

PINNER WOOD SCHOOL



ENGLISH POLICY

Approval Authority:

Effective From: September 2024

Date Ratified by GB:

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Signed by Chair of GB:

Pinner Wood School

English Policy

Rationale

At Pinner Wood School we are committed to promoting high standards in English and develop a positive attitude in all children through a broad, balanced and varied programme of teaching and learning. The teaching of English at Pinner Wood follows the National Curriculum. We aim to develop the children's language skills through a current, creative and enjoyable curriculum.

Aims

At Pinner Wood School we aim to:

- Develop the children's ability to communicate effectively in speech and in writing.
- Develop oracy skills through a range of effective strategies.
- Encourage the children to be active listeners.
- Encourage the children to become enthusiastic, responsive and knowledgeable readers.
- Develop an enthusiasm for writing in a range of forms.
- Develop all pupils' ability to use ICT tools effectively and appropriately to enhance their learning experiences in English;
- Ensure curriculum access for all pupils according to their needs; and provide opportunities for pupils to use and apply their knowledge of English in all other areas of the curriculum.

Curriculum Planning, Monitoring and Evaluation

Medium-term plans are prepared half termly in year groups in line with key objectives from the National Curriculum. Plans are shared with all adults who work with the children to provide targeted support and are monitored regularly. Members of the English Team monitor and evaluate the work in each Year Group through the scrutiny of teaching plans, children's work and through classroom observations. Feedback is provided and best practice is shared.

Teaching and Learning

In the EYFS, children access the Read Write Inc. phonics programme and build up to 4 lessons a week. On starting school, children take part in whole class or smaller group phonics lessons. Children who are ready to access the structured phonics lessons have the opportunity to do this. Alongside this, children will complete writing and mark making activities within their continuous provision activities with a weekly English carpet session and writing activity is completed.

In Key Stage One, each class has at least one English lesson a day. The children in Year 1 follow the Read, Write Inc. phonics programme which incorporates phonics, reading and writing for 4 days a week. In addition to this, the children also have three class English lessons using elements of the 'Talk for Writing' structure while learning writing through reading. When children have completed the Read Write Inc. programme, they will have creative lessons focusing more on grammar, spelling and different genres of writing, this lesson will be called 'Off Programme'.

In Key Stage Two, each class has 6 hours of English lessons per week. These are split into English lessons and Guided Reading lessons. Frequent opportunities are planned to link the teaching of English with other curriculum areas. The English lessons follow elements of the 'Talk for Writing' structure whilst using a book at the centre of all our writing including: fiction, non-fiction and poetry. The teaching of spelling, grammar, punctuation and handwriting is delivered through specific lessons as well as being integrated into the teaching of reading and writing. The use of ICT is encouraged to develop reading/research skills.

Reading skills are developed through shared, guided and individual reading tasks which focus around our class reader. For the children, the guided reading lesson means reading, oracy, drama and writing about an interesting variety of fiction and non-fiction texts. The children take on reciprocal reading roles (predictor, summariser, clarifier and questioner) that focus on comprehension strategies which they can apply to the reading of new texts. A weekly reading comprehension lesson is taught linked to the class reader, teaching the children retrieval and inference skills. During this lesson the children also take part in a whole class discuss called 'The Big Question'. This gives the children the opportunities to practice their oracy skills and learn to build on, clarify, probe, instigate and summarise other people's points. This in-depth study of a book allows the children to be immersed in the novel.

Displays around the school reflect the wide variety of reading and writing experiences offered to the children, explain the schemes and programmes we use at Pinner Wood and celebrate children's individual success as readers and writers.

Teaching Methods

Teachers use a variety of approaches and strategies in the teaching of English, such as:

- The reading aloud of quality texts by the teacher;
- Paired and individual reading of the class reader.
- Differentiated and re-written texts for children with SEND.
- Writing activities linked to the class reader.
- Modelled writing by the teacher;

- The use of resources from interactive white board activities, artefacts, pictures, music, film, oracy and carefully chosen, high-quality, diverse texts which reflect our community.
- Oracy strategies and learning outcomes including: debates, discussions and drama are used to develop speaking and listening skills and as a preparation for writing.
- Making clear links between what the children read and what they write by creating cross curricular links;
- Ensuring that sufficient time is allowed for writing and that the children are given opportunities to refine and publish some of their work for real audiences.

Assessment

Assessment in English will be in line with the school's assessment policy. It is a continuous process used to inform teachers, learners and their families about progress made and the next learning steps to be taken. Amongst the many assessment strategies employed will be:

Formative

- Analysis of pupils' prior learning at the beginning of a new unit;
- Observation of pupils engaged in English activities (oral presentations, drama activities, debate writing and reading tasks);
- Pupil peer and self-assessment
- Discussion with pupils;
- Teacher marking of pupils' written work and pupil response;
- Regular assess and review activities.

Summative

Assessments are made through formal and statutory testing including:

- Reading Age Tests
- Spelling Age Tests
- Phonics testing
- SATs English tests in Year Six

The results of these assessments are used to track the progress of individuals and groups, to assist in the grouping of children to support them and to assist with the identification of Special Educational Needs.

Community

Parents are informed about the teaching of English in the school via the school prospectus and the termly curriculum information sheets and weekly year group newsletters. They are encouraged to take an active interest in this work through involvement in their children's homework. We offer parent sessions/workshops and opportunities to develop their parental support with reading and writing. Parents are informed regularly about progress and receive an annual written report. There are also visits from actors, authors and performance poets.

Inclusion

The English curriculum must be available to all children and take into account personal, cultural, educational and social needs. At Pinner Wood School, we recognise and value the fact that a child's competence in their mother tongue supports the child's development in English. Children learning English as an additional language, are encouraged to speak, read and write in English as soon as they feel confident enough to do so. They are given access to a variety of visual resources, to support their development in English. Key objectives will be adapted when necessary, to enable children to access them at their own level. Learning will be appropriately differentiated to enable all pupils to access the curriculum and to be suitably challenged.

Children with Special Educational Needs are supported through carefully scaffolded and differentiated tasks to ensure that they are able to access the class reader and writing activities at their level. Extracts from the book are re-written to suit the needs of the children and support their development in English. In Years 3 and 4 some children follow the Read, Write Inc. programme if necessary and phonics is taught as an intervention.

This policy can be read in conjunction with the Handwriting Policy and Early Reading Policy.

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