

*Elstow School Academy*

*English Policy*

*Revised and reviewed February 2019*

## **Philosophy**

We at Elstow School endeavour to help children to develop a love and appreciation of the English language, through the spoken and written word. We recognise that English is a core subject within the National Curriculum and that Literacy is an area of learning in the Foundation Stage and is an essential life skill for educational and social progress.

An understanding of language empowers children to communicate; creatively and imaginatively as well as allowing them engagement with the world at large.

## **Aims**

We at Elstow School aim to develop pupils' abilities within an integrated programme of Speaking and Listening, Reading and Writing. Pupils will be given opportunities to consolidate and practise taught literacy skills across the broader curriculum.

At Elstow School we strive for children to be able to

- Read and write with confidence, fluency and understanding, developing a range of independent strategies to self-monitor and correct.
- Have an interest in books and read for enjoyment as well as information.
- Have an interest in words and their meanings;
- Develop a growing vocabulary in spoken and written forms.
- Understand a range of text types and genres - be able to write in a variety of styles and forms appropriate to the situation or purpose.
- Develop the powers of imagination, creativity and critical awareness and have a suitable technical vocabulary to articulate their responses.

## **Time Allocation**

Sufficient time will be allocated to ensure good coverage of the units of learning within our Literacy long term maps. There will also be time given to practise basic skills, such as grammar, handwriting and comprehension.

In Foundation Years, Year One and Year 2 there is a 15 minute slot a day for the Letters and Sounds

## **Planning**

Teachers work together to plan the overall English Programme for the school ensuring balance and progression across the Key Stages. Literacy lessons are, where possible linked with the core curriculum. Staff meet to plan and to ensure consistency of approach towards English standards and expectations.

Frequent moderation meetings take place to ensure all staff know what expected writing looks like.

Planning is:

- Year-by-year and term- by- term strongly reflecting the N.L. Framework/Letters and Sounds programme and the Foundation Stage curriculum.
- Medium term planning is undertaken by year group teams and class teachers
- All class teachers are responsible for weekly planning, based on the agreed medium term strategies required and evaluations of the previous week's progress.
- Teachers provide a balance and variety of content and organisational learning opportunities
- Planning is often linked to the core curriculum knowledge to ensure purposeful cross curricular learning is taking place.
- Teachers assess and plan for the specific needs of children within their own class whilst adhering to the progression laid down in the National Curriculum.
- All weekly plans are available to be monitored by Head Teacher, Deputy Head Teacher and English Co-ordinator.
- All written plans include a WAGOLL (what a good one looks like)

### **Teaching and Learning**

In our school English is taught through a variety of styles including:

- Whole class discussions, reading and writing
- Group, paired and individual working opportunities
- Opportunities for discussion and performance including drama
- The use of ICT
- The use of reading texts
- Extended writing opportunities provided in every unit of work
- Through sharing with parents (e.g. reading and spelling shed homework) the English curriculum is enhanced by:-
- Visiting drama groups
- Sharing work in assemblies
- Well presented displays of children's' work

### **Entitlement/Equal Opportunities**

We at Elstow School will ensure that:

All children cover the content made statutory by the programmes of study within the National Curriculum. Children access the curriculum at the appropriate level.

Suitable resources and learning environments will be made available to enable children access to the learning required.

### **S.E.N.D**

- Differentiated activities will be given to support the less able and extend more able pupils
- Children experiencing learning difficulties will be identified, and be placed on the Special Needs register and have provision made for their particular needs.
- Needs will be met where possible through an I.E.P. and catered for within the class room situation
- Where necessary outside agencies will be involved
- Sounds Write and Letters and Sounds intervention programmes are used across the school where necessary
- Parents will be kept informed and encouraged to assist in helping with their children's progress
- Teaching Assistants are used in school to support groups/individual children

### **Assessment and Recording**

Formative assessment, carried out by the class teacher, is an integral part of their role and is used on a weekly basis to inform future planning. It involves identifying children's, progress against teaching objectives, determining what a child, or group of children have already achieved and moving them on to the next stage of learning.

All teachers keep records of reading progress through the PIRA assessments and evidence based tasks; these are moderated in termly staff meetings and at local authority moderations.

Formal summative assessments are carried out at the end of KS1/KS2 in accordance with National Curriculum requirements.

PIRA assessments or SATs papers are carried out for every child for reading. Children are assessed against Year / Key Stage objectives laid out in the National Curriculum. Children's targets are both shared with the child and sent home, so children and parents can reflect on their progress and work towards next steps. Writing is assessed using comparative judgment and is moderated by the principal and English lead.

Formal assessments include

- S.A.T.s, Y1 Phonics Test, Foundation Stage Profiles
- Termly annotated free writing collected from all classes in cohort groups
- Termly phonic and vocabulary assessments
- Termly Benchmarking

Reporting procedures are in line with DfEE regulations. Parents receive an annual written report. Progress towards the end of year objectives are sent home yearly and parents are invited to three formal parental consultation and six informal open evenings during the academic year where parents can look at work. There are also workshops throughout the year where literacy skills are demonstrated and explained. Parents are encouraged to make appointments to meet with teachers at other times as necessary.

