



## **Dove First School English Policy**

### **Aims**

The aims at Dove First School are based on the new national curriculum for 2014. The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

### **How does this policy link to the national curriculum?**

#### **Knowledge Skills and Understanding**

At KS1 and KS2 teachers use the school's scheme of topic work to ensure that all parts of the National Curriculum Programme of Study are taught.

#### **Breadth of Study**

At the Dove First School opportunities are offered to children to develop all aspects of English through a broad and balanced curriculum that has been carefully planned to reflect the interests of the children as well as to support a deeper understanding of the community. English is taught through a creative curriculum that enables children to apply their skills, knowledge and understanding in all areas of the curriculum. Topics are planned carefully to enable progression in all aspects of English and builds on prior experiences.

- Activities are balanced between those which are short in duration and those which can be developed over a longer period.
- Children are involved in both individual and group work.
- Children experience open-ended as well as closed tasks.
- Children develop a range of writing styles to draw upon during all aspects of the curriculum.
- Children develop skills in using a wide range of writing styles through practical work (including computers).
- Children are enabled to develop their personal qualities and a positive attitude towards reading, writing, speaking and listening through the experiences offered to them.

### Scheme of Work

We use the New Curriculum 2014 for English to implement the statutory requirements of the programme of study. The programmes of study for English are set out year-by-year for key stage 1 and two-yearly for key stage 2. The single year blocks at key stage 1 reflect the rapid pace of development in word reading during these two years. We ensure that we teach the relevant programme of study by the end of the key stage. Within each key stage, we have the flexibility to introduce content earlier or later than set out in the programme of study. We may also introduce key stage content during an earlier key stage if appropriate.

Our school scheme of work is a working document and as such is composed of ongoing plans produced on a topic by topic basis which develop from the medium term plans. The weekly plans take into account the needs of each group of children.

### Cross-curricular links

Throughout the whole curriculum opportunities exist to extend and promote English. Teachers seek to take advantage of all these opportunities.

### **Teachers' Planning and Organisation**

Each class teacher is responsible for the English planning in their class in consultation with and with guidance from the English subject leader and through carefully looking at the mid-term plans. The subject leader is responsible for supporting class teachers in this planning and reviewing these plans.

The approach to the teaching of English within Dove First School is based on these key principles:

- English is taught specifically during discrete lessons
- English is applied through other subjects
- a clear focus on direct, instructional teaching and interactive oral work with the whole class, groups and individuals
- an emphasis on the teaching of reading, writing, grammar, punctuation, spelling and speaking and listening skills through carefully sequenced lessons

- Lessons are planned using a common planning format and are collected on the shared drive for monitoring purposes

Teachers of the foundation stage pay particular attention to communication and language development as a prime area of learning. These skills, knowledge and understanding can be promoted through the specific areas of literacy, mathematics, understanding the world and expressive art and design. The principals of the foundation stage provide the base on which future learning in English is built.

### **Special Educational Needs**

At Dove First we recognise that pupils described as having specific learning difficulties or dyslexia have special educational needs and that these needs have to be met to the best of our ability and resources; we recognise that these pupils have skills and talents which need to be nurtured and developed. The school strives to remove barriers to learning and involve all pupils fully in activities within all curriculum areas and beyond so that all children reach their potential.

Children with SEN are taught both within the class, in small groups or through one-to-one activities organised by the SENCO in consultation with the class teacher and delivered by an experienced teaching assistant. Children's individual education plans incorporate suitable English objectives and teachers keep these objectives in mind when planning work.

When additional support staff are available to support groups or individual children they work collaboratively with the class teacher. A feedback sheet or notebook is completed by the class teacher and returned by support staff at the end of each lesson.

Within English lessons, teachers not only provide activities to support children who find English difficult but also activities that provide appropriate challenges for children who are high attainers.

### **Differentiation**

In all classes, children have a wide range of abilities, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. This should always be incorporated into all English lessons and can be done in various ways:

- Grouping according to ability so that the groups can be given different tasks when appropriate.
- A wide variety of resources which provides support and challenge depending on abilities eg. Wordmats, key word cards, phonics cards, level of texts, use of ICT
- Adult support
- Peer tasks - partner/small group work

- Designated roles within mixed ability groups

## **ICT**

The use of information and communication technology, with clear learning objectives, will promote, enhance and support the teaching of English. ICT is used at whole-class, group and independent level. The screen projection of text enables it to be read and shared. The use of an interactive whiteboard permits the writing process to be modelled effectively and for children to use at an independent level. Groups can work at a computer to access and input texts. A range of software is used to develop specific grammatical and spelling skills. Lessons can focus on what pupils have achieved using ICT, or ICT can provide the means of presenting their outcomes (via multimedia presentation or the school website).

A range of equipment such as digital cameras, digital camcorders are used to promote speaking and listening and also prepare children for writing experiences.

## **Spiritual, moral, social and cultural development**

The teaching of English develops skills through which our children can offer 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 with texts from a diverse range of cultures. The organisation of our lessons allows children to work together, and gives them the chance to discuss their ideas and results.

## **Equal Opportunities**

The teaching of English at Dove First School ensures that all children are provided with suitable learning opportunities. We incorporate English into a wide range of cross-curricular subjects and seek to take advantage of multi-cultural aspects of learning.

We support children with English as an additional language in a variety of ways eg. using picture cues, playing reading games, encouraging children to join in rhymes, repeating instructions, speaking clearly, emphasising key words, targeted intervention support, etc. ....

## **Pupils' Record of their Work**

The children in all classes have two books; one for mathematics and one for all other work. This ensures that English targets and skills development are kept at the forefront of children's mind even if English is not the focus of the lesson. All aspects of English are embedded in the curriculum at Dove First School and this enables the development of skills, knowledge and understanding in English to happen throughout the school day. The school tries to keep the use of worksheets down to a minimum and any that are used are trimmed and attached neatly to the exercise book. Learning objectives are placed in books along with the date.

## **Marking**

The school has an agreed way of marking in all subjects. It is recognised that not all work can be marked thoroughly. Children are provided with opportunities to both self-assess and peer assess as they move through the school. The use of marking ladders provides children with a tool to support this activity. Marking should be both diagnostic and summative and school policy believes that it is best done through conversation with the child but acknowledges that constraints of time do not always allow this (for more detail see the School Marking Policy).

## **Assessment and Record Keeping**

The evaluation of teacher plans shows what has been taught and what has yet to be learned. This serves as a class record of progress. The teacher may wish to make notes on individual children whose progress differs markedly from the rest of the class, and the reasons for it. These notes are discussed with the child's next teacher and class records are passed on at the end of the school year. The school is in the process of reviewing its assessment procedures to be in line with the government's 'without levels' assessment guidance.

At the end of each topic teachers can use the longer writing tasks as a way of assessing the children's next steps. Each term the children do a piece of writing in their star writing book and this is assessed alongside their topic book to provide a level in writing.

Each week the children have at least one guided reading session. The group is then assessed around the objective and assessments are made and recorded on a group assessment sheet. Each half term the children take part in a reading test. The results from this and an analysis of the children's responses during individual and guided reading enable the teacher to make a level judgement for each child in the class.

Records are kept by individual teachers on responses to speaking and listening activities and these can take the form of observation notes on post its or observations recorded in a class book.

Moderation takes place within the school and within the Weaver Cluster of schools and this provides standardisation of levels.

## **Reporting to Parents**

Reports are completed before the end of the summer term and parents are given opportunity to discuss their child's progress formerly on three separate occasions throughout the school year.

Teachers use the information gathered from their assessments and ongoing observations to help them comment on individual children's progress and to set targets for the future.

## **Working With Parents**

At various times in the year parents are invited to family learning events where they can work alongside their child on a particular aspect of English. This happens throughout the school and may occur within cross-curricular events or ones specifically associated with English.

It is our school policy to provide parents with opportunities to work with their children at home. These activities may only be brief, but are valuable in promoting children's learning in phonics, reading, spelling, grammar, punctuation and writing.

## **Governors**

The curriculum committee receives regular updates on English throughout the year. These range from targets in English, curriculum planning, reporting and developments for the future.

## **How will this policy be monitored and evaluated?**

The head and subject leader will monitor books, lessons, plans and talk to children about their work. Feedback and support is then provided to staff.

## **Monitoring and review**

The policy will be monitored by the staff and the governing body. It will be reviewed formally every three years.

Date September 2014

Review Date September 2017

Signed

Dove First School is committed to safeguarding and promoting the welfare of children and young people/vulnerable adults and expect all staff and volunteers to share this commitment.