

English Policy

Introduction

This policy has been written as a response to changes in the teaching of English through the New Primary Curriculum 2014.

It is a statement of the aims, principles and the teaching and learning of English at John T. Rice Infant School. At John T. Rice Infant School we aim to develop knowledge and the skills needed in English to find out about the world. We also aim to provide hands-on experience wherever possible and to use drama/role-play to aid understanding.

At John T. Rice Infant School we have high expectations of children's work and celebrate children's achievements, fostering self-esteem and confidence.

Aims

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- appreciate our rich and varied literacy heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussions in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Objectives

In English the children will be taught the age appropriate objectives from the National Curriculum programme of study for:

- Spoken Language
- Reading
 - Word reading
 - Comprehension
- Writing
 - Transcription

- Composition
- Vocabulary, grammar and punctuation

Teaching & Learning

Our Curriculum

At John T. Rice we follow the Learning Challenge Curriculum. The ethos that underpins the Learning Challenge approach requires teachers to check on what children already know and then inspire them through an initial key question and subsequent questions to investigate. Each Learning Challenge has a 'wow' to begin each half term and its own reflection at the close. By using these there is a more complete level of challenge for the pupils.

Planning

Our long term planning is based on a two year planning cycle with a different Learning Challenge each half term and a planned in 'wow'.

Key Stage teams meet half termly to complete the medium term planning. This planning covers around 3 books per half term and follows the "Talk for Writing" process. To ensure that the Learning Challenges provide adequate coverage and progression through Years 1 & 2, the school will highlight the intended objectives on the National Curriculum document.

Class teachers have responsibility for creating their own weekly planning based on the needs of the children using assessment for learning.

Non-negotiables

Non-negotiables are a clear map of the basic skills to be taught in each year group. These are essential for children to unlock their learning and make progress. Opportunities to teach these skills are interwoven through the English curriculum.

Monitoring & Assessment

Children are informally assessed during lessons, through questioning and performance which will be used formatively to inform planning. Summative assessments are used at the end of each half-term through Classroom Monitor, to show progression throughout Foundation Stage and Key Stage 1.

Work scrutinies will be completed half termly (with either the SLT or teaching staff) to monitor the quality and consistency of work in English. Termly planning scrutinies will take place to monitor coverage and progression of English across the key stage. Due to the cross curricular nature of the Learning Challenge approach, Teaching & Learning observations will be conducted termly and used to monitor a range of subject areas.

Speaking & Listening

Speaking and listening activities should be encouraged within English whenever possible. These should be linked to the learning objectives for Spoken Language taken from the National Curriculum for English.

Equal Opportunities

At John T. Rice Infant School we are aware of the need for equality of access for all children. Our staff believe strongly in creating equal opportunities for all children and work to this aim. We introduce and build upon the children's awareness of equal opportunities including the development of respect and understanding of multi-cultural, gender and S.E.N. issues.

E-Safety

Whilst using a wide range of technologies to teach English, we need to ensure children are safeguarded. E-Safety encompasses Internet technologies and electronic communications such as mobile phones as well as collaboration tools and personal publishing. It highlights the need to educate pupils about the benefits and risks of using technology and provides safeguards and awareness for users to enable them to control their online experience.

E-Safety depends on effective practice at a number of levels:

- Responsible ICT use by all staff and pupils; encouraged by education.
- Sound implementation of e-safety policy in both administration and curriculum, including secure school network design and use.

This policy was agreed by staff in Autumn 2017 and has been agreed by the Governing Body. This policy will be reviewed in Autumn 2018.