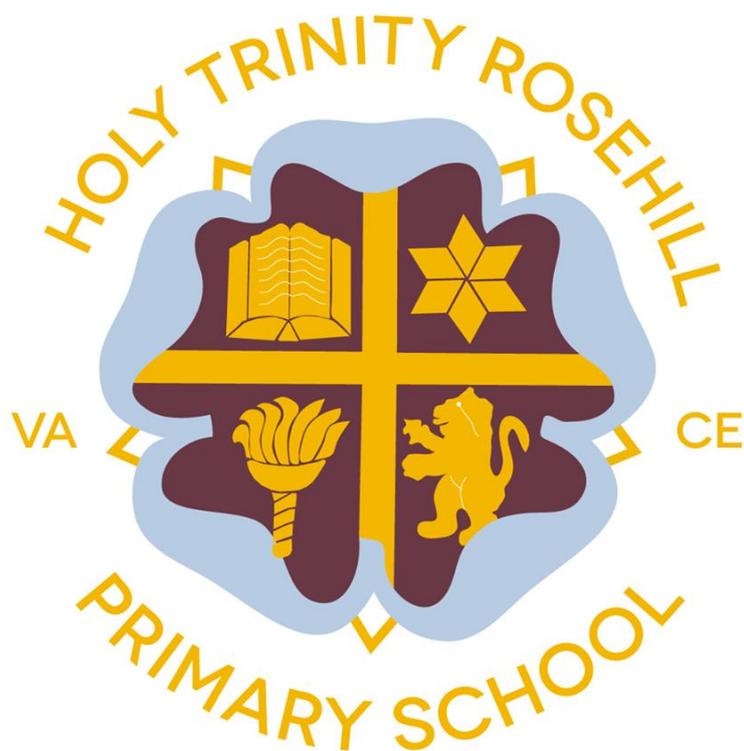


# Holy Trinity Rosehill VA CE Primary School



## English Policy

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### MISSION STATEMENT

At Holy Trinity Rosehill VA CE Primary School:

- *We learn and grow by working together, sharing what we know and finding out more.*
- *We aim high to be the best we can be.*
- *We try to look after each other at all times.*

### AIMS

We aim to develop pupils' abilities within an integrated programme of Speaking & Listening, Reading & Writing. Pupils will be given opportunities to interrelate the requirements of English within a broad and balanced approach to the teaching of English across the curriculum, with opportunities to consolidate and reinforce taught English skills.

At Holy Trinity Rosehill VA CE Primary School we strive for children to be a 'Primary Literate Pupil'.

By the end of Key Stage 2 we aim for each child to be able to:

- *read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct.*
- *have an interest in books and read for enjoyment*
- *have an interest in words, their meanings; developing 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.*
- *be developing the powers of imagination, inventiveness and critical awareness.*
- *have a suitable technical vocabulary to articulate their responses.*

## **STATUTORY REQUIREMENTS**

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Document 2014 and in the Communication, Language and English section of the Curriculum Guidance for the Foundation Stage (EYFS New Document 2012)

**In the Foundation Stage (Nursery and Reception)** children should be given opportunities to:

- *speak and listen and represent ideas in their activities;*
- *use communication, language and English in every part of the curriculum;*
- *become immersed in an environment rich in print and possibilities for communication.*

**At Key Stage One (Years 1 and 2)**, children should:

- *learn to speak confidently and listen to what others have to say.*
- *begin to read and write independently and with enthusiasm.*
- *use language to explore their own experiences and imaginary worlds.*

**At Key Stage Two (Years 3-6)**, children should

- *learn to change the way they speak and write to suit different situations, purposes and audiences.*
- *read a range of texts and respond to different layers of meaning in them.*
- *explore the use of language in literary and non-literary texts and learn how the structure of language works.*

## **THE GOVERNING BODY**

Regular reports are made to the governors on the progress of English provision and are included in the Head Teacher's Report each term.

## **SUBJECT ORGANISATION**

The English Curriculum is delivered using the Primary National Curriculum. The Early learning Goals are followed to ensure continuity and progression from the Foundation Stage through to the National Curriculum. Pupil provision is related to attainment, not age.

## **APPROACHES TO SPEAKING AND LISTENING**

The Four Strands of Speaking and Listening: Speaking; Listening; Group Discussion and Interaction, and Drama permeate the whole curriculum. Interactive teaching strategies are used to engage all pupils in order to raise

reading and writing standards. Children are encouraged to develop effective communication skills in readiness for later life.

### **APPROACHES TO READING**

Children are provided with opportunities to engage in reading through carefully structured daily sessions including:

- *Shared reading*
- *Guided reading*
- *Skills -Based reading*
- *Independent reading*

Letters and Sounds is adapted and used daily to teach phonics skills to children from Reception to Year 2. In Key Stage Two some children are taught phonics within English lessons as well as outside of the English lesson as and when required.

### **APPROACHES TO WRITING**

Children are provided with opportunities to write through carefully structured daily sessions. The opportunities are provided in the form of the following:

- *Emergent writing (EYFS)*
- *Shared Writing (throughout school)*
- *Guided Writing (throughout school)*
- *Independent Writing (throughout school)*
- *Extended writing (Year 2 to Year 6)*

Children follow a programme of discrete phonics teaching from Reception. When children are secure at Phase 5 (Letters and Sounds) further work will be required to ensure they have the knowledge and understanding of alternative spellings for each phoneme. As well as this, 'Support for Spelling' is introduced and addresses the spelling objectives for those children who are secure in Phase 5 phonics and develops spelling knowledge further.

We ensure children who are not yet secure at phase 5, continue with daily phonics sessions.

### **CROSS-CURRICULAR ENGLISH OPPORTUNITIES**

Teachers seek to take advantage of opportunities to make cross-curricular links. They plan for pupils to practise and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum.

## **THE USE OF ICT**

Opportunities to use ICT to support teaching and learning in English are planned for and used as appropriate.

## **ASSESSMENT AND TARGET SETTING**

Work is assessed in line with the Assessment Policy and using the Local Authority's SPrInT materials.

## **INCLUSION**

We aim to provide for all children so that they achieve as highly as possible in English according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment using Intervention Programmes. Gifted children will be identified and suitable learning challenges provided.

INTERVENTION PROGRAMMES are for children identified as working just below the expected level for their age and are available throughout the school. These are specific English skills sessions that take place outside of normal English lessons.

## **EQUAL OPPORTUNITIES**

All children are provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

## **ROLE OF THE ENGLISH CO-ORDINATOR**

The English Co-ordinator is responsible for improving the standards of teaching and learning in English through:

Monitoring and evaluating English:-

- pupil progress
- provision of English (including Intervention and Support programmes)
- the quality of the Learning Environment;
- the deployment and provision of support staff

Taking the lead in policy development

Auditing and supporting colleagues in their CPD

Purchasing and organising resources

Keeping up to date with recent English developments

## **PARENTAL INVOLVEMENT**

Parents have opportunities throughout the year to talk to their child's class teacher about their child's progress in English. Parents are involved in conversations about how they can support and help improve their child's English skills. Suggestions include:

- by listening to or reading to their child for ten minutes each night
- sharing a book to read together
- by discussing homework activities and ensuring they are completed on time
- taking their child to visit the local library regularly

This policy will be reviewed every year or in the light of changes to legal requirements.