

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Document (2014) and in the Communication and Language and Literacy sections of the Statutory Framework for the Early Years Foundation Stage (2012).

### Teaching and learning

Long term planning follows the National Curriculum and is supported by Pie Corbett's Writing Progression. Short Term Planning includes learning objectives for each English unit and for each lesson, taking account of work at word, sentence & text level. Differentiation, use of support staff and plenary are all shown on planning. Teachers produce weekly plans, which show a warm up activity based on spelling or grammar and punctuation, activities, objectives, groupings and differentiation, plenaries (with a focus on AfL) and outcomes. Teaching styles are varied and are matched to the learning needs of the children. These styles include paired and group talk, drama, presentation, interactive computer work and whole class discussion.

### Handwriting

Penpals Handwriting Scheme is used throughout the school and children are taught 3 sessions of handwriting, lasting twenty minutes, every week. Pupils are helped and encouraged to transfer their handwriting skills into other areas of the curriculum.



## English Policy

### Aims

At Mill Lane Primary School, we aim to:

- Foster a love of books and language for life long enjoyment.
- Develop the spoken & written Literacy Skills of each child to their highest level.
- Produce confident children able to understand and use appropriately the varieties of language available to them.
- Encourage independent learning and ownership of learning.
- Provide children with the opportunity to work individually and collaboratively.
- Create a stimulating environment in which English is valued and celebrated.
- Embed English across the whole curriculum.
- Enjoy a diverse and enriched curriculum.

### Speaking and Listening

Speaking and Listening permeate the whole curriculum and interactive teaching strategies are used to engage all pupils such as speaking; and listening; group discussion and interaction and drama in order to raise reading and writing standards. Children are encouraged to develop effective communication skills in readiness for later life. There is a focus on Talk for Writing where children are taught to 'talk it 'before they 'write it.'

### Reading

Approaches to Reading:

- Shared reading
- Guided reading – KS1
- Whole class reading -KS
- Independent reading
- Reading comprehension
- Phonics (Jolly Phonics and Letters and Sounds)
- Book fairs
- Silent reading
- Homework
- Library visits
- Reading across the curriculum
- Whole class book (half-termly based on Topic, where appropriate)

Key Stage One follows the Oxford Reading Tree for individual reading and the development of phonics.

### Writing

Pie Corbett's Talk For Writing is used to support writing. Teachers model writing strategies and the use of phonics/spelling; punctuation and grammar and language features in shared/ modelled writing sessions. Guided and supported writing sessions are used to target specific needs of both groups and individuals.

Children are given frequent opportunities in other areas of the curriculum to write in different contexts using quality texts as a model and for a variety of purposes and audiences.. Children have an individual writing target which is changed as children achieve their current target.

### **Role of the subject leader**

- Ensure teachers have secure subject knowledge of English
- Ensure English resources are adequate and accessible
- Ensure initiatives and information are disseminated to staff
- Ensure methods of assessment, recording and reporting are effective and in line with school practice
- Ensure the English policy and guidance are updated
- Ensure they are the lead professionals in monitoring and exemplifying standards and practices
- Evaluate the teaching and learning in the school and use this analysis to identify effective practice and areas for improvement
- attend BBEST partnership and Kirklees network meetings to ensure Mill Lane is up to date with English.
- Undertake books/work and planning. scrutiny (6 staff meetings per year -3 for feedback on scrutiny and 3 for moderation of grades- which will include staff training

### **Role of the headteacher**

- Oversee monitoring and evaluation procedures
- Provide support for the subject leader
- Be accountable to governors so that they can fulfil their monitoring role

### **Role of the governors**

- Have a strategic overview and agree to the English policy, ensuring the policy is known to staff and parents
- Monitor English targets and ensure that they take account of national and local targets
- Monitor the teaching and learning in English including the standards attained at the end of each Key Stage
- Include a English action plan as a feature of the school improvement plan
- Appoint a English governor to liaise with the school literacy subject leader
- Ensure that the English governor is able to fulfil his/her role description

### **The use of ICT**

Opportunities to use ICT to support teaching and learning in English will be planned for and used as appropriate.

### **Inclusion:**

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. We will identify which pupils or groups of pupils are under achieving and take steps to improve their attainment. Gifted children will be identified and suitable learning challenges provided.

Reviewed by staff:

\_\_\_\_\_ March 2016 \_\_\_\_\_

Reviewed by governors:

\_\_\_\_\_ March 2016 \_\_\_\_\_

Next review due:

\_\_\_\_\_ March 2018 \_\_\_\_\_