

ENGLISH POLICY

Reviewed by the Education and Pastoral Care Committee
Ratified on 9th November 2011
To be reviewed every 2 years

Our school, which looks to Christ for the basis of its existence, will work together to develop the necessary skills and self expression in our children so that they can use language confidently, accurately and appropriately, to the best of their ability.

Overview:

We aim to develop children's ability to:

- Speak clearly and fluently for a variety of purposes and to communicate to/with different audiences.
- Listen attentively and respond to the spoken word, showing understanding and empathy.
- Read for their own pleasure and interest a wide range of literature, fluently and with understanding.
- Use intelligently a wide range of non-fiction sources.
- Write effectively, for a range of purposes and audiences using spelling, punctuation and syntax confidently.
- Autonomously use editing and drafting skills in writing.
- Make use of ICT resources to communicate ideas in writing or the spoken word.

Expectations:

All children will have equal opportunity to study English as stated in the Primary Framework according to their age and ability. Where class helpers or Learning Support Assistants are used, teachers will ensure they have a clear understanding of the purpose of the lesson, the skills and concepts to be focussed on and the role they are to undertake. Opportunities will be taken to make work cross curricular appropriate to the interests and ages of the children.

Reading will be taught using a variety of strategies appropriate to the child and in line with Wokingham policy. This will include daily systematic phonics teaching through KS1 extending to Year 3 and above where appropriate. The teaching of comprehension skills will be planned for, e.g. through whole class teaching, guided reading, or in individual or small groups.

Children will be given opportunities to write in different contexts, for different purposes and audiences. ICT will be used as a medium for presenting work and manipulating text or audio. The school will refer to schemes such as 'Big Writing' to structure planning. We will provide opportunities for children to participate in a range of drama activities including role play and improvisation. Children will also have regular opportunity to use the library and be taught the necessary skills.

Inclusion:

Provision will be made for more/less able or EAL children and identified on planning documents. The class teacher will liaise with either the Special Needs, Literacy or Gifted and Talented Co-ordinator and use appropriate resources to improve learning.

Assessment:

Summative assessments will be carried at appropriate intervals including statutory assessment at the end of each Key Stage. Regular formative assessment of reading, writing and speaking and listening will inform teacher assessment and will use Assessment for Learning strategies. They will be used to inform planning.

Samples of children's work will be kept and passed on to the next teacher. Records of children's progress will be monitored and reported to parents in line with school policy.

Resources:

ICT will be a key resource in the teaching of English. Resources are kept either centrally, in classrooms or in the library. A budget for English resources will be allocated annually, and will be managed by the Literacy Coordinator following consultation.

Visits and performances by poets, actors, authors etc. will be arranged in school time, where appropriate.

This policy is to be considered in conjunction with our

Mission Statement

Teaching and Learning Policy

Equal Opportunities Policy

Health & Safety Policy

Handwriting Policy