



Lytham C.E Primary School

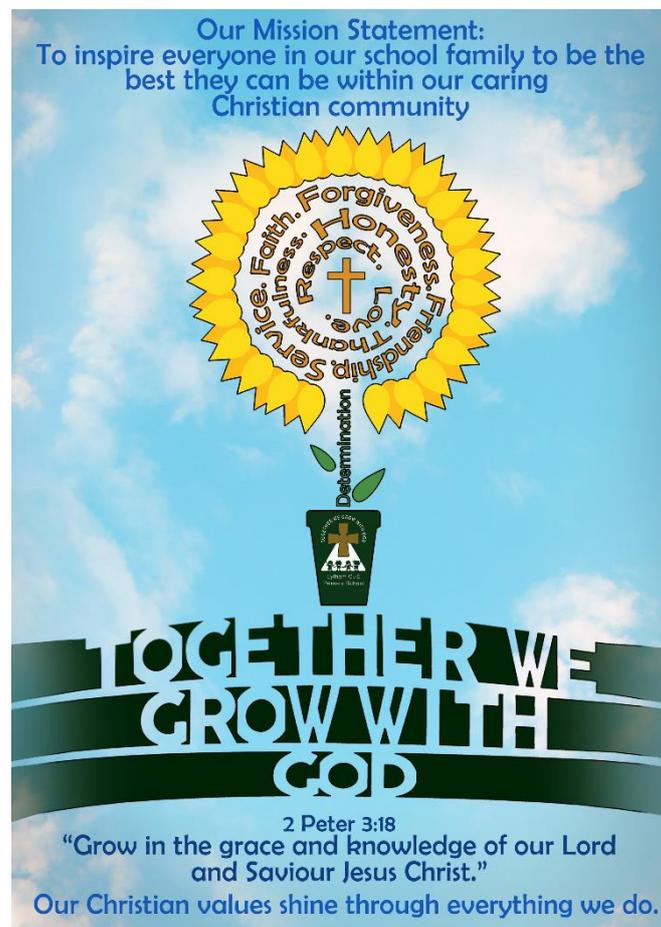
English Policy



Policy Leader:	Mrs. N. M. Bailey
Policy adapted:	November 2018
Review dates (and amended if required):	September 2019
Last adopted by the Governing Body:	Full Governing Body Autumn

Our English Policy is underpinned by our mission statement:

‘To inspire everyone in our school family to be the best they can be within our caring Christian Community.’



Lytham Church of England Primary School

English Policy

At Lytham CE Primary School, we believe that literacy and communication are key life skills. Through the English curriculum, we will help children develop the skills and knowledge that will enable them to communicate effectively and creatively through spoken and written language and equip them with the skills to become lifelong learners through an ethos of irresistible learning.

We want children to enjoy and appreciate literature and its rich variety through positive attitudes to reading.

Literacy skills are at the heart of all children's learning which enables children both to communicate with others effectively. Because literacy is central to children's intellectual, emotional and social development it has an essential role across the curriculum and helps pupils' learning to be coherent and progressive.

Purpose

- **To promote a shared love and understanding of literacy through irresistible approaches to teaching and learning;**
- **To establish an entitlement for all pupils; taking in to consideration any EAL/SEND needs;**
- **To establish high expectations for teachers and pupils;**
- **To promote English standards across the wider curriculum.**

Aims of Policy

To encourage children to:

- be effective, competent communicators and good listeners;
- express opinions, articulate feelings and formulate responses to a range of texts both fiction and non-fiction using appropriate technical vocabulary;
- foster an interest in words and their meanings, and to develop a growing vocabulary in both spoken and written form;
- enjoy and engage with and understand a range of text types and genres;
- be able to write in a variety of styles and forms showing awareness of audience and purpose;
- develop powers of imagination, inventiveness and critical awareness in all areas of literacy;
- apply grammar and punctuation accurately and effectively;
- understand spelling conventions;
- produce well-presented written work in all areas of the wider curriculum;
- to be the best that they can be in every aspect of school life.

Expectations

By the time children leave our school, we expect them to communicate through speaking and listening, reading and writing, with confidence, fluency and understanding and in a range of situations. We want every child to take pleasure in reading across a range of genres and have a strong motivation to read for a variety of purposes.

Teaching and Learning & Time Allocation

The time allocated for English is in line with recommendations including one English lesson per day with extra learning opportunities throughout the week: Guided /Whole Class Reading Skills; SPaG lessons; independent reading and use of the library; spellings and phonics; handwriting and letter formation. In addition, it is expected that cross-curricular links will contribute to pupils' effective learning in speaking and listening, reading and writing. English is taught using the Lancashire Curriculum across school. This is reinforced through our delivery of the wider curriculum – alongside the Lancashire Curriculum, also. Children will also benefit from daily story sessions/class novels.

Inclusion

All children receive quality first English teaching on a daily basis and activities are differentiated accordingly – however a ceiling is never placed on the learning of any child, however those children with SEND may require a tailored or differentiated curriculum. In addition, pupils are considered to require targeted support to enable them to work towards age appropriate objectives and appropriate class support and intervention programmes will be implemented.

Teachers and teaching assistants plan programmes together and monitor progress of these pupils. There will be further support for pupils who are taught in line with an EHCP (Educational Health Care Plan) or IEP (Individual Education Plan).

More able or Gifted and Talented pupils are also provided with Teaching and Learning at their level.

The needs of children with English as an additional language (EAL) will be met through planning and support where appropriate.

Assessment, Recording and Reporting

Assessments are made in line with the school assessment policy.

Teachers use effective assessment for learning to ensure planning is based on prior attainment and that pupils know what they need to do to achieve the next steps. Group or individual targets are set accordingly. Marking is in line with the school marking and feedback policy.

Analysis of assessment data is used to set targets. Class targets are derived from Professional Pupil Conferences. Where applicable, school issues are addressed through targets linked to Appraisal, School Improvement planning and self-review processes.

Staff Development

Teachers are expected to keep up to date with subject knowledge and use current materials that are available in school or online.

Training needs are identified as a result of whole school monitoring and evaluation, performance management and through induction programmes.

Additional adults who are involved with intervention programmes will receive appropriate training that may be school based or part of central training.

Resources and Accommodation

A comprehensive range of resources are available in school. Every class has a selection of reference books e.g. dictionaries, thesaurus etc. and a class library.

Teacher resources are located in classrooms. Guided reading books are kept in the school hall and home readers in the Key Stage shared areas. These books are banded according to the book bands guidance. The school library contains a range of fiction and non-fiction books.

Monitoring and Evaluation

The Head Teacher, SLT, the English Lead and teachers, monitor English. Having identified priorities, the English Lead creates an action plan that may form part of the School Improvement Plan. This forms the basis for any monitoring activities, e.g. classroom observation, planning scrutiny, work sampling etc.

Review

This policy will be reviewed annually.

N. Bailey, English Leader.