



This Policy reflects the School's values and philosophy in relation to the teaching and learning of English. It sets out a framework within which teaching and non-teaching staff can operate. It gives guidance on planning, teaching and assessment. The Policy should be read in conjunction with the New English Framework for Teaching, which sets out in detail the rationale for teaching each area of the English Curriculum and specifies the skills that will be developed for the majority of pupils in each Year Group. It has been produced for all teaching staff, non-teaching staff with classroom responsibilities, School Governors, parents and interested others. A copy of this is available to School Staff and the Governing Body.

Why teach English?

English is an integrated and fundamental component of the whole Primary Curriculum. A good first language education is pivotal for all learning in every curriculum area. We need communication skills to equip us for everyday life. Good communication skills are required for the most basic routines to enable us to survive and function in a civilised community.

Good language skills are also required for:

- The expression of one's own needs, feelings, emotions and spirituality; The understanding of another's needs, feelings and spirituality; Resolving misunderstandings and conflicts;
- Ascertaining information to make sense of the environment and infrastructure;
- The acquisition and sharing of knowledge and skills for personal interest and pleasure;
- The acquisition and sharing of knowledge, data and skills to improve humankind's lifestyle through scientific, medical and technological development;
- The expression of creativity through writing, poetry, singing, composing music etc.;
- Most jobs in the work place.

At Marsh Green Primary School we are concerned with the development of the whole child. A child who can communicate effectively has every reason to be confident and have a healthy self-esteem.

What are our aims in teaching English?

Whatever each member of staffs teaching style is, we aim to encourage all pupils to:

- 1) Listen attentively, paying attention to detail, to process the information and retain aurally as much detail as they are able;
- 2) Speak confidently with intonation, clear diction, accurate grammar and style with regard for their listener /audience;
- 3) Read fluently with good comprehension, which is reflected in appropriate expression and intonation, from a wide variety of text at their own level, for pleasure and relaxation;
- 4) Develop their cognitive skills, imagination, and personal expression through a range of writing tasks using clear, concise language with accurate punctuation and grammar, in a style appropriate for the purposes;
- 5) Make progress along the continuum to becoming a correct speller, using a neat and legible handwriting style;
- 6) Make fair critical responses about their own language work, that of their peers, and that of popular authors and poets;
- 7) Mature socially through working collaboratively in groups and in pairs;
- 8) Reach their full potential by extending their work in each of the above areas of the Language Curriculum, whilst being mindful that work is manageable so as to ensure that no pupil is stretched to such an extent that they become discouraged.

The above aims are consistent with our School's philosophy and take account of the New National Curriculum Programme of Study and Age Related Expectations, and also the aims of the English Framework.

How do pupils learn?

English is concerned with acquiring and applying a set of skills and a body of knowledge about language and its use. The natural chronology for acquiring these skills is listening, then speaking, then reading, and then writing. All four skills will eventually be developing concurrently. True communication is two-way: it involves careful *listening* or *reading* skills to ascertain relevant information, and then *speaking* or *writing* skills to make an appropriate response.

English in the Primary School setting extends and enhances this natural development by providing relevant activities and focused teaching to advance the acquisition of these skills. The teacher will also aim to be a good model of effective communication.

The School's policy specifies in detail the rationale of how pupils will learn the English Language. It also details the possible progression for the majority of pupils throughout the Year Groups. English is taught through a balance of different teaching methods. Pupils will be given opportunities to learn through real experiences and practical tasks, through focused analysis of written text, published learning material, teacher prepared materials, educational visits, appropriate use of television programmes, information technology (word processing and other language based programmes) and tasks set to complete at home.

Equal Opportunities

All pupils will have equal opportunity to reach their full potential across the English Curriculum regardless of their race, gender, cultural background, ability or of any physical or sensory disability. Equality of opportunity is essential in this curriculum area as it provides pupils with access to other curriculum areas in the primary years and in the future.

Special Educational Needs

Some pupils experience learning difficulties which affect their progress in English. Class teachers are responsible for trying to pinpoint any difficulties, so that through early intervention, these pupils can be helped. Where pupils are shown to be experiencing difficulties and under-achieving over a period of time, there is a set procedure to be followed by class teachers. Intervention groups aim to address issues as and when they arise.

In consultation with SENCO a child may be placed on the SEN register and an SSP produced. A copy of this will be held by the SENCO who will be responsible for ensuring that the performance of these pupils is monitored, and that appropriate strategies are being implemented to help them develop their English skills. Children whose difficulties continue for a longer period will have their SSP reviewed with a view to involving outside agencies as appropriate. Our emphasis will always be to provide support and help for these pupils as soon as practicable, rather than on keeping excessive records of their lack of progress. Class teachers will ensure that suitable work is set in class for these pupils through appropriate differentiation and quality first teaching.

It is our policy to concentrate on pupils' abilities and needs, not on their disabilities and handicaps. This emphasis aims to change feelings of disaffection, underachievement and low self-esteem. Everything should be done to avoid highlighting the disabilities of any particular child. Pupils of low ability will need constant reassurance and patience to help improve their confidence. In addition pupils on the Pupil Premium Register are also tracked with any additional support being recorded and monitored termly.

Planning English

The WALTs to be covered in each term are given to each class teacher. Overviews, which identify specific areas of work, are also available. There will be lesson plans (short term) which detail activities and WALTs and KPIs for each lesson will be shared with the children.

Effective planning ensures:

- that there are achievable objectives for all of the pupils.
- that work is matched to pupils' abilities and experience.
- that the teaching is differentiated by task(s) or outcome (see note below);
- that the teacher's time is employed effectively throughout the lesson;
- that there is progression and continuity related to previous learning, not previous teaching.
- balanced coverage of the Curriculum throughout the year
- that pupils are appropriately grouped, e.g. in ability or mixed ability groups/pairs for collaborative activities, or individually for independent work.

Good English skills are intrinsic to children being able to access all areas of the curriculum. Whilst English is taught as a discrete subject, and this is made apparent on class timetables, it is woven throughout all areas of learning. It is a vital part in many areas of study and so takes places much more often than indicated on timetables.

Developing and Monitoring English

The English Subject Leader is responsible for the development and monitoring of English. She is responsible for updating the School's Policy and the School's English Action Plan, together with ensuring that all children are making suitable progress, with intervention identified for those not making expected age related expectations and required progress.

As well as being used for pupil assessment, half termly test results for reading comprehension skills and SPAG (Spelling, Punctuation and Grammar), alongside bi-annual spelling ages and reading ages will be used to monitor the school's overall English standards. Writing is assessed half-termly, sometimes via a whole school genre focus.

Every child has a termly age-related Assessment Record for Speaking and Reading in their English Book. This is used to record whether they are at, above or below age related expectations. The criteria is progressive so that all objectives for their year group are covered over the three terms. A similar Assessment Record for writing is also in their English book and 4-6 pieces of writing are levelled over the term (with two pieces being completed within their Writing Assessment Book). Children working significantly below their year group, also have copies of the appropriate record sheet to ensure progression.

Whole school and across school moderation ensures a consistent approach to assessment.

Resources and Accommodation

Library books are centrally stored and available for children to use. (Plus classes are given a timetables slot to visit the local library)

A selection of fiction and non-fiction books of an appropriate interest and difficulty level will be kept in individual classrooms. Reading books are centrally stored in the Phase 1 and Phase 2 corridor areas.

School also subscribe to the Wigan School's Library Service. This gives project loans on a termly basis to each class and is a valuable additional book resource, both fiction and non-fiction.

Class copies of a range of fiction are stored in the Year 5/6 outside area. Kindles are stored in Year 6 and provide additional copies of the class novels. Guided reading books are generally kept in classrooms and are clearly coded with appropriate labels to make it easier for teachers to

select the appropriate level. Big Books are stored outside KS1 classrooms and next to the Reception Class. Each year group is supplied with appropriate teaching resources, as well as there being a central store for resources.

Phonics Teaching: RWI and Fresh Start

Toddler Talk and Chattering Chimps: Early phonics and talk for writing projects are followed in Young Explorers and Nursery. This is followed by Letters and Sounds in Reception, before starting RWI in the summer term.

RWI: This is delivered every afternoon to children in Years 1 and 2 grouped by ability, with Reception children accessing the scheme when they are ready. Once the children have completed the basic number of units, they begin the RWI spelling program.

A RWI Spelling programme is used with Years 2-6. This is an intensive programme and the children have phonics based activities three times /week.

Fresh Start is delivered to Years 5 and 6 as a catch up program. This is delivered during afternoon sessions and to children below age related expectations whose comprehension levels do not match their reading/writing levels.

Guided reading

Teacher led guided reading groups are started in Reception and Year 1. The Project X Reading Scheme is used, in addition to other texts, in every class from Year 2 upwards. The lessons are planned and structured and all staff have access to the planning and recording grids.

In addition school subscribes to First News (a weekly newspaper aimed at primary pupils) and these provide a real-life context to reading, with a wealth of activities available on on-line.

Individual Reading

Every child has a reading book they take home and parents are encouraged to listen to their child read and sign the reading diary. The school's reading books are banded according to the Book Band system. Children read regularly to adults in school (class teacher at least fortnightly) and records are kept. Teachers provide the children with a target sticker will helps to ensure progress.

Year 3 / Looked after children have the opportunity to collect their own library of books. They are given a separate reading bag and one book to keep. Once they have read this, they are given a further book (chosen from a range of non-fiction and fiction) until they build their own library of ten books.

Information Technology

From Nursery, all pupils will have opportunities to develop word processing skills using a variety of software. Pupils need to appreciate the true benefits and full facilities of word processing. Pupils should learn to plan, draft, revise, and present their work on screen, saving their files between sessions, if necessary. Word processing can take some of the tedium out of writing and allow the opportunity to edit and improve easily. (See Computing Policy for more details).

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H Kelsall - English Lead