English policy

At Holmesdale we believe that literacy and communication are key life skills. English is an essential part of both the Foundation stage and Primary Curriculum. Through the English curriculum we will help children develop the skills and knowledge that will enable them to be part of a literate society and communicate effectively and creatively through spoken and written language. Literacy is at the heart of all children’s learning and enables children both to communicate with others effectively for a variety of purposes and to express their own feelings and ideas. We want to equip children with the skills to become lifelong learners and to enjoy and appreciate literature and its rich variety. It is vital therefore that pupils acquire the skills of English in order to reach their full potential throughout the different stages of their schooling and into adult life. The policy is matched to the guidance for the Foundation stage and the requirements of the Primary National Curriculum for English. In order to deliver the objectives for English we will use the English programmes of study supported by a wide range of carefully selected resources.

**Intent**

* To allow children to hear, share and discuss a wide range of high quality books to develop a love of reading and broaden their vocabulary.
* To promote children to know and understand a range of genres in fiction, non-fiction and poetry, including understanding some of their structures.
* To develop pupil’s oral vocabulary.
* To provide children with a range of contexts and purposes to write.
* To assist children to read and write with confidence fluency and understanding.
* To offer children the opportunity to rehearse, plan, write and edit their own writing.
* To provide children with the knowledge to sound and blend unfamiliar words quickly and accurately, using the phonic knowledge and skills that they have already learnt.
* To develop the ability to read words easily and automatically.
* To assist children in beginning to understand the sound and spelling system and using this to read and spell accurately.
* To develop fine motor skills so children have fluent and legible handwriting.
* To allow children to make connections across their learning and the curriculum.

**Implementation**

* To plan using English National Curriculum objectives and ensure that these will be covered in the course of teaching through a range of genres.
* To plan for the knowledge, skills and understanding that the children will gain from each English unit of work so that links are made between Reading, GaPS and Writing and ensure it incorporates speaking and listening, reading, writing, drama and builds on previous experience.
* To plan opportunities for reading aloud, guided reading, quiet reading, listening to stories, poems and rhymes, dramatization and responding to music etc.
* To enable children to build up their fine motor skills and practice handwriting.
* To ensure the daily teaching of discrete phonics lessons.
* To plan vocabulary that the children will be taught based on three tiers so that all children’s vocabulary is being extended.
* To ensure teaching supports links across the curriculum so that English teaching is not seen as stand along but a key to learning the whole curriculum.

**Impact**

* Greater connections being made for children to see how English links to the rest of the curriculum.
* Vocabulary is shared and modelled with children and their own vocabulary expands and becomes an integral part of the classroom environment.
* Children are able to verbalise their learning to demonstrate their understanding in English.
* Children are able to write confidently for enjoyment and for different purposes.
* Children develop a love of reading and have the skills needed to successfully read in a variety of situations.

**Speaking and Listening**

We recognise the importance of spoken language in pupils’ development across the whole curriculum - spoken language underpins the development of reading and writing. Children are encouraged to develop effective communication skills in order to prepare them for adult life. Opportunities to develop these skills include class discussions, assemblies, talk partners, drama and performances. All of these speaking and listening skills are taught in English, across the curriculum and during extra-curricular activities too. In formal and informal situations, we create and encourage opportunities for meaningful conversation, discussion and talk around learning. Questioning forms the basis of our teaching and we strongly encourage children to be inquisitive and to share their thoughts confidently in a supportive environment. Through oracy, children learn how other people make sense of the world, how language is used to reason, how emotions and identities are expressed, and how to work together to solve problems.

**Organisation and methodology**

**Foundation stage**  
In Foundation Stage children have daily discrete phonics lessons. Children have the opportunity to participate in shared reading on a regular basis and have individual 1:1 reading. Children also receive high frequency word lists. Children have opportunities to develop their communication, language and literacy skills on a daily basis in both adult led and child initiated activities. Children use the continuous provision to apply their growing knowledge to writing and take part in shared and individual writing tasks.

**Key stage 1**  
There are daily discrete phonics lessons which are taught in ability groups, while children have daily English lessons with an emphasis on real texts. They cover a range of genres and write for different purposes. Children take part in both guided and individual reading sessions and have regular story times to develop a love of reading. English skills are embedded across the curriculum. Provision is made for children who require extra support through, quality first teaching, differentiation, targeted teaching groups and intervention programmes in literacy and reading sessions.

**Assessment and record keeping**

The results of all assessment will be used to target pupils and inform future planning. Ongoing assessment will inform teaching and learning and help to form flexible groups within class. We currently use writing objective sheets and ‘big writes’ to assess writing. Reading objective sheets, phonic assessments and PM benchmarking to assess reading and Spelling Zappers and High Frequency word assessments for spelling.

**Equal opportunities**

All activities will be planned in such a way as to encourage full and active participation by all pupils. For children who have SEND that affect their ability to learn in English (Reading, Writing and GaPS), teaching staff make alterations to support the learning experience for children with this difficulty. Additional resources such as writing slopes, pencil grips, larger text, additional prompts, differentiated texts or activities, may be provided to aid the individual in being confident to progress in English.

**Home/school links**

At Holmesdale we believe that parental support is vital to aid the progress of the children. We aim to involve our parents in English learning as much as possible through:

* Parent Meetings
* Parent Readers
* Workshops
* A clear overview of English learning shared termly

**Roles and responsibilities**

Headteacher- the head teacher has overall responsibility for the delivery of the national curriculum.

English coordinator- the coordinator has responsibility for the day to day teaching of literacy and ensuring there is progression continuity and coordination of the subject. In order to do this, she will scrutinise planning and pupils work and will work alongside each member of staff teaching English throughout the year.