



# English Policy

September 2016

Next Review Due: Sept 2017

Co-ordinator: Mrs S Watkins

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## Introduction:

*'Literacy is the ability to identify, understand, interpret, create, and communicate. Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential and to participate fully in their community and wider society.'*

(UNESCO)

Literacy is a fundamental life skill. It develops a child's ability to communicate effectively - to listen, speak, read and write for a range of purposes. Literacy has a significant impact on people's life chances. With literacy skills, an individual gains control over their life. Without literacy, life experience is dramatically narrowed and opportunities are lost. This affects not only the individual's personal success and happiness but also affects their family, the community they live in, and society as a whole. HMFA works to ensure that all children develop the ability to communicate effectively and that barriers to learning are swiftly identified and steps taken to remove them. Literacy is an integral element of our whole school curriculum. Teachers use creative and purposeful ways to engage pupils in their learning, raising standards and narrowing gaps in attainment.

## **Key Principles:**

Teaching within the HMFA is 'learning centred.' This means that the progress of children is at the heart of all that we do. Our literacy teaching is based on speaking and listening, the foundation of successful writing.

Pupils within the HMFA have opportunities to share with and hear the ideas of others in each literacy lesson. Children are taught to plan, edit and reflect on their writing and they are given weekly opportunities to carry out a long piece of purposeful writing for an audience.

Children are encouraged to develop a love of literature through exposure to a wide range of texts.

In the HMFA we believe that children learn best when:

- Learning activities are well planned, ensuring progress in the short, medium and long term.
- differentiation offers all children the opportunity to make progress in English learning
- Teaching and learning activities enthuse, engage and motivate children to learn.
- Assessment informs teaching so that there is support, consolidation and extension of learning for every child.
- The learning environment is purposeful and ordered.
- There are strong links between home and school.

### **Planning**

- Planning covers all English requirements across the year.
- Weekly plans incorporate objectives from the 2014 National Curriculum.
- Discrete English skills and knowledge are included in weekly planning and delivered daily,
- Topics offer children the opportunity to contextualise and apply discrete English learning for a wide range of purposes.
- Long term planning covers the full range of writing purposes and assessment foci.
- Medium term planning has a success criteria based on the most recent assessment.
- Short-term planning is flexible and reflects assessment.
- All AFs are covered each term.
- There is a consistent approach to the teaching of handwriting, phonics, reading and spelling. These are covered each week.

## **Teaching**

- English is embedded in all curriculum areas.
- Children experience learning through a range of media, formats and activities.
- Children have the opportunity to investigate.
- Drama or speaking activities offer daily opportunities for children to explore language around relevant concepts.
- Talk for writing is used in partner and group situations.
- Discussion is modelled and structured.
- Reading and writing skills are modelled and exemplifications displayed.
- Hooks, trips, workshops, visitors and other motivational ways of working are planned half termly and linked to English.
- Work is clearly and appropriately differentiated.

## **Feedback and Assessment**

- Marking reflects acknowledge of achievement and supports children to progress.
- English requirements for speaking and listening, drama, reading and writing are tracked and covered across the year.
- A monitoring cycle is in place to support the progress of individuals and key groups of learners. This includes moderation, book scrutinies, interviews with learners and data analysis.

## **Home/school link**

- Children's books are checked weekly in KS2 and daily in KS1 and changed as necessary.
- Parents evenings and Open Afternoons allow parents to see their child's work and to find out how to support their child in speaking, writing and reading.

- Appropriate home-learning activities are set regularly to help develop children's spelling and other English skills.

### **Dissemination of the policy**

The policy will be given to all members of staff and it will be available for parents via the website.

### **Procedures for monitoring and evaluation**

The Headteachers, English Manager and members of the senior management team will monitor the policy.

## For staff

### **Non-negotiables for teaching English within the HMFA**

- English requirements for speaking and listening, drama, reading and writing are tracked and covered across the year.
- Children understand where to find targets. Targets relate to recent assessment and are child friendly. Targets must be available to children when children are doing cross curricular writing.
- Children's work is correctly presented with date and target underlined at top of page.
- Examples of how work is to be set out are displayed in the classroom.
- All written work must be marked except if children have a 'rough book.'
- Marking must be neat and purposeful. Response to marking should be evident in work over the following weeks. OR interventions should be set up for that area of learning.
- Guided reading or Book Talk must take place at least once a week (simple records must be kept).
- Spelling activities must take place at least once a week (In KS1, this will be linked to phonics).
- Extended writing must take place at least once per half term.
- Basic skills must take place at least three times per week. In KS1, this can be linked to phonics.
- Handwriting practice must take place at least once a week.
- Hooks, trips, workshops and visitors are included in English planning. (This does not need to have a cost implication).
- Work is clearly differentiated.