



Leader /Monitor: Miss France

Governor Link: Curriculum & Staffing Committee

1 Aims

1.1 The study of English develops children's ability to listen, speak, read and write for a wide range of purposes, including the communication of their ideas, views and feelings. Children are enabled to express themselves creatively and imaginatively as they become enthusiastic and critical readers and writers of stories, poetry and drama, as well as of non-fiction and media texts. They also begin to develop critical faculties when viewing film, theatre productions etc. 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.

Reading

At Cheswardine we encourage all of our children to become enthusiastic and confident readers. It is our goal to encourage and foster a love of reading across the entire school. We encourage our children to read independently and to enjoy looking at a variety of both fiction and non-fiction books. Book bag books and library books are taken home to encourage children to share their love of reading with family and friends which supports their children's reading progress and love of stories. Cheswardine is very proud to take part in the Shrewsbury Bookfest initiative, in which the children have access to a selection of brand new novels which they then can then vote for, with the winning author receiving an award at a prestigious ceremony attended by the children.

1.2 The aims of teaching English are:

- 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 and film activities and genres of writing;
- to foster the enjoyment of writing, and a recognition of its value and its impact on the intended audience;
- to encourage accurate and meaningful writing, be it narrative or non-fiction;
- to improve the planning, drafting and editing of their written work;
- to develop and continually build on accurate use of grammar and punctuation;
- to develop spelling strategies through a range of approaches;

2 Teaching and learning style

2.1 At Cheswardine Primary School we use a variety of teaching and learning styles in our English lessons to suit the requirements of children's needs. Our principal aim is to develop children's knowledge, skills, and understanding. We do this through a daily lesson in which children have the opportunity to experience a whole-class reading or writing activity, a whole-class focused word or sentence activity, a guided group or independent activity, and a whole-class session to review progress and learning. Whilst there is a high proportion of whole-class and group teaching, the independent activity gives an opportunity to talk and collaborate, and so embed and enhance their learning. The 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, visual aids and internet access. Phonics is taught daily through the highly regarded Read Write Inc. program. 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 used and sometimes combined to convey meaning. Wherever possible we encourage children to use and apply their learning in other areas of the curriculum.

2.2 In all classes children have a wide range of abilities, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of assessment strategies. In some lessons through differentiated group work, while in others we ask children to work from the same starting point before moving on to develop their own ideas. We use classroom teaching assistants to support some children, and to enable work to be matched to the needs of individuals.

3 English curriculum planning

3.1 English is a core subject in the National Curriculum thus used as the basis for implementing the statutory requirements of the programme of study for English.

3.2 We carry out the curriculum planning in English in three phases (long-term, medium-term and short-term). The National Curriculum objectives for English informs our yearly teaching programme that we teach to each year.

3.3 Our medium-term plans, which we also base on the Framework, give details of the main teaching objectives for each term. These plans define what we teach, and ensure an appropriate balance and distribution of work across each term. The subject leader is responsible for termly monitoring of teaching and planning.

3.4 Class teachers complete a weekly (short-term) plan for the teaching of English. This lists the specific learning objectives and expected outcomes for each lesson, and gives details of how the lessons are to be taught. It also includes details of what each group of children will be learning. The class teacher keeps these individual plans, and the class teacher and subject leader often discuss them on an informal basis.

4. Early Years Foundation Stage

4.1 We teach English in the Foundation Stage as an integral part of the school's work. English based activities underpin the learning across the different areas of learning that take place in EYFS; communication and language, physical development, personal, social and emotional development, literacy, mathematics, understanding the world and expressive arts and design. We give all children the opportunity to talk and communicate in a widening range of situations, to respond to adults and to each other, to listen carefully, and to practise and extend their vocabulary and communication skills. They have the opportunity to explore words and texts, to enjoy them, to learn about them, and to use them in various situations.

5 Contribution of English to teaching 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.

6 English and inclusion

6.1 At our school we teach English to all children, whatever their ability and individual needs. English forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our English teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details see separate policies: Special Educational Needs; Disability Non-Discrimination; Gifted and Talented.

6.2 When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors - classroom organisation, teaching materials, teaching style, differentiation - so that we can take some additional or different action to enable the child to learn more effectively. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. This ensures that our teaching is matched to the child's needs.

6.3 Intervention through SEN Support will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to English.

6.4 We enable all pupils to have access to the full range of activities involved in learning English. Where children are to participate in activities outside the classroom (a theatre trip, for example) we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

6.5 Teachers provide help by using:

- texts that children can more easily read and understand;
- visual and written materials in different formats;
- ICT and other technological aids;
- alternative communication, such as signs and symbols;
- makaton

7 Assessment for learning

7.1 Teachers assess children's work in English in three phases. The short-term assessments that teachers make as part of every lesson help them to adjust their daily plans. They match these short-term assessments closely to the teaching objectives. Written or verbal feedback is given to help guide children's progress. All children are encouraged to make judgements about how they can improve their own work through self assessment procedures.

7.2 Teachers use pupil progress meetings with the Headteacher to discuss progress and inform medium and short term planning objectives and interventions in order to identify each child's next steps and promote progress. Pupils targets on progress are sent to parents on a termly basis to encourage their support in their child's learning.

7.3 Teachers make summative assessments towards the end of the school year, and they use these to assess progress against school and national targets. With the help of these they are able to set targets for the next school year, and to summarise the progress of each child before discussing it with the child's parents. The next teacher then uses these long-term assessments as the planning basis for the new school year.

7.4 These long-term assessments are based on end-of-year tests and teacher assessments. Children undertake the national tests at the end of Year 2 and Year 6 and regular tests throughout each year in order to track progress in Grammar, Punctuation, Spelling and Writing.

7.5 On entry into Reception children have tracking against development matters shared with them from the Nursery.

7.6 Teachers meet throughout the school year to review individual examples of work against the national exemplification material produced by as part of the National Strategies. They moderate across school and across schools in the local area as well as attend LA updates on moderation and NC expectations.

7.7 Staff are keen to improve their subject knowledge and the subject leader takes an active role in disseminating best practice and making recommendations for staff development.

8 Resources

There is a range of resources to support the teaching of English across the school. All classrooms have dictionaries and a variety of age-appropriate small apparatus. All classrooms have a rich selection of fiction and non-fiction texts. Children have access to the Internet through their classroom computer, laptops and Ipads. Audio-visual aids are available from the

central storage area. The library contains a range of books to support children's individual research. Teachers and parents also have access to range of Read Write Inc. resources available online to aid the learning of children both at school and at home.

9 Monitoring and review

Monitoring of the standards of children's work and the quality of teaching in English is the responsibility of the subject leader. The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in the subject, and providing a strategic lead and direction for English in the school. The leader has specially-allocated regular management time in which to review samples of the children's work and to undertake lesson observations of English teaching across the school. The subject leader meets regularly with colleagues from across the county at a network meeting to discuss planning, outcomes and other subject related matters.

This review March 2022

Next review March 2024