

# Manor Hall Academy



## ENGLISH POLICY

## CICELY HAUGHTON SCHOOL

*Building Relationships*

*Celebrating Success*

*Promoting Change*

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## ENGLISH POLICY

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### **Introduction**

We believe that English is a fundamental life skill. English develops children's ability to listen, speak, read and write for a wide range of purposes. Children are enabled to express themselves creatively and imaginatively as they become enthusiastic and critical readers of stories, poetry and drama, as well as of non-fiction and media texts. Children gain an understanding of how language works by looking at its patterns, structures and origins. Children use their knowledge, skills and understanding in speaking and writing across a range of different situations.

### **Aims and Objectives**

- To develop enthusiastic and reflective readers, through contact with relevant texts;
- To enable children to speak clearly and audibly and to take account of their listeners
- To encourage children to listen with concentration, in order to identify the main points of what they have heard
- To show children how to adapt their speech to a wide range of circumstances and demands
- 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 help them become confident, independent readers, through an appropriate focus on word, sentence and text-level knowledge
- To foster the enjoyment of reading and writing, and a recognition of its value
- To encourage accurate and meaningful writing, be it narrative or non-fiction
- To improve the planning, drafting and editing of their written work.

### **Teaching and Learning**

At Cicely Haughton School we use a variety of teaching and learning styles in our English and RWI lessons in order to meet the needs of all our pupils. Our primary objective is to develop children's knowledge, skills, and understanding. We do this through a daily lesson in which children experience a reading or writing activity, a focused word or sentence activity, a guided group or independent activity, and a whole class session to review progress and learning. Within each set 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. 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. Children are group by

ability based on reading ages and either follow a Read Write Inc phonics program or English Curriculum depending on ability.

Speaking and listening activities are embedded throughout the Curriculum. Children have the opportunity to experience a wide range of texts, and to support their work with a variety of resources, such as dictionaries, thesauruses and individual word banks. Staff provide balanced and varied learning opportunities within the classroom. Children use ICT in English lessons where it enhances their learning, as in drafting their work and in using multimedia to study how words and images are combined to convey meaning. Wherever possible we encourage children to use and apply their learning in other areas of the Curriculum. Technology also enhances accessibility to texts as the children access the plethora of ebooks available to them on our learning platforms.

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 rhymes, songs, poetry and books. An environment is provided which reflects the importance of language through signs, notices and books. Children are provided with opportunities to see adults writing and they can experiment with writing themselves both within the English framework and when following the Read Write Inc sessions including Get writing and Comprehension.

### **Curriculum planning** **For English Groups-**

English is a core subject in the National Curriculum and we use this Framework as the basis for implementing the statutory requirements of the programme of study for English. We carry out the curriculum planning in English in three phases (long-term, medium term/short term). The curriculum framework details what we teach in the long term, While our yearly teaching programme identifies the key objectives in English that we teach with purposeful cross-curricular links with other subjects.

Our medium-term/short term plans are adapted from the curriculum using Wordsmith overviews/resources and give details of the main teaching objectives for each unit. These plans define what we teach, and ensure an appropriate balance and distribution of work across each unit covering a range of genres. These plans include weekly short term planning details the objectives and the differentiated activities, including support, where appropriate. This is followed through with teacher assessment against the learning outcomes.

English planning also includes RWI spelling activities and writing session which covers different genres and allows children to re-visit writing objectives. This is levelled against a criterion scale and time is built in for children to evaluate their work against their toolkits.

Guided reading also occurs daily outside the English session and is completed within class groupings. Children are grouped according to ability and when not reading the children are given a purposeful activity to do independently e.g. spelling games, comprehension questions, follow-up activity.

RWI comprehension is also used to supplement childrens curriculum.

All teachers have high expectations in the presentation of work in all areas of the curriculum. Handwriting plays an important part and is taught once a week but then permeated through daily delivery. This is based on the spelling patterns/phonics children have been taught through the RWI program. When children have reached a good standard of handwriting in all areas of their work, they receive a handwriting pen from their English Teacher.

### **For Read Write Inc Groups-**

Read Write Inc. has at its heart a systematic phonics programme, but alongside this programme there are also other English programmes which build upon this early success including comprehension, spelling and writing.

Using Read Write Inc. ensures that new children who come to schools read fluently by the age of 7. But it also catches those children who have already slipped through the net, those who are struggling in school, in every lesson. Read Write Inc. teaches all these children to read and to enjoy reading. All staff are competent in the delivery of RWI and attend the relevant RWI training. Once children have successfully completed the RWI programme they embark on the RWI spelling programme as a continuation of phonics.

### **Contribution of English in 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 at school.

### **Mathematics**

The teaching of English contributes significantly to children's mathematical understanding, in a variety of ways. Children in the Foundation Stage develop their understanding of number, pattern, shape and space by talking about these matters with adults and other children. Children experience stories and rhymes that involve counting and sequencing. They focus on new mathematical vocabulary according to the topic. Children are also encouraged to read and interpret problems, in order to identify the mathematics involved. They explain and present their work to others during plenary sessions, and they communicate mathematically through the developing use of precise mathematical language.

### **Personal, social and health education (PSHE), citizenship, SEALs and P4C**

English contributes to the teaching of PSHE and citizenship by encouraging children to take part in class and group discussions on topical issues. Older children also research and debate topical problems and events. They discuss lifestyle choices, and meet and talk with visitors who work within the school community. Planned activities within the classroom also encourage children to work together and to respect each other's views.

### **Spiritual, moral, social and cultural development**

English contributes to all these areas:

The children can offer 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 with texts from a diverse range of cultures. The organisation of our lessons allows children to work together, and gives them the chance to discuss their ideas and results in a nurturing and encouraging environment.

### **ICT**

The use of information and communication technology, with clear learning objectives, will promote, enhance and support the teaching of English at word, sentence and text level. ICT is used at whole-class, group and independent level. The screen projection of text enables it to be read and shared. The projection of a word processor permits the writing process to be modeled effectively. Groups can work at a computer and input text. A range of software is used to develop specific grammatical and spelling skills. Lessons can

focus on what pupils have achieved using ICT, or ICT can provide the means of presenting their outcomes (via multimedia presentation or the school website). A range of equipment such as digital cameras, digital camcorders are used to promote speaking and listening and also prepare children for writing experiences. The Interactive Whiteboard is used regularly to model writing and use at an independent level and allows children to interact and engage with the writing process.

### **English and inclusion**

At our school we teach English to all children, whatever their ability. It is part of the school Curriculum policy to provide a broad and balanced education to all children. We provide learning opportunities that are matched to the needs of children with learning difficulties and those learning English as an additional language, as well as providing appropriate, challenging planned work for those children who are Gifted and Talented. Work in English takes into account the targets set for children in their IEPs and tracker meetings.

### **Assessment for learning**

We assess children's work in English from three aspects (long-term, medium-term and short-term)

We make short-term assessments which we use to help inform our short-term planning. These are closely matched to the teaching objectives/ learning outcomes and key performance indicators and will often be made from day to day observation and use of IEP's by children and adults.

We make medium-term assessments to measure the progress against the key objectives and to help us plan the next unit of work. We make these judgments with the help of EAZ online, RWI assessments and guides and half termly writing assessments.

We make long-term assessments towards the end of the school year and use them to assess progress against school and national targets. We can then set targets for the next school year and make a summary of each child's progress before discussing it with parents and collating it in the child's end of year report. We assess children's reading ages three times a year and put strategies in place to support children where necessary. We make these assessments with the help of on-going Teacher Assessment/use of toolkits and the end of key stage SATs tests in year 6..

Cicely Haughton School also uses YARC and single word spellings test to assess reading, comprehension and spelling ability and SALFORD reading tests for those children not accessing the RWI scheme. Children accessing RWi will be assessed half termly to monitor progress and inform class setting choices

### **Resources**

There is a wide range of resources to support the teaching of English across the school. All classrooms have access to dictionaries and a thesaurus. Each classroom has sets of textbooks appropriate to their year group. All classrooms have a selection of fiction and non-fiction texts. Access to the Internet is also available in the computer suite and in the classroom. There is a range of ICT equipment which can be used e.g digital cameras. The English contains a range of books to support children's individual research and a range of text for different reading abilities. The school is currently developing online reading resources in the form of Collins Big Cat and RM books to promote independent home reading.

At Cicely Haughton School we utilise Wordsmith (Pearson) which is a fully digital text, test and SPAG package alongside Collins Big Cat online readers, Oxford Owl and paperback texts RWI spellings, which builds upon the RWI phonics program and continues phonics throughout the school and also bug club comprehension and guided reading

### **Roles and Responsibilities**

#### **Head Teacher and Governing Body**

- Support the use of appropriate teaching strategies by allocating resources effectively
- Ensure that the school buildings and premises are best used to support successful teaching and learning
- Monitor teaching strategies in the light of health and safety regulations
- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment
- Ensure that staff development and performance management policies promote good quality teaching

#### **Subject Leader**

- To have an impact on raising standards of attainment for English across the whole school.
- Ensure the effective implementation of the Statutory National Curriculum for English.
- Adapt and use the Primary Framework for English across the whole school that meets the needs of our children.
- To monitor the whole school and individual needs to be able to assess individual professional development opportunities and needs.
- To maintain the availability of high quality resources and effectively manage any funding designated to English
- To maintain an overview of current trends and developments within the subject.
- To ensure, together with the Head Teacher, a rigorous and effective program of lesson observation monitoring.
- To ensure a regular and effective program of analysis of children's work sample monitoring is in place.
- To ensure a regular and effective program of analysis of short-term planning is in place.
- To ensure there is regular reviewing and monitoring of Layered Curriculum Targets.

### **Class Teachers**

- Ensure the effective implementation of the Statutory National Curriculum for English.
- Adapt the English curriculum across the whole school that differentiates for meets the needs of all of our children
- Make effective use of Assessment for learning within English.

### **Teaching Assistants - To support the class teacher in the effective implementation of English.**

#### **Parents / Carers**

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- holding parents' evenings to discuss children's progress
- Sending an annual report to parents in which we explain the progress made by each child and indicate how the child can develop their learning
- Explaining to parents how they can support their children with homework

We believe that parents have the responsibility to support their children and the school in implementing school policies.

We would like parents to:

- Do their best to keep their child healthy and fit to attend school and ensure that their child has the best attendance record possible
- Ensure that their child is equipped for school for taking part in activities
- Inform us if there are matters outside school that are likely to affect a child's performance or behaviour at school
- promote a positive attitude towards school and learning in general

In addition to this as a means of offering outside agency support the school and its staff expect Parents/carers and guardians to fully engage in any specific support programmes aimed at helping their child with their emotional and academic progress.

***The school has achieved dyslexia friendly full status and as such will give due regard to dyslexia friendly strategies and objectives.***