

Policy for English

Aims and objectives

The study of English develops children's abilities to listen, speak, read and write for a wide range of purposes: using language to learn and communicate ideas, views and feelings. It enables children to express themselves creatively and imaginatively as they become enthusiastic and critical readers of stories, poetry and drama, as well as non-fiction and media texts. Children gain an understanding of how language works by looking at its patterns, structures and origins through the Talk for Writing (T4W) approach. Children use their knowledge, skills and understanding in speaking and writing across a range of different subjects.

The aims of English are:

- to enable children to speak clearly and audibly in ways which take account of their listeners;
- to encourage children to listen with concentration in order to be able to identify the main points of what they have heard;
- to enable children to adapt their speech to a wide range of circumstances and demands;
- to develop children's abilities to reflect on their own and others' contributions and the language used;
- to enable children to evaluate their own and others' contributions through a range of drama activities;
- to develop confident, independent readers through an appropriate focus on word, sentence and text-level knowledge;
- to encourage children to become enthusiastic and reflective readers through contact with challenging and enjoyable texts;
- to help children enjoy writing and recognise its value;
- to enable children to write with accuracy and meaning in narrative and non-fiction;
- to increase the children's ability to use planning, drafting and editing to improve their work.

Teaching and learning style

Our principal aim is to develop children's knowledge, skills, and understanding in English. We do this through a daily lesson that has a high proportion of whole-class and group teaching. During these lessons, children generally experience a whole-class shared reading or writing activity, a guided group or independent activity and a whole-class session to review progress and learning. On other occasions, the lesson may be given over entirely to extended writing. They have the opportunity to experience a wide range of texts and use a range of resources such as dictionaries, thesauruses and word banks to support their work. Wherever possible, we expect children to use and apply their learning in other areas of the curriculum.

At William Austin, the children are taught in mixed-ability classes for English, with teachers differentiating the level of challenge to meet individual needs. Teaching assistants are deployed to support and scaffold for some learners within the classroom and in small group interventions, a wow event or activity to hook the children, followed by a 'cold task'.

English is taught through the systematic T4W approach. This enables pupils to imitate the key language they need for a particular type/genre orally before the reading or analysing it through fun and relevant activities that help them rehearse the language they need. This is followed by shared writing to show them how to craft their writing: children are helped to write in the same style, with the aim of maximising their progress.

The three stages of this approach are Imitation, Innovation and Independent Application.

Imitation

Through the use of engaging activities to warm up the text, children internalise the pattern of language required. This is followed by talking an exemplar text, supported visually by a text map and actions to help the pupils recall the story or non-fiction text.

Once they have internalised the language of the text they are in a position to read the text and start to think about the key ingredients. This stage should include a range of reading as a reader and reading as a writer activities. Understanding the structure of the text is made easier through the boxing up technique, then helping the children to analyse the features that make the text work.

Innovation

Once again, warm up activities around keywords and phrases relating the type of text are focused on and enable pupils to 'magpie' ideas. The key activity at this stage is shared writing. The boxing up grid aids planning writing before "doing one together" Reading work aloud is also an important part of the process. Children write their own versions following modelling and magpie words and phrases from the shared writing.

Independent application

Shared and short burst writing and vocabulary games continue. Pupils now write their own versions of the text type, based upon a stimulus given. They draw upon all resources, to write independently, to edit and redraft their writing. Assessment is made through the writing in the final independent piece with progress assessed with comparison made between the cold task and the final piece.

English curriculum planning

English is a core subject in the National Curriculum and forms the basis for implementing the statutory requirements of the programme of study for English.

Medium term planning is informed by the National Curriculum and follows the T4W approach; this is by the subject leaders and used as a foundation for class teachers.

Our medium-term plans, give details of the main teaching objectives for each term. These plans define what we teach and ensure an appropriate balance and distribution of work across each term. The subject leaders for English are responsible for keeping and reviewing these plans.

Class teachers are responsible for developing a learning journey using the medium-term planning as a basis. Each lesson is expected to begin with a spelling, punctuation or grammar (SPaG) starter. The SPaG focuses for each unit are detailed on the medium-term planning.

Links with other curriculum areas

The skills that children develop in English are linked to, and applied in, every subject of our curriculum. The children's skills in reading, writing, speaking and listening enable them to communicate and express themselves in all areas of their work in school.

Mathematics and Science

English contributes significantly to the teaching of mathematics and science in our school. Children are encouraged to read and interpret problems in these subjects and further extend their mathematical and scientific vocabulary.

Personal, Social, Health, Citizenship and Economic Education (PSHCEE)

English contributes to the teaching of PSHCEE. We encourage younger children to take part in class and group discussions on topical issues. Through their work, they talk about things that improve their health and about rules for keeping them safe around the school. Older children research and debate topical problems and events. Planned activities within the classroom encourage children to work together and respect each other's views.

Spiritual, moral, social and cultural development

The teaching of English develops skills through which our children can give 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 texts from other cultures. The organisation of lessons allows children to work together and gives them the chance to discuss their ideas and results.

Teaching English to children with special needs

At William Austin Junior School, we teach English to all children, whatever their ability. English forms part of the school curriculum policy to provide a broad and balanced education to all children. Teachers provide learning opportunities matched to the needs of children with learning difficulties. Work in English takes into account the

targets set for individual children in their Individual Education Plans (IEPs); where necessary, pupils receive additional support. Pupils with English as an additional language are supported in line with our policy as are those who are gifted and talented.

Teachers provide help with communication and literacy through:

- using texts that children can read and understand;
- using visual and written materials in different formats;
- using ICT;
- using alternative communication such as signs, symbols and images; e.g. Communicate in Print package
- using translators and amanuenses.

Assessment, recording and reporting

Across KS2, teachers assess children's work in English in three phases:

1. Spelling, Grammar and Punctuation.
2. Reading
3. Writing

Teachers inform parents of progress through consultation meetings and termly reports. The short-term assessments that teachers make as part of every lesson help teachers to adjust their daily plans. Teachers match these short-term assessments closely to the teaching objectives. They assess progress using objectives from the National Curriculum.

Teachers make summative assessments every half term. They use these to assess progress against school and national targets and are discussed during Pupil Progress Meetings with the senior management team. With the help of these assessments, teachers are able to set targets for the pupils over the school year and put necessary interventions in place. Reading and SPaG assessments are made using Rising Stars Assessments or previous SATs papers for Year 6. Writing is teacher assessed using key performance indicators taken from National Curriculum objectives. Children undertake national tests at the end of Year 6.

Resources

There is a range of resources to support the teaching of English across the school. All classrooms have dictionaries and thesauruses, interactive whiteboards, flip charts, washing lines and magpie books. Each year group has model texts mapped out for their writing units and class book boxes. Staff regularly receive English-based INSETs throughout the year.

Monitoring and review

Monitoring of the standards of the children's work and of the quality of teaching in English is the responsibility of the subject leaders for English and the Senior Management Team. The work of the subject leaders also involves supporting colleagues in the teaching of English, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The subject leaders contribute to the School Improvement Plan by evaluating the strengths and weaknesses in the subject, and indicating areas for further improvement. The subject leaders review samples of the children's work and undertake lesson observations (by mutual agreement) of English teaching across the school.

Our policies for

- Writing
- Spelling and Handwriting
- Reading and Library
- Speaking and Listening
- give further guidance on the teaching of English at William Austin Junior School.

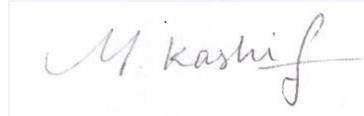
This policy will be monitored and reviewed by the subject leader on an annual basis.

Policy updated: July 2022

Staff responsible: Lois Grey and Dan Gilligan

This policy was ratified by the Governing Body on: 13th July 2022

Signed on behalf of the Governing Body:

A handwritten signature in black ink, appearing to read 'M. Kashif', enclosed in a thin black rectangular border.

(signature)

M. Kashif - Chair of Governors

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