



MARYLAND PRIMARY SCHOOL

**English
POLICY**



Maryland Primary School

English Policy

Aims and objectives

Our key objective is for all pupils to develop high standards of language and literacy with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The following aims of English drive the teaching, learning and development at Maryland:

- To promote reading easily, fluently and with good understanding.
- To develop the habit of reading widely and often, for both pleasure and information.
- To ensure that pupils acquire a wide vocabulary together with an understanding of grammar and a knowledge of linguistic conventions for reading, writing and spoken language
- To instill the confidence to write clearly, accurately and coherently for a range of contexts, purposes and audiences.
- To ensure that pupils are competent in the arts of speaking and listening by making formal presentations and participating in debate.
- To ensure that they are able to elaborate and explain clearly their understanding and ideas.

English curriculum

We follow the National Curriculum for English teaching. Within the revised National Curriculum, the areas of English are divided into the following :

- Spoken language
- Reading
- Writing
- Spelling
- Vocabulary, grammar and punctuation
- Handwriting

Curriculum organisation and planning

Classroom timetables are produced termly for teachers by the Assistant Head. Pupils in each class receive 5x1.25 hour lessons and 2-3 morning handwriting sessions (see the handwriting policy for more information), lasting 5-10 minutes. In year 1, pupils receive 2-3 afternoon phonics practice. Targeted underachieving pupils may receive more English in the form of intervention groups.

In EYFS and KS1, we use the RWI phonics programme. We teach the children to read accurately and fluently with good comprehension. They learn to form each letter, spell correctly and compose their ideas step-by-step. The children connect sounds with mnemonic pictures; words with their meanings and stories with the sounds they know.

In KS2, we base our English lessons on The Literacy Tree programme. It is booked-based and planning sequences last between two and four weeks. A wide range of literature is used that engages children to become critical readers whilst becoming confident and informed writers. All the National Curriculum areas above are embedded, making the grammar purposeful, there are also a mixture of shorter and extended writing outcomes where the purpose and audience is clear and exciting. Writing standards are used to assess children's writing and children receive feedback both orally and in writing.

Teachers are responsible for their own planning and use both the Literacy Tree and formative assessment to deliver the lessons.

Differentiation

The following forms of differentiation ensure that all pupils learn effectively:

-In EYFS and KS1, children are taught in similar ability classes ensuring that children learn one thing at a time and practise it until it becomes second nature. The interactive practice keeps children focussed, and their capacity to learn develops exponentially.

-In KS2, children are taught in their mixed ability classes. Where there are additional staff attached to a year group, they will focus on children who need additional support within the class environment to ensure all children receive the same input for the task set. In some cases a member of staff may take an individual or small group out of class for English lessons to continue to work on the RWI programme, where assessment shows that this would better suit their needs.

-'Gold work' extension activities are planned for pupils who require extra challenge.

Home learning

Pupils are set a reading comprehension task fortnightly to consolidate their predicting, summarising and clarification skills. Spellings are sent home to enable children to practise spelling patterns based on the statutory word lists. Pupils are also encouraged to read daily at home to build their fluency and enjoyment.

Marking and feedback

There is an emphasis on immediate feedback in lessons especially to address misconceptions. For extended pieces of writing, the school's policy is followed (see the marking and feedback policy for further information).

Assessment

Formative assessment is an on-going process and teachers use Otrack to record how well pupils have achieved against objectives outlined in the National Curriculum. Children

complete standardised tests 3 times per year. Teachers use these tests, alongside their knowledge of how children perform in class to make summative judgements that are recorded on Otrack. For further information, see the assessment policy. Pupils in Years 2 and 6 complete the SATs in May with Year 1 taking the phonics screening check in June.

Reporting

Parents receive a progress report in January and April to update them on current attainment and targets to work on. Parents also receive a more detailed report in July about end of year attainment and progress. Parents also receive feedback about how well their child is achieving at Parents Evenings twice per year.

Parents

Support from parents is paramount to ensure pupils make the required progress. Parents are periodically informed of the school's aims in the form of parent workshops, through the newsletter produced each month and the school website.

The Role of the Co-ordinator

- . The co-ordinator, alongside the senior leadership team, have responsibility for curriculum planning and monitoring of planning, teaching and assessment.
- . The co-ordinator is responsible for the English budget and subject development plan. Equipment/resources will be ordered and organised.
- . The co-ordinator will be available to give advice on resources, curriculum content and delivery of lessons as necessary.
- . Curriculum updates e.g. information from DfES or courses attended will be disseminated when available.
- . INSET will be organised for staff in line with the school SDP.
- . Staff will be advised of appropriate training courses that they may wish to attend
- . Year 2 and Year 6 staff will be given guidance on how to prepare children for the end of Key Stage tests.
- . Year 1 staff will be given guidance on how to prepare children for the phonics screening check.
- . The co-ordinator will report to governors in oral or written form.

Equal Opportunities statement

English teaching at Maryland aims to provide opportunities for ALL children to reach their potential. Both boys and girls are given equal recognition for their contributions. Stereotypical views on gender, race and ethnicity relating to unconscious bias are constantly challenged and opportunities are given to develop equal opportunity for children who are learning English as an additional language, through opportunities to develop their language, during collaborative and practical activities.

Review

This policy will be reviewed in line with the school SDP.

Reviewed by: Jane Spicer