

POLICY FOR ENGLISH

The Aim of the Policy

This policy reflects the values and philosophy of Brook House Junior School in relation to the teaching and learning of English. It gives a framework to which all staff, teaching and non-teaching, work. It gives guidance on planning, teaching and assessment. This policy is intended to be used in conjunction with the primary framework and National Curriculum for English, which gives details of what pupils in each age group, will cover.

Accessibility

This policy has been agreed by the whole staff and governors. A paper copy is kept by the English coordinator. All policies are stored on the school intranet.

Our Aims in the Teaching of English

- Our aim is to ensure consistency in the delivery of the English curriculum throughout the school and to ensure that the policy guidelines provided by Sheffield L.E.A. are followed.
- To ensure that we meet all the requirements of the New National Curriculum (Sept 2014).
- To ensure that national initiatives, including a daily Literacy lesson are covered.
- To promote positive attitudes towards language development, and an enthusiasm for the subject, throughout Brook House.
- To provide breadth and balance in Language Development.
- To create an awareness of the relevance of Language Development to the whole curriculum.
- To provide a differentiated and cross-curricular English curriculum to meet the needs of all the children in the school. Utilising visual literacy where possible.
- To enable all our pupils to fully realise their potential in the following skills of Language Development;

Speaking and Listening

- We aim to ensure that our pupils encounter a range of situations, audiences and activities designed to develop competence, accuracy and confidence in speaking and listening and to appreciate that different contexts may require different linguistic responses
- Develop their oral abilities at their own levels
- Develop listening and comprehension skills through a variety of means to include both reciprocal and non-reciprocal situations
- Express opinions, articulate feelings and formulate appropriate responses to increasingly complex instructions and questions
- Gain an understanding of causality and effect, sequencing, prediction and recall, and a notion of relevance
- All children should have the opportunity to read their own work aloud and to recite and perform the work of others.

Reading

- Reading is a key skill and we aim to include a variety of strategies which are designed to improve the fluency and understanding of our pupils.
These include;
- Reading a varied selection of texts whilst gaining an increased level of fluency, accuracy, independence and understanding
- Using reading as a means of information gathering and retrieval
- Displaying an ability to describe, predict and evaluate
- Developing positive attitudes towards books so that reading is a pleasurable activity
- Developing different strategies for approaching reading. These will include phonics, picture clues, sight words and context
- Using their reading skills as an integral part of their learning throughout the entire curriculum
- Encouraging the purchase of books by ensuring regular visits from Book Clubs.

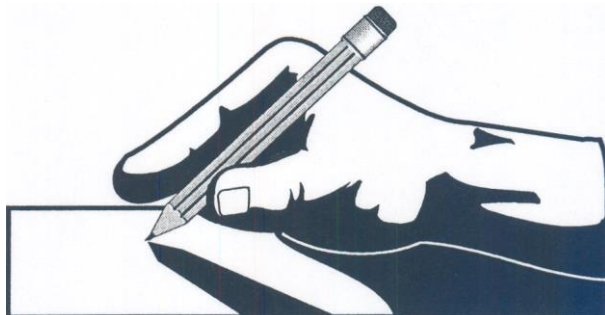
- Ensuring that each classroom has a stock of attractive and relevant reading material.
- Utilising the Schools Library service to refresh reading stock.

Writing

- Write in different contexts and for different purposes and audiences, including themselves.
- Regularly practise the agreed school handwriting scheme and ensure that letters are correctly formed, leading to a fluent and legible handwriting style.
- Be increasingly aware of the conventions of writing, including grammar, punctuation and spelling.
- Work both individually and collaboratively on written tasks in a variety of genre.
- Become familiar and adept in the use of word processing computer programmes.
- To write for a variety of audiences and be publicly recognized through display and awards, such as Writer of the Week and writing WAGOLLS outside classrooms.

In addition to these aims, the following more specific objectives have been identified as good practice and form the backbone of our approach to English teaching throughout the school.

- Write appreciatively, showing understanding and awareness of style when studying set texts.
- Write with clarity, showing ability to re-express ideas encountered in their reading.
- Be able to transfer their writing competence to other areas of the curriculum.



The Methods by which we intend, as a school, to realise the above aims are set out in the following objectives;

Speaking and Listening

The children should:

- Listen and respond to stories, poems and rhymes.
- Participate in discussions and debates with, and to, different audiences.
- Respond orally to varied stimuli, (for example radio, television, and visitors.)
- Discuss and evaluate their own work with peers and adults.
- Collaboratively plan activities and role-play activities
- Retell stories and poems which are known by heart
- Respond to increasingly complex instructions, ask and answer questions and justify actions and opinions.
- Increasingly be able to concentrate when listening.

The teacher should:

- Provide an example of clear diction, accurate instructions, reasoned argument, imaginative language and considerate attention to speakers
- Give opportunities for a variety of speaking and listening situations within the classroom, including collaborative discussion work, debates and question and answer sessions, role play and drama.
- Be aware that listening is a skill which increasingly needs to be taught to children and should provide specifically designed activities to this end

The school should:

- Maintain the importance of speaking and listening skills as facilitators for the whole curriculum
- Actively encourage listening on a whole-school basis, in particular through assemblies and presentations.
- Continually update listening resources
- Encourage listening and reasoned argument as a vehicle for the avoidance of confrontation and aggression.
- Continue to develop Speaking and Listening skills through Literacy lessons.

Reading

The children should:

- Relate reading to their own experiences and environment
- Acquire research skills necessary for the use of dictionaries, atlases and other information books and resources
- Develop the ability to read aloud to others, and gain confidence, particularly in Literacy lessons but throughout the creative curriculum.
- Be able to discuss books they have read, relating to plot, characters and themes
- Acquire an increasingly large sight vocabulary
- Be able to bring in books from home and to share them with others
- Be encouraged, through the reading schemes, our Home Support Reading Scheme and Homework Policy to continue the reading process at home
- Recognise that reading is an essential part of all areas of learning
- Gain confidence and enjoyment to promote lifelong reading.

The teacher should:

- Read aloud (fiction and/or non-fiction) every day.
- Keep records of children's achievements in reading.
- Value books and show an interest in them by setting a personal example.
- Ensure adults hear children read, share books with children on a regular basis through schemes such as Accelerated, Project X CODE, Book of the week/day/term initiatives and whole class Big Read sessions.
- Provide an attractive and imaginative reading area including various types of books, labels, captions, instructions and questions.
- Develop reading skills through the “Big Read” and other reading enrichment activities in a designated reading slot within the curriculum.

The School should:

- Create and maintain a stimulating Literacy environment for children to experience and explore reading at their own pace with confidence and enjoyment to promote lifelong reading
- Maintain reading as a valued, high profile activity which accesses the whole of the curriculum.
- Ensure that children are enabled to join local libraries and purchase books at school.
- Promote school book fairs and events.

Writing

The children should:

- Experience a wide range of writing activities, to include both chronological and non-chronological writing
- Relate writing to their own experiences and environment
- Discuss their writing frequently, talking about the various types and purposes of writing
- Be aware of the need to write legibly and to use layout and space effectively to aid the reader
- Experience grammatical vocabulary such as: sentence, verb, tense, noun, adjective, pronoun etc. Both in the context of their own writing and through specifically designed activities through a literacy mastery curriculum that has grammar at its heart.
- Read examples of 'good' writing and “magpie” in various forms and begin to recognise the criteria for such writing.
- During Literacy lessons children are encouraged to develop the ability to recognise and analyse good writing style.
- Have experience of, and become accustomed to, drafting and re-drafting their work.
- Write in response to a wide range of stimuli.
- Become increasingly aware of the role of reference books such as dictionaries and thesauruses and become increasingly competent in their use.
- Become increasingly aware of the correct modes of punctuation and spelling through the learning of rules and some rote learning of common exceptions

The teacher should:

- Continue to develop shared and guided writing within the framework of the Literacy Hour and our developing literacy mastery curriculum.
- Write alongside pupils, sharing and discussing their writing
- Respond positively and with interest to all attempts at writing
- Provide a healthy writing environment within the classroom.

- Teach the agreed school handwriting scheme on a regular basis.
- Reinforce correct spelling, punctuation and grammar where appropriate.
- Encourage the correct use of spelling, punctuation and grammar throughout all areas of the curriculum. Science and Maths texts may be studied during the Literacy Hour.
- Teach the basic rules of spelling, grammar and punctuation, as well as the more common exceptions.
- Mark work positively and thoroughly to promote and encourage positive and helpful feedback.
- Encourage and enable all children to be familiar with the word processing facilities of a P.C.

The school should:

- Recognise that writing is an important and valuable tool for all aspects of a child's education.
- Prominently display writing of all types, including the children's own writing.
- Use Merit certificates and House Points to reward children who have tried hard in writing, especially the Writer of the Week certificate.

<p>Curriculum and School Organisation</p>
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Although English is clearly the ultimate cross-curricular subject, children are taught specific skills and concepts during the Literacy Hour. The Scheme of Work for English outlines which areas are covered in which year group. English is also an integral part of all topic work and, as such, is ongoing throughout all of children's learning. There are a range of television and radio programmes which are used to augment specific areas. A variety of IT learning platforms are also regularly used such as SPAG.com.

The Role of the English Subject Leader

Miss Bielby is designated as subject leader, with Mrs Adams leading literacy mastery.

The role of the subject leader is to;

- Lead staff meetings and prepare a draft for discussion.
- Monitor literacy work in all classes.
- Give advice to colleagues.
- Provide guidance in planning.
- Draft a yearly action plan for inclusion in the School Improvement Plan.
- Lead Literacy Inset training.
- Attend Family of School. co-ordinator meetings.
- Co-ordinate the acquisition of new literacy resources .
- Purchase, monitor and evaluate English resources.
- Develop reading volunteer programmes and other parental links.
- Celebrate Literacy work by supervising a weekly “Writer of the Week “ Assembly.
- Monitoring Literacy environments and displays around the school.
- Manage a designated budget and consult other staff when purchasing resources.
- Monitor the delivery of the English curriculum through classroom observation and reviewing planning documents.

Time Allocation

All classes and year groups are timetabled for a daily Literacy lesson. Language Development activities will also take place throughout the school day. Spelling and reading sessions are also timetabled on a regular basis throughout school.

Planning

Short, Medium and Long term planning is undertaken by the class teacher who will share ideas with the rest of the Year Group team.

Class Organisation and Teaching Style

Class teachers are responsible for their own class organisation and teaching styles, while ensuring that these complement and reflect the overall aims and policies of the school. Children are given the opportunity to work as a class, as individuals and as part of a group. The choice of class organisation is determined by the learning task or by the activity, within the literacy lesson.

Key Elements in all classes

- Literacy learning walls that clearly show the teaching sequence for writing.
- Use of interactive flipcharts on interactive white boards.
- Kagan strategies for work in pairs and groups.
- Visual literacy and responding to a variety of stimuli.

English provides opportunities for teaching the following cross-curricular themes:

- Economic and Industrial Understanding
- Citizenship
- Environmental Education
- Health and Safety Education
- European and Global Awareness

English provides opportunities for teaching the following cross-curricular dimensions:

- Equal Opportunities
- Personal and Social Education
- Social values

English provides opportunities for teaching the following cross-curricular skills:

- Oracy and Literacy

Assessment

English can be assessed in a variety of ways;

- Observations of an individual child or group on task.
- Discussion with children about their work.
- Marking and assessment of written work.
- Use of standardised tests.
- Ongoing assessment using the new Target Tracker system

These assessments;

- Inform future planning.
- Provide information about individuals or groups.
- Provide summative information.
- Provide information for parents.

These assessments are a continuous process and are the responsibility of the class teacher and assessment coordinator.

Resources

A variety of resources are available in school. These include children's reference books, teachers' resources, books/notes, audio equipment and access to TV/radio and I.C.T. programmes.

Resources are shared between all staff, including visiting students.

Stock is stored in the designated area and bookcases around the school.

Each classroom has a reading area. Reading scheme books are colour coded and kept in the central library area.

Reference books are available in the central resource area for use during the school day.

Library books are colour coded and arranged under the Dewey system.

SEN language resources are stored in the corridor opposite the school office.

The English subject leader is responsible for maintaining resources, monitoring their use and organising storage. Staff submit resource requirements to Miss Bielby, as well as notifying them of any damaged stock. Resource purchasing is in accordance with normal school procedures and is based upon the English budget.

INSET Provision

Inset needs are identified through;

- School Improvement planning.
- Curriculum review and evaluation.
- Individual and co-ordinator requirements.

Equal Opportunities

All teaching and non-teaching staff at Brook House are responsible for ensuring that all children, irrespective of gender, ability, ethnic origin and social circumstances, have access to the English curriculum and are enabled to realise their full potential.

SEN Provision

Provision for children with SEN, in relation to the English curriculum, is the responsibility of the class teacher, with support from the SENCO. The English Subject Leader and SENCO work closely together to ensure resources and training coverage is inclusive for all. Intervention groups are also offered by qualified staff.

Cross Phase School Transfer

The English Subject Leader liaises with their colleagues at Beighton N/I school and comprehensive records are transferred to the appropriate secondary schools.

Evaluation

Evaluation and review of the policy and schemes of work for English takes place on an annual basis, when the School improvement Plan is revised. Throughout the year staff are encouraged to feedback information and ideas to the subject leader.

Conclusion

At Brook House School we recognise the prime importance of English in the curriculum. The policy which is defined above is designed to enable all our pupils to achieve their full potential in Language Development.

Last Revised October 2016. Mrs Adams.