



English Policy

April 2017

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CL ,RR		09/13	First draft
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Charterhouse Square School English Policy

Aims and objectives

The study of English develops children’s abilities to listen, speak, read, write and develop critical thinking skills for a wide range of purposes. It enables children to express themselves creatively and imaginatively, as they become enthusiastic and critical readers of stories, poetry and drama, as well as non-fiction and fiction texts. Teachers help the children gain an understanding of essentially how language works by incorporating into their learning the necessary aspects of grammar and punctuation. Children use their knowledge, skills and understanding in speaking and writing across a range of different situations and apply their knowledge and learned techniques across the curriculum.

1.) The aims of English are:

- to enable children to speak clearly, and to enunciate correctly.
- to encourage children to develop both oral and written comprehension skills.
- to enable children to adapt their speech to a wide range of circumstances and demands and personal written and spoken encounters.
- to develop children’s abilities to reflect and build on their own and others’ views and perspectives.
- to enable children to understand and evaluate their own and others’ viewpoints through a range of drama activities.
- to develop confident, independent readers through an appropriate focus on word, sentence and text-level knowledge; the children follow a rigorous reading scheme during their time spent at school. Children in years 4,5 and 6 are given “reading passports” (bronze, silver and gold), which require them to read and explore different genres of writing over the academic year.
- to encourage children to become enthusiastic and reflective readers through contact with challenging and lengthy texts.
- to help children enjoy writing and recognize its value in life.
- to enable children to write with accuracy and meaning for a wide range of audiences.

- to increase the children's ability to use planning, drafting and editing to improve their working all areas of the curriculum.
- to develop speaking, listening and word processing skills.

2.) Teaching and learning style

At Charterhouse Square School we use a variety of teaching and learning styles in English lessons, as recommended by the National Literacy Strategy. Our principal aim is to develop children's knowledge, skills, and understanding in English. We do this through a daily lesson that has a high proportion of whole-class and group teaching. During these lessons children experience a whole-class shared reading or writing activity, a whole-class focused word or sentence activity, a guided group or independent activity and a whole-class session to review progress and learning. Children have the opportunity to experience a wide range of texts and use a range of resources such as dictionaries, thesauruses, word banks and phonic paddles to support their work.

We understand there are children of differing ability throughout the school. The teachers recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies. All lessons will have set differentiated group work, but will ask children to work from the same starting point, which will allow them to develop their own ideas. We use classroom assistants and the SEN team to support some children, which will enable their work to be developed to meet their specific needs.

3.) English curriculum planning

English is a core subject in the curriculum. We carry out the curriculum planning in English in three phases (long-term, medium-term and short-term). Our yearly teaching programme identifies the key objectives in literacy we teach to each year group.

Our medium-term plans, as recorded in the mark register, or in teacher files give details of the main teaching objectives for each lesson/term. These plans define what we teach and ensure an appropriate balance, variety of subject areas and distribution of work is covered across each term. The English subject leader is responsible for keeping and reviewing these plans.

Class teachers complete a weekly (short-term) plan for the teaching of English. This lists the specific learning objectives for each lesson and gives details of how the lessons are to be taught. It also includes details of what each group of children will be learning. All lessons provide clear indications of what differentiated tasks will be. All lessons are to be evaluated and comments recorded regarding what went well/ didn't go well and should include where appropriate, next steps for future lessons.

4.) The Foundation Stage

We teach English in the Reception class as an integral part of the school's work. We relate the English aspects of the children's work to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five. We give children the opportunity to talk and communicate in a widening range of situations, to respond to adults and to each other, to listen carefully, and to practise and extend their range of vocabulary and communication skills. They have the opportunity to explore, enjoy, learn about, and use words and text in a range of situations.

5.) Contribution of English to teaching in other curriculum areas

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 and their personal development.

Mathematics

English contributes to the teaching of mathematics in our school. Children in the 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, interpret and

discuss problems in order to identify the mathematics involved. They explain and present their work to others during plenary sessions and are helped to communicate mathematically through the developing use of precise mathematical language.

Information and communication technology (ICT)

The use of ICT enables children to use and apply their developing skills in English in a variety of ways. Younger children may use ICT as a source of information and as a way of enabling them to present their completed work effectively. Children in years 4,5 and 6 may use the Internet under strict supervision and guidance from the teacher. The ICT teacher will help children use the planning and proofing tools in a word processor when checking their draft work and developing graphic work. We encourage all children to use ICT as a resource for learning, whenever they feel it is appropriate. Touch typing is developed as part of English. This is encouraged from an early age, whereupon the children from the Balloon and Kite room upwards are given lessons each week.

Personal, social and health education (PSHE) and citizenship

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 regular PSHE lessons. Children have the opportunity to talk about things that improve their health and about rules for keeping them safe around the school and beyond. Children are encouraged to research and debate topical problems and events. Older children may present these to their class as a mini oral project entitled Current Affairs. Planned activities within the classroom encourage children to work together, share ideas and respect each other's views.

Spiritual, moral, social and cultural development

The teaching of English develops skills through which our children are able to give critical and thoughtful responses to the moral questions they meet in their work, their daily life and the world. 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, share them and draw valued and valuable conclusions. Children at our school are taught that through the development of spoken and written language, their actions and decisions have consequences for a wider audience. They learn that by sharing, appreciating and understanding the views of others, they have the opportunity to develop a strong moral code of behaviour and respect for people.

6.) Teaching English to children with special educational needs

We teach English to children, whatever their ability and all staff recognise that the range of abilities of children can be wide and varied. We recognise that children learn at different speeds and may have different needs to others in their class. English forms a major part of the school curriculum and aims to provide a broad and balanced education to all children. Through our English teaching we provide different and/or specific learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and respond to each child's different needs. Continuous assessment and formal termly assessments allow us to consider each child's attainment and progress against expected levels.

Should progress fall outside the expected range, the child may have special educational needs. Intervention through School Action may lead to the creation of an Individual provision Map (IPM) for children with special educational needs. These may include, as appropriate, specific targets relating to English. All IPM's are reviewed every term- or more frequently if a child has made notable and rapid progress and the parents are informed of changes/ teaching plans etc.

The SEN team provide additional and supportive help with communication and literacy to the children who may need extra help through:

- using texts that children can read and understand.
- using visual and written materials in different formats.
- using ICT, other technological aids and taped materials.
- Using materials which may stimulate a child to learn an aspect of English kinaesthetically. such as play dough, letter bricks.

7.) Assessment and recording

Teachers assess children's work in English in three phases. The short-term assessments teachers make both during and at the end of every lesson help teachers to adjust their future plans. Teachers match these short-term assessments closely to the teaching objectives.

Medium-term assessments are taken, as recorded in the mark register or teacher files, to measure progress against the key objectives, and to help plan for the next unit of work. At least twice a year, the reading ages of the children are tested, using the Holborn Reading Scale. These results are recorded in the mark register and are an instant guide for the teacher to consider the progress children are making. The results of these tests are revealed to the parents on reports sent at the end of the first and third terms and at the end of the third term, to the teacher who will be teaching the children in the new academic year.

Teachers make long-term assessments and use these to assess progress against school and national targets. These long-term assessments are made using the GL assessment tests and CAT tests which the Yellow room and up sit in November and June. With the help of these, teachers are able to summarize the progress of each child in the form of a comprehensive end – of -year report sent to the child's parents and will provide important information for the teachers in the new academic year.

Writing assessment

Each term, usually in week 7 or 8, the children from the Red Room and up will complete a Charterhouse Square School writing challenge, which will involve the children producing a creative piece of writing- usually a story, in as close to exam conditions as possible and within a strict time frame. Once these have been marked, they are assessed and moderated by all relevant staff before a final National Curriculum level is awarded. This ensures a uniformity of the marking, which will help a child be awarded a level as realistically and as accurately as possible. The level awarded to the children at the end of the academic year will appear on their final report in July.

All levels awarded to the children at the end of each term are recorded on the Pupil Asset data base and will provide ongoing and in July, final information on a child's progress and level of attainment.

8.) Resources

There is a wide and effective range of resources to support the teaching of English across our school. Classrooms provide dictionaries/thesaurus and a range of age-appropriate materials. All classrooms have a selection of fiction and non-fiction texts. KS2 children may have access to the Internet with strict teacher supervision and guidance. All children are allowed to use the library for reference purposes, but KS2 children and those who may no longer be on a reading scheme, have access to the library and may select their own age appropriate/ ability appropriate books.

9.) Monitoring and review

Monitoring of the standards of the children's work and of the quality of teaching in English is the responsibility of each class teacher, but is generally overseen by the Head, English coordinator and / or members of the SLT, who will support colleagues in the teaching of English and provide a strategic lead and direction for the subject in the school.

Signature of the Head:.....

Date: April 2017

Date of review: September 2018

RR April 2017