



## Ashmole Primary School

### English – Our Philosophy

At Ashmole Primary School we believe that the teaching of English is an essential part of the curriculum. We use language to think and communicate and want to encourage and develop every child to the best of his/her ability.

#### Aims:

The school aims to provide:

- a curriculum which will enable all children to attain their full potential in literacy and oracy.
- children with the skills to become competent, confident users of language in all its forms.
- a curriculum which meets the requirements of English in the National Curriculum and Communication, Language and Literacy in the Early Years Foundation Stage Curriculum.

To achieve this, the school will provide children with:

- a wide range of language experiences, in a variety of contexts, linked to real purposes and audiences.
- a structured, progressive and balanced range of differentiated learning opportunities.
- a range of quality resources that are stimulating and reflect children's interests as well as supporting their language development.

To this end we are committed to teaching a daily English lesson, which stimulates, challenges, encourages and extends our pupils' knowledge, understanding and use of language. The scheme of work for our school is based on the new national curriculum programme of study for English. Additional English teaching takes place through rhymes and class stories, speaking and listening activities and opportunities for extended writing. In EYFS and KS1 a discrete 20 minutes phonics session will be taught daily. This will be maintained in KS2 where appropriate.

# **English Policy**

## **Introduction**

This document is a statement of the aims, principles and strategies for the learning and teaching of Literacy at Ashmole Primary School.

## **Aims**

Through the teaching of English, we aim:

- For all children to enjoy the subject and study it with confidence and a sense of achievement.
- To teach children effective communication, both verbal and non-verbal, through a variety of drama activities; including the communication of their ideas, views and feelings.
- To enable children to speak clearly and audibly and to take account of their listeners.
- To help them to become confident, independent readers, through an appropriate focus on word, sentence and text-level knowledge.
- To develop enthusiastic and reflective readers, through contact with challenging and substantial texts.
- To foster the enjoyment of writing, and a recognition of its value and purpose.
- To encourage accurate and meaningful writing, be it narrative or non-fiction.
- To improve the planning, drafting and editing of their written work.

## **Objectives**

At Ashmole Primary School our objectives are to:

- Teach English in an interesting and exciting way.
- To provide children with the confidence and skills to further their own understanding of English.
- To allow children to learn basic English skills which they can use throughout their lives.
- To encourage parents to be involved in their child's learning and understanding of English at home.

## **Planning**

The English Curriculum at Ashmole Primary School is planned and delivered using the Scheme of Work which is based upon Early Learning Goals and the National Curriculum 2014.

Planning at Ashmole Primary School is carried out in three phases.

1. A Long Term Plan which provides a yearly overview of the implementation of the units of the National Primary Literacy Framework.
2. Medium Term plans will map out each term how the units fit in over the year.
3. Short Term plans (Units of Work) which give weekly and daily details of key objectives to be taught within each unit and the purposeful, cross-curricular links that will provide the context for that learning and teaching.

English plans reflect teaching required to meet the learning objectives and outcomes and weekly planning is differentiated to meet the needs of children, as appropriate.

At Ashmole Primary School we believe that medium - and short term planning are working documents that will be amended during the life of a given unit of work, in order to reflect progress and assessment of learning along the way.

Weekly planning covers teaching, pupil activities, adult intervention, differentiation and assessment opportunities involved.

At Foundation Stage, English is taught as an integral part of our school day and the planning provides children with the opportunity to:

- talk and communicate in an increasingly wide range of situations
- respond to adults and to each other
- listen carefully
- practise and extend their vocabulary and communication skills
- explore words and texts
- use Little Wandle daily, to teach and reinforce phonics
- read with adults 1-1, as a class in shared reading and in small guided groups

At Key Stage One there are weekly or unit plans for literacy lessons, as well as weekly planning of the Early Reading Programme. This is progressively linked to handwriting. Guided Reading, Support for Spelling and work on Little Wandle is also planned for in Y1.

At Key Stage Two, in addition to weekly planning of literacy units, plans are made for Guided Reading, spelling (Support for Spelling, No Nonsense Spelling, Spelling Shed) and handwriting activities.

All plans are electronically stored on the shared area of the school's network in order to allow ready access by Teaching assistants and other adults and members of staff involved in the planning and/or teaching of literacy.

Members of the Senior Management Team and the English subject leader, in line with the cycle of monitoring for this subject, will carry out monitoring of planning in Literacy.

### **Learning and Teaching**

At Ashmole Primary School we use a variety of learning and teaching styles in our English lessons in order to meet the needs of all our pupils. Our principal aim is to develop children's knowledge, skills and understanding.

In the Foundation Stage language and literacy development are incorporated in all areas of learning. Opportunities are provided for children to communicate thoughts, ideas and feelings. Purposeful role-play is used to develop language and imagination. Children are given opportunities to share and enjoy a wide range of writing activities, rhymes, songs, poetry and books.

In Key Stage 1 all the children take part in a daily phonics session, in which they have the opportunity to learn their sounds and eventually move on to blending in order to help them to develop into readers.

Within both Key Stages 1 and 2 the children are given the opportunity to participate in Guided Reading, they read in matched ability groups and are encouraged to respond to a range of questions relating to the books they read.

Each class also has a wide range of books within their class reading areas, this is to encourage children to develop an enjoyment of reading and have the opportunity to read a selection of books.

In all classes, children have a wide range of abilities, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. Staff have high expectations that all children can achieve their full potential. Wherever possible, Teaching Assistants work in class, supporting all ability groups, specific individuals or groups of children, ensuring that work is matched to the needs of the child.

Speaking and listening activities are embedded throughout the Curriculum. At Ashmole Primary School we feel it is important for children to be given a voice and they are provided with many opportunities, which allow them to express their views. Children also have the opportunity to experience a wide range of texts, and to support their work with a variety of resources, such as dictionaries and thesauruses.

- English is taught on a daily basis.
- The children from Year 1 to 6 complete a Writing lesson weekly or fortnightly as appropriate to the stage of the literacy unit they are studying.
- Literacy displays/working walls provide an opportunity to celebrate achievement and further extend learning.

## **Assessment**

### **Short Term Assessments**

These are an informal part of every lesson. We use these to:

- Check that children have grasped the main teaching points.
- Give teachers information that will help plan the next lesson

### **Medium Term Assessments**

These include half termly assessments using Rising Stars for Reading and SPaG, target setting, and termly Writing assessments.

We use these to:

- Identify children's progress against specific individual targets
- Plan work for the next half-term
- Identify children that are excelling and children that need further support
- Report on children's progress to parents at termly consultations

### **Long Term Assessments**

These include Key Stage SATs and other tests.

We use these to:

- Assess pupil's work against the key objectives for the year
- Help us report to parents
- Help us inform future learning
- Help us to inform action plans for the next year

### **Equal Opportunities**

At Ashmole Primary School we aim to ensure that all children have equal opportunities within the English curriculum, irrespective of gender, race, age or ability, so that they may develop to their full potential. Equal opportunity also includes having access to computers, apparatus and different types of work, praise, encouragement and appropriate teacher support.

September 2023

To be reviewed: September 2024