus sounds and a reading book.

EYFS - new phonic sounds to learn, practise or apply; phonic related spellings; focussed letter formation/ handwriting practise.

Key Stage 1 - tasks related to coverage and learning in Basic Skills, English Unit and handwriting.

Key Stage 2 - comprehension linked to topic work or focussed English tasks to practise and apply.

Homework consolidates and reinforces skills and understanding in English and other curriculum areas, helps raise the level of achievement of individual pupils, provides opportunities for parents and children to work together and, thereby, fostering an effective partnership between home and school.

Homework will be:

- interesting and rewarding for all children;
- integrated into everyday planning and set by the class teacher;
- differentiated to cater for individual children's learning needs;
- clearly understood so that children understand when, what and how the work is to be done;
- marked and fed back to the children promptly.

We value the support of parents/carers and we believe that this aspect of the policy will be successful if there is a strong partnership between home and school which is reflected in the Home-School Agreement.

Planning

Effective planning:

- Learning Objectives - clear, concise, precise
- Key vocabulary
- Context - why/ what for?
- Links to themes/ creative Topic/ 'bigger picture'
- Differentiated Success Criteria - how to achieve and raise achievement
- How basic skills will be used - what and when?
- Teaching notes - brief, key questions, strategies to be used, meet the needs of more able
- Independent tasks to practise and apply reading, punctuation, phonics/ spelling patterns, grammar [including focussed VCOP - vocabulary, connectives, openers and punctuation]
- Differentiated guided and independent tasks to practise, extend and apply focussed learning
- Challenge activities
- Planned assessment - what am I going to assess and how?
- Evaluated daily and annotations made for future teaching

Differentiation of independent and guided tasks by: [with reference to APP records, EYFS records, current level of attainment]

- Tasks with clearly identified components/ small step knowledge that will be practised, consolidated or applied;
- Level of input and in task support;
- Scaffolding;
- By strategy - refer to Teaching and Learning Policy;

- Success Criteria;
- Support [Learning Support Assistants, Other Adults];
- Resources [Computing, practical apparatus, writing frames, word banks];
- Teaching and learning should demonstrate a variety and balance of the above - if one is predominantly used then learning and achievement will not be effective.

Planning will take place at three levels:

Long-term planning is taken from Development Matters in the EYFS and the National Curriculum for English [2014] which outlines yearly teaching programmes with key objectives from Year 1 to Year 4.

Medium-term plans outline the termly units of work and when they will be taught.

Short-term plans are weekly and detail lesson objectives, tasks, activities and grouping of children for the three main parts of the lesson. They will include notes on resources, key vocabulary, use of support, cross-curricular links, Computing and strategies to promote Speaking and Listening, oracy development and collaborative work. Planning follows the review, teach, practise, apply and evaluate structure as set out in the National Curriculum for English [2014].

Please refer to: T + L Policy.

Mastery and Working at greater depth

'Mastery' will encourage pupils to learn to redraft and improve their own work, equipping them with a deep understanding of their learning. Teachers will provide lesson time for students to act on the feedback they receive and allow them to "master" their learning. Feedback will support children to make small changes to a piece of work and improve it. Teachers will use clear questioning and ask questions at a deeper level for reading and writing.

Assessment

Assessment is an integral part of English teaching and is used to inform planning. Assessment will be carried out using the following criteria:

- *Assessment for Learning
- *Assessment of Learning
- *Assessment as Learning
- *EYFS Development Bands and Early Learning Goals
- *informal observations
- *oral questioning
- *spelling - words, patterns and rules - weekly and summarised every half term
- *problem solving activities
- *written assessment
- *formal tests include Baseline, Year 2 SATs, and QCA optional Year 3 and 4. These test results are used to set individual and year group targets.

Certain pieces of work will be used for assessment, cross moderation or tracking purposes.

These samples will be given a National Curriculum Sublevel i.e. 2b, a Foundation Profile Level or a P scale. During 2014 - 2015 we will embed a new system to track and record progress, achievement and attainment using Key Performance Indicators and Performance Standard.

SDFS English Policy/ OWF

Each child's progress is recorded on individual record sheets and class record sheets.

Please refer to: T + L Policy, Key Performance Indicators for Reading and Writing, Assessment policy and Marking Policy.

Equal Opportunities

We are committed to providing a teaching environment conducive to learning. Each child is valued, respected and challenged regardless of ability, race, gender, religion, social background, culture or disability.

Please refer to: Equal Opportunities Policy, SEND Policy and G&T/ More Able Policy.

Resources

Classes are provided with a range of exciting and challenging texts in the reference library and in the classrooms. Topic book boxes are accessed each term from the school's library service.

Story sacks are accessible to all pupils but are targeted at the Early Years and KS1 pupils.

Guided reading books are available for each class. Classrooms stock a range of writing materials and role play activities.

We access authors and illustrators through the Library service and have regular visits from play companies to provide live theatre.

Computing

Computing will be used to support teaching and motivate children's learning. Pupils will experience interactive teaching programmes using interactive whiteboards, software packages, microphones and recording devices. Computing will only be used in a daily English lesson when it is the most efficient and effective way of meeting the lesson objectives.

The following are widely used across the school: listening devices, cameras, microphones/ recording devices, SmartBoards, desktop computers, Laptops, Notebooks and Visualisers.

English across the curriculum

English has strong links with other curriculum areas. In the Early Years Foundation stage, English is the integral link between all the areas of the curriculum. Links will be encouraged at all times. 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.

English contributes significantly to the teaching of **mathematics** in our school. Children in the Early Years Foundation Stage develop their understanding of number, pattern, shape and space by talking about these areas with adults and other children. Children in Key Stage 1 meet stories and rhymes that rely on counting and sequencing. Children in Key Stage 2 are encouraged to read and interpret problems in order to identify the mathematics involved. They explain and present their work to others during plenary sessions and they communicate mathematically through the developing use of precise mathematical language.

The use of **Computing** enables children to use and apply their developing skills in English in a variety of ways. Younger children use **Computing** as a source of information and as a way of enabling them to present their completed work effectively. Older children use the Internet when searching for information about a different part of the world, or when using desktop publishing to design a class newspaper. Children use the planning and proofing tools in a word

processor when checking their draft work. We encourage all children to use Computing as a resource for learning, whenever they feel it is appropriate.

English contributes to the teaching of **personal, social and health education and citizenship**.

We encourage younger children to take part in class and group discussions on topical issues. In their **Science** work they talk about things that improve their health and about rules for keeping them safe around the school, older children research and debate topical problems and events. They discuss lifestyle choices and meet and talk with many visitors who work within the school community. Planned activities within the classroom encourage children to work together and respect each other's views.

Spiritual, moral, social and cultural development

The teaching of English develops skills through which our children can give critical responses to the moral questions they meet in their work. Their understanding and appreciation of a range of texts brings them into contact with their own literary heritage and texts from other cultures. The organisation of lessons allows children to work together and gives them the chance to discuss their ideas and results.

Drama

Pupils should experience a variety of experiences/activities during a course of study and during a lesson if possible. There should be opportunities for individual and/or group activities, e.g. role play and dramatic activities, listening, composing, writing, discussion, appraising and using ICT equipment. During dramatic activity pupils should:

- create and sustain roles both individually and when working with others.
- present drama and stories to others, e.g. telling a story through tableaux or using a narrator.
- respond to performances and more specifically discuss, evaluate, comment and review their own and others' performances - both watched or in which they have taken part.
- Follow script and perform in plays.

More specifically when participating in such dramatic activities pupils should:

- identify and describe characters, events and settings in fiction.
- express preferences supported by reasoned argument.
- learn, recite and act out stories/dramas.
- respond imaginatively in different ways to the script, e.g. using the characters from a play in their own story.
- imaginatively use language, character (KS2 only), action (e.g. movement) and narrative (KS2 only) to explore and convey situations and ideas in plays they perform.
- create, adapt and sustain different roles, individually and in groups (KS2 only).
- evaluate how they and others have contributed to the overall effectiveness of performances they have watched or in which they have taken part (KS2 only).
- use a variety of dramatic techniques to explore characters, ideas, texts, meanings and issues, e.g. hot seating, flashback.

Wider Implications.

English is promoted through a range of other activities such as:

Curriculum days

Drama activities and Role-play

Story tellers in school

SDFS English Policy/ OWF

Visits to the theatre and visits from theatre groups

Story sacks

Parent workshops

Use of parental help.

Continuous Professional Development

We are committed to a policy of staff development. With English, as in all other subjects, we are looking to: -

1. Increase and share subject expertise
2. Develop specific subject knowledge
3. Increase the confidence of the teacher
4. Meet the needs of the teacher

We hope to achieve this by: -

1. Attending in-service training
2. Attending co-ordinators meetings
3. Liaising with other cluster schools, the middle schools and the LEA
4. Using staff meetings to moderate work and to share expertise
5. Purchasing relevant published materials.

Monitoring

Monitoring will be completed formally and informally.

The Headteacher, Deputy Headteacher, Subject Leader and Governors will conduct focussed monitoring activities and 'Learning Walks' on a half termly agreed cycle.

Monitoring will be through lesson observations, planning scrutines, book scrutines, Learning Walks, drop-ins and pupil interviews.

Monitoring the effectiveness of this policy

Annually (or when the need arises) the effectiveness of this policy will be reviewed by the Subject Leader, the Headteacher and the nominated governor and the necessary recommendations for improvement will be made to the Governors.