



Eversley's English Policy

Introduction

This document is a statement of the aims, principles and strategies for the learning and teaching of English at Eversley Primary School.

Aims

Through the teaching of English, we aim:

- For all children to enjoy the subject and study it with confidence and a sense of achievement.
- To teach children effective communication, both verbal and non-verbal, through a variety of drama activities; including the communication of their ideas, views and feelings.
- To enable children to speak clearly and audibly and to take account of their listeners.
- To help them to become confident, independent readers, through an appropriate focus on word, sentence and text-level knowledge.
- To develop enthusiastic and reflective readers, through contact with challenging and substantial texts.
- To foster the enjoyment of writing, and a recognition of its value and purpose.
- To encourage accurate and meaningful writing, be it narrative or non-fiction.
- To improve the planning, drafting and editing of their written work.

Objectives

At Eversley Primary School our objectives are to:

- Teach English in an interesting and exciting way.
- To provide children with the confidence and skills to further their own understanding of English.
- To allow children to learn basic English skills which they can use throughout their lives.
- To encourage parents to be involved in their child's learning and understanding of English at home.

Planning

The English Curriculum at Eversley Primary School is planned and delivered using the Eversley Scheme of Work which is based upon Early Learning Goals and the National Curriculum 2014.

Planning at Eversley Primary School is carried out in three phases.

1. A Long Term Plan which provides a yearly overview of the implementation of the units of the National Primary English Framework.
2. Medium Term plans which map out each term how the units fit in with the year group's choice of curriculum topic.
3. Short Term plans (Units of Work) which give weekly and daily details of key objectives to be taught within each unit and the purposeful, cross-curricular links that will provide the context for that learning and teaching.

English plans reflect teaching required to meet the learning objectives and outcomes and weekly planning is differentiated to meet the needs of children, as appropriate.

At Eversley Primary School we believe that medium - and short term planning are working documents that will be amended during a given unit of work, in order to reflect progress and assessment of learning along the way.

Weekly planning covers teaching, pupil activities, adult intervention and focus groups and also the different levels of challenge within sessions.

At Foundation Stage, English is taught as an integral part of our school day and the planning provides children with the opportunity to:

- talk and communicate in an increasingly wide range of situations
- respond to adults and to each other
- listen carefully
- practise and extend their vocabulary and communication skills
- explore words and texts
- use Letters and Sounds daily, to teach and reinforce phonics
- read with adults 1-1, as a class in shared reading and in small guided groups

At Key Stage One there are weekly plans for English lessons. This is progressively linked to handwriting. Daily reading and phonics is also planned for. 'Letters and Sounds' is used as the basis for teaching phonics.

At Key Stage Two, in addition to weekly planning of English units, plans are made for Support for Spelling.

All plans are electronically stored on the shared area of the school's network in order to allow ready access by LSAs and other adults and members of staff involved in the planning and/or teaching of English.

Members of the Senior Management Team and the English subject leaders, in line with the cycle of monitoring for this subject, will carry out monitoring of planning in English.

Learning and Teaching

At Eversley Primary School we use a variety of learning and teaching styles in our English lessons in order to meet the needs of all our pupils. Our principal aim is to develop children's knowledge, skills and understanding.

In the Foundation Stage language and English development are incorporated in all areas of learning. Opportunities are provided for children to communicate thoughts, ideas and feelings. Purposeful role-play is used to develop language and imagination. Children are given opportunities to share and enjoy a wide range of writing activities, rhymes, songs, poetry and books.

In Reception and Year 1, all the children take part in a daily phonics session, in which they have the opportunity to learn their sounds and eventually move on to blending in order to help them to develop into readers.

Within both Key Stages 1 and 2 the children are given the opportunity to participate in Whole Class Reading. The children read in ability groups and are encouraged to respond to a range of questions relating to the books they read.

Each class also has a wide range of books within their class reading areas, this is to encourage children to develop an enjoyment of reading and have the opportunity to read a selection of books. (see Reading Policy).

In all classes children have a wide range of abilities, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. Staff have high expectations that all children can achieve their full potential. Wherever possible, Teaching Assistants work in class, supporting all ability groups, specific individuals or groups of children, ensuring that work is matched to the needs of the child.

Speaking and listening activities are embedded throughout the Curriculum. At Eversley we feel it is important for children to be given a voice and they are provided with many opportunities which allow them to express their views. Children also have the opportunity to experience a wide range of texts, and to support their work with a variety of resources, such as dictionaries and thesauruses.

- English is taught on a daily basis.
- The children from Year 1 to 6 complete a Big Write lesson at least once each half term. This is completed in the children's Big Write books and is assessed.
- English displays and working walls provide an opportunity to celebrate achievement and further extend learning.

Assessment

Short Term Assessments

These are an informal part of every lesson. We use these to:

- Check that children have grasped the main teaching points.
- Give teachers information that will help plan the next lesson.

Medium Term Assessments

These include half termly assessments using Rising Stars for Reading and SPaG, target setting, and half-termly Big Write assessments. We use these to:

- Identify children's progress against specific individual targets
- Plan work for the next half term
- Identify children that are excelling and children that need further support
- Report on children's progress to parents at termly consultations

Long Term Assessments

These include Key Stage SATs

We use these to:

- Assess pupil's work against the objectives for the year
- Help us report to parents
- Help us inform future learning
- Help us to inform action plans for the following year

Equal Opportunities

At Eversley Primary School we aim to ensure that all children have equal opportunities within the English curriculum, irrespective of gender, race, age or ability, so that they may develop to their full potential. Equal opportunity also includes having access to computers, apparatus and different types of work, praise, encouragement and appropriate teacher support.

Updated: January 2019

Review: January 2020