POOL HOUSE COMMUNITY PRIMARY SCHOOL
ENGLISH POLICY

Introduction

At Pool House we believe that the development of language and literacy skills are of the highest priority, as we recognise that a high-quality education in English will help our pupils to speak and write fluently and in turn to communicate their ideas and emotions to others. It is important that children realise that language is the main tool of learning and communication and that this is embedded in teaching. The purpose of our English policy is to:

- Ensure the effective delivery of the revised National Curriculum for English
- Ensure language skills are developed and used across the whole curriculum
- Support the monitoring of teaching and learning in English

Aims

At Pool House our aim for English in the national curriculum is to promote high standards of language and literacy. These aims ensure that all pupils:

- Read confidently, fluently and with good understanding
- Develop a love of reading for both pleasure and information
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- Write clearly, accurately and coherently, adapting their language and style for a range of purposes, contexts and audiences
- Use discussion in order to learn; pupils should be able to elaborate and explain clearly their understanding and ideas
- Are competent in speaking and listening, making formal presentations, demonstrating to other and participating in debate

Speaking and Listening

From the Foundation Stage upwards, children are actively encouraged to speak and listen. Opportunities are given for school, class, small groups and individual discussion, expression of ideas and presentations.

Children are actively encouraged to:

- Listen and respond with constructive comments, questions or answers in a variety of speaking and listening activities, developing wide ranging and suitable vocabulary
- Listen to and follow instructions and relay messages accurately
- Plan and discuss work co-operatively where appropriate
- Develop social skills and good manners, showing courtesy to each other and visitors

By the time they leave Pool House, our pupil's will have fluency and the confidence to use language to convey information, ideas, comments and personal views in a socially acceptable manner and appropriate to the purpose and audience.

Reading

Children are encouraged from entry into school to develop an interest in all kinds of books and the print around them. Children will have the opportunity to:

- Play reading games and exercises to develop the variety of skills needed to learn the complex task of reading
- Learn a variety of approaches in reading, including phonics, whole word recognition, picture and context clues to make sense of text
- Read from a foundation reading scheme (which extends throughout both key stages) and have this supplemented with a wide range of books offering a choice of genre and vocabulary at the appropriate level
- Browse, share and enjoy books and other texts with family and friends as well as sessions with teachers and teaching assistants. Short regular spells of enjoying and reading books with an adult are essential for successful, confident reading

At Pool House, the teaching of reading focusses upon two key areas; word reading and comprehension. Phonics underpins the teaching of early reading as the children start school, continuing throughout Key Stage One and into Key Stage Two. Children are taught strategies to help them decode works. As a school we follow the Little Wandle scheme. Comprehension skills are developed through high-quality discussion of texts. The children have access to a range of reading schemes including Rising Stars and Oxford Reading Tree. All children are encouraged and given opportunities to read, across both fiction and non-fiction

texts, and are provided with a school reading book which they can take home to continue their learning at home. In KS1 we endeavour to provide children with reading books that match their stage of Phonics. Reading also gives opportunities to extend pupils' vocabulary and imaginations.

Shared Reading and Reading Skills

Throughout the reading phase of Literacy units, children are given the opportunity to take part in shared reading sessions, using quality texts that are age appropriate. The texts used will be linked to the text-type studied in each particular unit. Reading comprehension skills are underpinned throughout all aspects of teaching of the English curriculum but are also developed in weekly whole-class, focus group reading and reading skills lessons.

Writing

At Pool House we acknowledge the need to teach each child handwriting, spelling and grammar for them to become effective writers. Each child enters school at a different level of writing ability but we aim to teach all children the skills to:

- Use writing as a tool to aid learning and to record their own experiences in a wide range of activities across the curriculum
- Employ a variety of forms suitable to the context, purpose and audience
- Achieve independent writing of a high quality
- Present work that demonstrates thought, care and pride

We encourage the children to celebrate their work, not only their own achievements but also those of others. We look for opportunities to publish children's work, encourage children to enter national and local competitions, have their work displayed in school, write letters to others and have the opportunity to share their work in school assemblies and celebrations.

Writing Composition

Opportunities for writing are mapped out across the curriculum, with the aim to practise key skills and build stamina in writing. Teachers share in modelling writing in shared sessions, scaffold in order to support the children's writing and then provide opportunities for independent writing. Opportunities for cross-curricular writing are also planned for within the curriculum. Throughout Key

Stages 1 and 2 the teaching of grammar and punctuation takes place on a daily basis, often within English lessons but also stand alone SPAG sessions.
At Pool House we have high expectations with handwriting and we provide opportunities daily for children to practise and refine their handwriting. Letter formation is taught with precision right from entry in EYFS, and by the end of year 2 we strive for children to begin using a cursive handwriting approach across all curriculum areas. Children are encouraged to present their work to a high standard that is legible to others and they can be proud of.

Equal Opportunities

The teaching of English will be in accordance with the present policy for Equal Opportunities. All staff at Pool House Primary School are responsible for ensuring that all pupils, irrespective of gender, ability, ethnic origin and social circumstances have access to the whole curriculum and the opportunity to make progress in all areas of the curriculum. At Pool House we aim to provide equal access to language for those children with special educational needs and those pupils who are very able and require extension and/or enrichment activities through small group work and through the use of teaching assistants.

Special Educational Needs and Disability

Additional support for children with Special Educational Needs will be provided, with adaptation in planning and the use of additional resources to support their learning. Additional support and resources (such as colour overlays, large print, iPads, laptops) will be given to enable these children to take a full and active role in all activities. Tasks will also be adapted where necessary.

Cross-Curricular Links

English should underpin the wider aims of the curriculum and opportunities for cross-curricular links are planned for within each subject. Many English units and texts studied in English have significant cross-curricular links throughout Key Stages 1 and 2.

Assessment

Children's work will be marked according to the agreed school policy and their progress continually assessed in accordance with the revised national curriculum by the class teacher. Teachers use the Lancashire Key Learning Indicators of

Performance (KLIP's) to support their teacher assessment and this is completed on the insight tracker by each class teacher throughout the term. The class teacher may also formally test children from time to time, as may the Head Teacher, which will be used to inform teacher assessments termly. Key Stage 2 SATs results are reported to parents, LA and DfE as required. Regular staff meetings are held and written annual reports are forwarded to parents. Moderation meetings are also held within school. Each class teacher is responsible for recording their pupil's progress against the objectives for that National Curriculum Unit of Work. Whether a pupil is below expectations, in line with expectations or exceeding expectations will be recorded at the end of each academic year and passed onto the next teacher. Comments regarding progress and curriculum coverage will be made available to parents via the end of year report.

Monitoring

The role of the English Subject Leader is to monitor English within the school through regular monitoring and evaluation of the teaching and learning in English. This can be achieved through lesson observations, book scrutinies, pupil interviews, moderation meetings and staff questionnaires. Feedback is to be given to teachers and the Head Teacher, indicating key strengths and weaknesses in the subject within school and areas for development in the future.

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