BOND PRIMARY SCHOOL

ENGLISH POLICY

Vision Statement

“Working together to create confident lifelong learners”

1. Aims:

In studying English pupils develop skills in speaking, listening, reading and writing. It enables them to express themselves creatively and imaginatively and to communicate with others effectively. Pupils learn to become enthusiastic and critical readers of stories, poetry and drama, as well as non-fiction texts. The study of English helps pupils understand how language works by looking at its patterns, structures and origins. Using this knowledge pupils can choose and adapt what they say and write in different situations.

2. Entitlement Statement

The English curriculum is planned and taught in accordance with the National Curriculum. This ensures there is appropriate coverage of the objectives for each year group. Activities and classroom management will be planned to teach learning points in the most effective ways including whole class, group, paired and individual work. Teachers will consider the needs and interests of the whole class and individuals within it when planning work.

Writing

- Each classroom will provide a model for children’s own writing by offering a language rich environment. Children will be engaged in writing activities every day. These activities will include:
- Range of writing, i.e., stories, poetry, personal writing, instructions and information.
- Compositional skills, i.e. planning, drafting, understanding the purpose and audience, proof reading and editing, drafting, punctuation and grammar.
- Transcriptional skills i.e. Handwriting and Spelling.

Reading

- From their earliest years, children will be encouraged to enjoy reading and will have the opportunity to experience a wide range of books and other reading materials. Children will be engaged in daily reading activities. These activities will include:
- Understanding and responding to a range of literature, i.e. poems and stories with familiar settings, from the same author, traditional and fairy stories, retelling stories, choosing favourites and performing them.
Understanding and using a range of information books, i.e. looking at the format of information books, classifying them, using dictionaries, CD ROM and encyclopaedia.

- Reading skills, i.e. phonic knowledge, graphic knowledge, word recognition, grammatical knowledge and contextual understanding.
- Language study, i.e. characters, themes and story language.

All children are to have their book bag in school every day (If a child does not have a book bag one will be provided from class resources).

Children are given a home/school reading record book, which outlines the system of home/school reading. Children have an opportunity to change reading books as often as appropriate. Parents, children and teachers may comment in the record book.

**Speaking and Listening**

Children will be provided with opportunities to develop the confidence to speak in a variety of situations and listen attentively to others. They will be engaged in activities which develop their speaking and listening skills daily. These activities will include:

- Range of purposes, i.e. retelling, inventing, joining in, answering questions, taking messages, following instructions, taking on roles and discussing.
- Range of audiences, i.e. friend, group, class, collaborative work, performances and taking messages.
- Key skills, i.e. speaking clearly and confidently, organising and choosing words, describing, taking turns, concentrating and questioning.
- Language study, i.e. considering and adapting speech and vocabulary.

**Links with other Subjects**

All learning takes place through language - this gives English a special place in the curriculum.

**Responsibilities**

All teachers are responsible for implementing the National Curriculum, and implementing this policy. The English Subject Leader, SMT and Head teacher are responsible for monitoring the implementation of this policy. Teachers will be supported, where possible, in the assessment of and planning for SEN and EAL and able pupils by the SENCO and English Co-ordinator.

**Resource Implications**

It is the responsibility of the English Co-ordinator to ensure that English resources and equipment are relevant, maintained and properly used.
Rooms should be organised to allow for most effective learning, i.e. an area for whole class teaching, grouped tables for collaborative work and group teaching and areas where children can work independently without interruption. This may mean that classroom organisation is altered for some lessons. Each room should include an area for independent writing, a role play/talk area, a listening area and a reading area where books are of a good quality, appropriate range and are categorised. Support staff, including classroom assistants offer a valuable resource and will liaise with teachers to plan effectively.

English resources in classrooms will consist of:
- A range of quality reading materials
- Colour coded reading books (Oxford Reading Tree scheme and Rigby Star Group readers) in KS1.
- A variety of writing equipment.
- Dictionaries and thesaurus.
- A computer SMART board suitable software
- I pads.

Review

This document has been discussed by all members of staff. It has been agreed by the Governors. It will be reviewed annually and updated in line with practice and cross referenced with the Teaching and Learning Policy, and Assessment Policy.

Issues of staff development which arise will be outlined in the SDP.

Date reviewed: 2017