

English Policy

Policy Number: B7				
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1	August 2011	SMT	SMT	Included in Staff Handbook
2	August 2012	SMT	SMT	Included in Staff Handbook
3	August 2016	SMT	SMT	Included in Staff Handbook
3	March 2017	SMT	SMT	New separate Policy Created

Subject weighting; 5 hours per week.

Introduction:

Considering The BECC's core values, we aim for excellence in English achievement throughout the school. We aim to develop pupils' abilities within an integrated programme of Speaking & Listening, Reading & Writing. Pupils will be given opportunities to develop their use, knowledge and understanding of spoken and written English within a broad and balanced curriculum, with opportunities to consolidate and reinforce taught literacy skills.

The BECC is unique in the fact that a non-English speaker may join the school in any year group normally with an aim of acquiring the English language. The language rich environment and support a student receives enables non-English speakers to develop the language quickly.

Pupils at The BECC will leave Year 6 being able to (having attended all year groups):

- reading and writing with confidence, fluency and understanding, using a range of independent strategies to take responsibility for their own learning including self- monitoring and correcting their own errors;
- with a love of reading and a desire to read for enjoyment;
- with an interest in words and their meanings; developing a growing vocabulary in relation to grammatical terminology;
- understanding a range of text types, media types and genres;
- able to write in a variety of styles and forms appropriate to the situation;
- using their developing creativity, imagination, inventiveness and critical awareness;
- having a suitable technical vocabulary to respectfully articulate their responses in any discussion.

Statutory Requirements

In the Foundation Stage (Nursery, Early Years and Reception) children are given opportunities to:

- speak and listen and represent ideas in their activities;
- use communication, language and literacy in every part of the curriculum; become immersed in an environment rich in print and opportunities to communicate.

At Key Stage 1 (Years 1 and 2) children learn to speak confidently and listen to what others have to say. They learn to read and write independently and with enthusiasm. They learn to use language to explore their own experiences and imaginary worlds.

At Key Stage 2 (Years 3-6) children learn to change the way they speak and write to suit different situations, purposes and audiences. They read a range of fiction, non-fiction and poetic texts and respond to different layers of meaning in them. They explore the use of language in literary and non-literary texts and learn how the structure of language works (using grammatical terminology).

Approaches to Reading

The school uses TES Phonics in all classes to deliver a daily phonics class (see phonics policy B9). The teacher utilises several different strategies including shared reading, 1-1 reading (at least once per week) and later in the school, independent reading for a sustained period.

A range of reading schemes are used to support early readers and are banded. These include both individual readers and shared reading books. Reading time is supported by the Thai Teacher.

From the Reception Class up, the students should take home a reading book each week. Each child has a reading folder and will have a communication book. The reading book should be recorded and a comment made in the book when the child is listened to. Parents are encouraged to read daily and the school has run reading strategy groups for parents.

As the children move away from the reading scheme they may still take home one book per week and follow the same format, encouraging families to read at home. The teacher must record details of books taken home and the name of the child.

Approaches to Writing

Writing focusses on both the content the children write and how the letters are formed (handwriting). There is a specific policy B9 for handwriting samples to refer to.

As a school, we aim to develop the children's ability to produce well structured, detailed writing that is clear and engages the reader. A variety of genres is offered and as the children progress, will become proficient in writing for specific genres and audiences.

All teachers use the Hamilton Trust Scheme of Work as a starting point for overriding objectives but may adapt lessons to suit the needs of their class and to gain interest.

Teachers model writing strategies and spelling strategies in shared writing sessions.

Approaches to Spelling, Punctuation and Grammar (SPAG)

To be able to spell correctly is an essential life skill. When spelling and grammar become automatic tools in the student's skill set, they are able to concentrate on the content of their writing. Through teaching phonics in all year groups and with TES SPAG available to support activities the teachers can ensure the correct use of spellings and grammar.

With a vast range of levels of English in all classrooms, it is imperative that SPAG is taught and reinforced on a regular basis.

Rationale:

At The BECC we believe that English is an essential element of communication, individually, nationally and internationally.

English can be used to present information in so many different ways and across a variety of genres. It provides a means of communicating information concisely and unambiguously. It is a powerful tool and enables children to learn in all other areas of the curriculum.

English allows students to express themselves in a variety of ways promoting different skills as they cross different topics and subject content.

We believe that for many children English has an inherent interest and appeal and it is our duty and pleasure to develop such latent talent.

Purpose:

It is our intention that each child should proceed from their individual starting points in Reception to the EYFS Goals (exceeding where possible) through to a minimum of Level 2b in Year 2 (where a student has been through all year groups), to a minimum of Level 4a in Year 6 (where a student has been through all year groups), and provision will be made for children to continue through Level 5 and possibly to Level 6 where appropriate.

Provision:

Pupils are provided with a variety of opportunities to develop and extend their English skills in and across each phase of education. Opportunities in all subject areas arise and are utilised to support the learning of the students.

The teaching of English at The BECC provides opportunities for:

- group work
- paired work
- whole class teaching

- individual work

Approach:

Individuals learn in different ways; therefore, provision is made for a flexible and varied delivery of the English curriculum. At the EYFS stage, the emphasis is on learning through play and child initiated activities. Each child will experience a teacher led introduction to lessons followed by group work and a plenary session. Where children are organised into ability groups, these are flexible and movement between groups occurs when necessary with many of the activities occurring in free flow play.

The organisation of the teaching of English topics in the school varies with the needs of the children but in general the Hamilton Trust ensures that students are presented with concepts frequently with ever increasing difficulty. Topics from other areas of the English curriculum are introduced and developed.

Continuity and progression:

Planning for continuity and progression is achieved throughout the school by:

- ◆ using a standardised resource to deliver English lessons – currently The Hamilton Trust
- ◆ classes must use the targets from The Hamilton Trust as the basis for their teaching.
- ◆ whole staff agreement of English policy
- ◆ agreed marking policy throughout the school
- ◆ reports and records sent to next school of leaving pupils
- ◆ reports and records received from previous school of new pupils.

Monitoring:

- ◆ Children's knowledge and understanding is continually monitored by examining their written work and through discussing and questioning orally.

Differentiation:

All children have needs that are individual, special and ever changing. All our classes are composed of children who have a range of ability. In our planning, it is important that we include structured activities to ensure success for all children. The objectives of a lesson reflect the needs of the learners, and differentiation is introduced by either task or outcome.

Assessment:

Assessment is at the heart of the process of promoting children's learning. The informal assessment of a child's or group's work is necessary in deciding what the next learning experience should be.

This can be ascertained by: observation of the child's work, discussion with the children children's written and practical work.

In EYFS this will be by observations of child's understanding through class activities.

This can be used in a variety of ways for:

- deciding if planned work is appropriate to the child's current needs before beginning for monitoring progress whilst the child is engaged in the work.
- assessing when the child is ready to move on.

Informal assessments are recorded for the class teacher's own benefit or to be used in ensuring continuity and progression of children's learning in future classes.

Role of class teacher

- to ensure progression in the acquisition of English skills with due regard to the Early Years Foundation Stage curriculum and the National Curriculum for English.
- to develop and update skills, knowledge and understanding of English.
- to identify professional development needs in English and take advantage of training opportunities.
- to keep appropriate on-going records.
- to plan effectively for English, (with year group partners), using the Hamilton Trust as a base and the faculty for developing ideas.
- To inform parents of pupils' progress, achievements and attainment.

Parental involvement

At The BECC we encourage parents to be involved by:

- inviting them into school in term 1 and 3 to discuss the progress of their child.
- circulating information via newsletters when significant.
- Sharing relevant information through Dojo

Resources

The BECC has numerous resources for teaching English to EYFS, KS1 and KS2. Any supplementary resources required should be communicated to the school office and will be sourced as and when the budget allows. The BECC is well resourced to provide mathematics for KS1 and KS2 for all children. Hamilton Trust contains planning, resources and assessment material. All teachers are given an account. The school also subscribes to Twinkl that has many more supporting resources. If any further resources are required please inform the office. If there is budget available the item will be sourced.