

ROMAN WAY FIRST SCHOOL

ENGLISH POLICY

This school is an inclusive school and all children, irrespective of social background, culture, race, gender, differences in ability and disabilities have an entitlement to this area of the curriculum.

Aims of the National Curriculum (2014)

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- *read easily, fluently and with good understanding*
- *develop the habit of reading widely and often, for both pleasure and information*
- *acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language*
- *appreciate our rich and varied literary heritage*
- *write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences*
- *use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas*
- *are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.*

The Early Years Foundation Stage

English in Early Years is based upon the Foundation Stage Profile for:

Communication and Language, and Literacy

Communication, language and literacy depend on learning and being competent in a number of key skills, together with having the confidence, opportunity, encouragement, support and disposition to use them. These areas of learning includes communication, speaking and listening in different situations and for different purposes, being read a wide range of books and reading simple texts and writing for a variety of purposes. To give all children the best opportunities for effective development and learning in communication, language and literacy, practitioners should give particular attention to:

- *Providing opportunities for children to communicate thoughts, ideas and feelings and build up relationships with adults and each other;
- *Incorporating communication, language and literacy development in planned activities in each area of learning;
- *Giving opportunities to share and enjoy a wide range of rhymes, music, songs, poetry, stories and non-fiction books;
- *Giving opportunities for linking language with physical movement in action songs and rhymes, role play and practical experiences;
- *Planning an environment that reflects the importance of language through signs, notices and books;
- *Providing opportunities for children to see adults writing and for children to experiment with writing for themselves though making marks, personal writing symbols and conventional script;

*Providing time and opportunities to develop spoken language through conversations between children and adults, both one-to-one and in small groups, with particular awareness of, and sensitivity to, the needs of children for whom English is an additional language, using resources to support their home language when appropriate.

Key Stage 1 & 2

In the National Curriculum for 5-11 year olds, English is developed through four key areas:

- *Spoken Language
- *Reading - Word Reading & Comprehension
- *Writing- Transcription & Composition
- *Spelling, Vocabulary, Grammar & Punctuation

It is important to note that each is closely interrelated with the next, so it becomes increasingly difficult to consider one without the other(s).

Roman Way's delivery of the National Curriculum

Timetabling

A considerable number of areas within the English Curriculum are discrete subjects and will be taught within English lessons and across the whole primary curriculum. Spoken Language, Handwriting, Grammar & Punctuation all come into this category.

Spoken Language

The children should:

- *listen and respond appropriately to adults and their peers
- *ask relevant questions to extend their understanding and knowledge
- *use relevant strategies to build their vocabulary
- *articulate and justify answers, arguments and opinions
- *give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- *maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- *use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- *speak audibly and fluently with an increasing command of Standard English
- *participate in discussions, presentations, performances, role play, improvisations and debates
- *gain, maintain and monitor the interest of the listener (s)
- *consider and evaluate different viewpoints, attending to and building on the contributions of others
- *select and use appropriate registers for effective communication.

The teacher should:

- * Provide an example of clear diction, accurate instructions, reasoned argument, imaginative language and considerate attention to speakers.

- *Give opportunities for a variety of speaking and listening situations within the classroom, including collaborative discussion work, debates and question and answer sessions.
- *Be aware that listening is a skill which increasingly needs to be taught to children and should provide specifically designed activities to this end.

The school should:

- *Maintain the importance of speaking and listening skills as facilitators for the whole curriculum.
- *Actively encourage listening on a whole-school basis, in particular through assemblies.
- *Encourage listening and reasoned argument as a vehicle for the avoidance of physical confrontation and aggression.

Reading

The children should:

- *Relate reading to their own experiences and environment.
- *Have a daily opportunity to read silently or share books with the realisation that reading time is valuable and should occupy everyone's attention, including that of the teacher.
- *Acquire research skills necessary for the use of dictionaries, atlases and other information books and resources.
- *Develop the ability to read aloud to others.
- *Be able to discuss books they have read, relating to plot, characters and themes.
- *Acquire an increasingly large sight vocabulary.
- *Be able to bring in books from home and to share them with others.
- *Be encouraged to continue the reading process at home.
- *Recognise that reading is an essential part of all areas of learning.
- *Gain confidence and enjoyment to promote lifelong reading.

The teacher should:

- *Read aloud (fiction and/or non-fiction) every day.
- *Keep records of children's achievements in reading.
- *Value books and show an interest in them by setting a personal example.
- *Hear children read, share books with children on a regular basis. This includes hearing every child read at least once a week
- * Provide attractive and imaginative reading areas including various types of books, labels, captions, instructions and questions.

The school should:

- *Create and maintain a stimulating environment for children to experience and explore reading at their own pace with confidence and enjoyment to promote lifelong reading.
- *Maintain reading as a valued, high profile activity which accesses the whole of the curriculum.
- *Provide a varied library.
- * Provide suitable resources to enable children to grow up 'reading for pleasure'.

Writing

The children should:

- *Experience a wide range of writing activities including fiction, non-fiction & poetry
- * Relate writing to their own experiences and environment.
- * Discuss their writing frequently, talking about the various types and purposes of writing.
- *Be aware of the need to write legibly and to use layout and space effectively to aid the reader.
- *Experience grammatical vocabulary such as: sentence, verb, tense, noun, adjective and pronoun, both in the context of their own writing and through specifically designed activities.
- *Read examples of 'good' writing in various forms and begin to recognise the criteria for such writing.
- *Have experience of and become accustomed to drafting and redrafting their work.
- *Write in response to a wide range of stimuli.
- *Become increasingly aware of the role of reference books such as dictionaries and thesauruses.
- *Become increasingly aware of the correct modes of punctuation and spelling through the learning of rules and some rote learning of common exceptions.

The teacher should:

- * Write alongside pupils, sharing and discussing their writing.
- *Respond positively and with interest to all attempts at writing.
- *Provide a healthy writing environment, including experimental or emergent writing areas for Key Stage 1.
- *Teach handwriting on a regular basis.
- *Reinforce correct spelling, punctuation and grammar where appropriate. This should include the teaching of basic rules of spelling, grammar, punctuation, as well as the more common exceptions.

The school should:

- *Highlight writing as an important and valuable tool for all aspects of a child's education.
- *Prominently display writing of all types, including the children's own writing.

Class Organisation and Teaching Style

The classroom environment produces a setting for learning through the opportunities given to the child. Classrooms which facilitate learning have to be carefully thought out, planned, prepared and managed; providing opportunities for children to be talkers, readers and writers. Meaningful activities help the child to develop and these are supported by carefully selected, presented and arranged resources. The child when necessary needs the space to work alone. When a different approach, such as for example when a group or class discussion arises, the teacher will be mindful of the need and care to encourage the children to be thoughtful of each other. Groupings should be flexible, children will acquire the skill of working together without too much fuss. Displayed within the classroom, a variety of books will promote interest and children may use them to seek out information. These should be made easily accessible for the children. The main book area is sometimes doubled up as a general getting together area for discussion within the classrooms of the younger children. An exciting part of the classroom is the book area which invites the children to develop a habit of reading. Interest is sustained if

books are displayed clearly and are often changed. Visits to the school library help to generate and arouse reading interest. Pictorial displays around the school always provide interest and promote discussion, especially to the younger child. A bright and colourful environment stimulates the child's language power and so develops communicative skills. (See also Teaching & Learning Policy)

Inclusion

In planning work the teachers will aim:

- *to provide breadth and balance of language activities for all children
- *to provide a differentiated English curriculum to meet the needs of all the children through the continuity of experiences
- *to set suitable learning challenges for individuals or small groups of children
- *to respond to pupils diverse learning needs
- *to liaise with the Special Needs Co-ordinator to ensure that provision is made for all children with S.E.N.
- *to relate activities for S.E.N children to their IEP targets. .
- *to overcome potential barriers to learning and assessment for individuals and groups of pupils.

S.E.N. Provision

Pupils identified as needing extra support in English will be given the appropriate help in the classroom. Providing for pupils with special educational needs should take account of each pupil's particular learning and assessment requirements and incorporate specific approaches which will allow individuals to succeed, such as using texts at an appropriate level of difficulty and planning for additional support. The classroom environment and resources are considerate of children with specific needs.

Use of Computing

There are many opportunities to use computing in English and all staff at Roman Way First School are encouraged to do so when appropriate. Reference to websites or E-Learning opportunities should be included on short term planning. (See E-Safety Policy).

Assessment

The school policy for assessment is common for each core curriculum subject. Throughout the pupil's progress in English, assessment will be informal, formal, incidental and continuous. The various types of assessment are taken into account, each serving a different purpose. (See Assessment Policy)

Resources

The English coordinator is responsible for maintaining resources, monitoring their use and organising storage. Staff submit resource requirements to the coordinator, as well as notifying them of any damaged stock. Resource purchasing is in accordance with normal school procedures and is based upon the English budget.

Evaluation

This policy will be reviewed every two years by the English coordinator, in consultation with the staff, and as and when elements of English are identified or prioritised within the School Development Plan.