



English Policy

The staff responsible for English are:-

The Arts Team

The governors responsible for English are:- The Effectiveness Committee

Agreed by staff: May 2019

Agreed by governors: June 2019

Review Date: May 2021

1. AIMS

At Roydon Primary School we aim:-

- for children to be confident in their use of the English language in order to communicate the spoken and written word effectively.
- for children to speak fluently, with clarity and to listen attentively with understanding and respect for each other.
- to encourage children to read for pleasure and to access information. They should be fluent and accurate and show understanding of a wide range of texts.
- for children to write clearly and accurately in order to communicate their ideas for a variety of purposes.
- to encourage presentational skills, ie accurate punctuation, correct spelling and legible handwriting.

The main principles for inclusion described in the National Curriculum are used as a foundation for our teaching of English.

2. NATIONAL CURRICULUM

Children follow the Early Year Foundation Stage curriculum.

This includes:-

Communication and Language (Listening and Attention, Understanding and Speaking) as a prime area
Literacy (Reading and Writing)

The programme of study for both KS1 and KS2 consists of three elements.

These are:- Speaking and Listening

Reading

Writing (including Spelling and Handwriting)

Pupils' knowledge and skills are developed within an integrated programme of these elements using the guidelines of the National Curriculum. When relevant and appropriate we take a cross curricular approach.

3. ORGANISATION

Each class teacher is responsible for planning English using the programmes of study of the National Curriculum. Pupils will experience a variety of teaching styles, including drama (teacher in-role, hot seating, freeze framing etc.) and will be taught as a whole class, in small groups or individually.

4. INDIVIDUAL NEEDS

Pupils are taught or challenged appropriately through differentiation of tasks and expectation. Children with an I.E.P. will also work with Teaching Assistants or HLTAs in small groups or individually.

Phonic lessons are taught in EYFS and KS1 each day using Letters and Sounds. Children from 1/R classes and 2/1 classes are set according to ability.

Various intervention/ booster groups are set up across the year groups to support children who need additional help or to challenge the more able.

In Year 5 and Year 6 children will use an ink pen when the class teacher considers their writing is consistently neat and legible.

Children Working At Greater Depth

Children working at greater depth are challenged appropriately in class.

5. ASSESSMENT AND RECORD KEEPING

A range of assessment takes place including:-

- observations of pupils at work (individually or in groups)
- photographs, video or audio recordings
- questioning, talking and listening to children
- written comments and/or verbal communication with the child about the work they have produced (ie a “star and a wish” – what was good, what could be improved)
- published tests eg Year 1 Phonics Test, KS1 and KS2 SAT’s, NFER tests for Year 1, 2, 3, 4 and 5
- teacher devised tests
- success criteria
- peer assessment
- regular moderation of work in school and with the Diss Cluster
- summative report on attainment for the next teacher or school
- results from termly assessments are tracked on Pupil Asset

6. RESOURCES

At Roydon we aim to provide a wide range of reading material for our children. Each class has their own reading area and there is a central library of fiction and non-fiction books. Reading scheme and guided reading books are also stored centrally.

IT is used to enhance teaching and learning on a regular basis in a variety of ways. This includes children having their own log-in details for Spelling Shed to use in school and at home.

7. ROLE OF THE ARTS TEAM

It is the responsibility of the ARTS Team to:-

- monitor assessment and progress throughout the school
- be responsible for budget and spending
- organise and review resources
- keep up to date with the developments in English and disseminate information to staff as appropriate
- to inform governors about the good work that goes on and the progress and attainment made
- regularly review policy