English Policy Mullion Community Primary School

1. MISSION STATEMENT

At Mullion CP we aim to;

* Provide a caring and happy environment in which everyone feels secure to grow and develop to their full potential.
* Create an ethos of mutual trust, respect and tolerance where the entire community is valued.
* Encourage independent learners who display self-belief and high expectations of themselves.
* Develop creative learners who show responsible attitudes.
1. AIMS

We aim to develop pupils’ abilities within an integrated programme of Speaking & Listening, Reading & Writing. Pupils will be given opportunities to interrelate the requirements of English within a broad and balanced approach to the teaching of English across the curriculum, with opportunities to consolidate and reinforce taught literacy skills.

At Mullion CP we strive for children to be a ‘Primary Literate Pupil.’ We aim for every child to be able to:

* Read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct.
* Have a love for reading.
* Have a passion for words, their meanings; developing a growing vocabulary in spoken and written forms.
* Understand a range of texts types and genres – be able to write in a variety of styles and forms appropriate to the situation.
* Be developing the powers of imagination, inventiveness and critical awareness.
* Have technical vocabulary, punctuation and grammar understanding suitable to their age group.
1. STATUTORY REQUIREMENTS

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Document (2013 – revised 16th July 2014) and EYFS curriculum (updated 2014)

At Key Stage One: Children should learn to speak confidently and listen to what others have to say. They should begin to read and write independently and with enthusiasm. They should use language to explore their own experiences and imaginary worlds that are supported by the introduction of learning characters.

At Key Stage Two: Children should learn to change the way they speak and write to suit different situations, purposes and audiences. They should read a range of texts and respond to different layers of meaning in them. They should explore the use of language in literacy and non-literacy texts and learn how the structure of language works.

The Governing Body

Regular report are made to the governors on the progress of English provision and to our Literacy governor Mrs Nicole Barnett

The policy will be reviewed every year or in light of changes to legal requirements.

1. SUBJECT ORGANISATION

Planning is carried out in three phases (Long term, medium term and short term.) The English Curriculum is delivered using the new national curriculum alongside Saints Way documents. The Early Learning Goals are followed to ensure continuity and progression from the Foundation Stage through to the National Curriculum. Pupil provision is related to attainment, not age but recognises the need to be inline or above national expectation set out in the National Curriculum.

Planning provides equal weighting of both fiction and non-fiction. Planning is submitted weekly onto the school server for reference, or in EYFS/Year 1 planning files in classroom which can be easily accessed.

1. APPROACHES TO SPOKEN LANGUAGE

Through planning and teaching, teachers reflect the importance of spoken language in pupils’ development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. We provide opportunities for pupils to develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They have the opportunity to express themselves through drama activities and debates.

1. APPROACHES TO READING

The whole school follows Letters and Sounds scheme of work, supported by Jolly phonics. EYFS and Key Stage 1 carry out daily 20 minute discrete phonic sessions and home learning supports this. Opportunities to apply these skills are woven throughout the curriculum. If required, discrete phonic teaching is continued to be taught beyond Key Stage 1.

Throughout the whole school teacher led guided reading session take place daily for 20 minutes (EYFS will adapt to needs of the cohort.) The children have the opportunity to learn reading and comprehension skills. Those not working with the teacher will be applying these skills, either with support from a teaching assistant or independently.

Parent volunteers here individual readers every Tuesday and Thursday morning during these sessions. Additionally children who have limited home support have extra reading from ‘3 o’clock parent readers’ or reading buddies within school.

This year a reading scheme has been introduced to encourage children to read consistently at home (time given to be in line with current homework policy.) The children will gain different colour wristbands when they have read a certain amount of times. Any child who is not participating is then being identified and additional support given.

1. APPROACHES TO WRITING
* In Year 2 and KS2 Spelling, punctuation and grammar is taught in daily sessions using the Babcock planning support which follows national curriculum guidelines.
* Phonics is taught using Letters and Sounds, supported by Jolly phonics
* Planned speaking and listening activities feed into writing sessions on a two weekly basis, or where appropriate
* First hand experiences are vital for writing development, so through outside learning, walks and trips the teaching of writing is enhanced.
* Context and real reasons for writing are planned to motivate and develop writing skills.
* During all lessons, where appropriate, shared writing is modelled explicitly and provides opportunities for extending knowledge and understanding.
* Handwriting is taught through phonics sessions, and later supported with Nelson handwriting materials.
1. CROSS CURRICULAR LITERACY OPPORTUNITIES

Teachers seek to take advantage of opportunities to make cross curricular links. They plan for pupils to practise and apply the skills, knowledge and understanding acquired through literacy lessons to other areas if the curriculum.

1. THE USE OF TECHNOLOGY

Opportunities to use technology, such as iPads and computers to support teaching and learning in literacy are planned for and used as appropriate.

1. ASSESMENT AND TARGET SETTING

Work is assessed in line with the assessment policy.

* Supported (where appropriate) and independent writing opportunities are given to children to show their application of skills learnt. Writing is levelled and recorded in their writing portfolio
* During every term children complete an independent (KS2) or scaffold (KS1) writing task to provide tracking of attainment.
* Reading is continually assessed through guided reading sessions and supported with comprehension reading papers.
* Phonics is continually assessed through a variety of ways. Year 1 (and Yr 2 children who did not pass) are tested for their blending and segmenting skills in National phonics check.
* 6 children are tracked further using Torbay level descriptors

EYFS (taken from EYFS policy) - We make regular assessments of children’s learning and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of observation, and this involves the teacher and other adults as appropriate. These observations are recorded in an online e-learning journey call Tapestry. A ‘My Special Scrapbook’ contains information provided by parents and other settings etc. as well as work that the children might have done.

Children receive targets within their feedback from teachers. In EYFS and Year 1 the children have a weekly English target.

N.B. Assessment within school is currently undergoing a change. The policy will be updated to reflect these changes once secured within school.

11. MONITORING AND EVALUATION

English will be monitored annually and an action plan devised in accordance with the monitoring and evaluation policy.

12. INCLUSION

We provide quality learning opportunities for all children, so that they achieve as highly as they can in English, according to their individual abilities. We identify the pupils or groups of pupils who are not achieving expectations and take steps to improve their attainment. Gifted children are identified and suitable learning challenges are provided. Quality teaching is the first way to address the needs of all learners, however sometimes intervention may be provided. This could be

* Precision teaching
* Focussed groups
* Gifted groups
* Ipad/computer groups

13. EQUAL OPPORTUNITIES

All teaching will be in accordance with our single equality plan. We believe that all children, irrespective of background, race, gender, disability or capability, should have equal access to the curriculum offering a broad and balanced education. We aim to provide learning opportunities to enable all children to achieve their potential. Children will be encouraged to develop positive attitudes towards people of different ethnic groups, cultures, beliefs, gender and ability. We are committed to preparing our children to life in a multicultural society that is totally opposed to racism and other forms of oppressive behaviour.

14. ROLE OF SUBJECT LEADER

The subject leader is responsible for improving standards of teaching and learning in literacy through –

Monitoring and evaluating English:

* Pupil progress
* Provision of English
* The quality of the learning environment
* The deployment and provision of support staff
* Taking the lead in policy development
* Purchasing and organising resources
* Keeping up to date with recent developments in English

15. PARENTAL INVOLVEMENT

At Mullion Community Primary School we welcome parents to support teaching and learning of English. Parents are provided with the opportunity to support the school through parent sessions, individual reading and through other opportunities such as World Book Day. Parents have access to the curriculum and ways to support through weekly newsletters and the school website.

16. CONCLUSION

This policy also needs to be read in conjunction with the following school policies:

* Teaching and learning
* Assessment and record keeping
* Marking and feedback
* Inclusion
* EYFS
* Single equality plan
* Monitoring and evaluation

Mrs S Ellis English Leader February 2015