



MELSONBY METHODIST PRIMARY SCHOOL ENGLISH POLICY

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Method of Communication DB, school Website and hard copy file			

Aims and objectives:

The study of English develops children's abilities to listen, speak, read and write for a wide range of purposes, so using language to learn and communicate ideas, views and feelings. It enables children to express themselves creatively and imaginatively, as they become enthusiastic and critical readers of stories, poetry and drama, as well as non-fiction and media texts. Learners gain an understanding of how language works by looking at its patterns, structures and origins.

Children use their knowledge, skills and understanding in speaking and writing across a range of different situations. The aims of English are:

- to enable children to speak clearly and audibly in ways which take account of their listeners
- to encourage children to listen with concentration in order to be able to identify the main points of what they have heard
- to enable children to adapt their speech to a wide range of circumstances and demands
- to develop children's abilities to reflect on their own and others' contributions and the language used
- to enable children to evaluate their own and others' contributions through a range of drama activities
- To develop a love of reading
- to read with confidence, fluency and understanding
- to show an interest in books, read with enjoyment, evaluate and justify their preferences
- understand phonics and use this knowledge to read and spell accurately
- to help children enjoy writing and recognise its value
- to enable children to write with accuracy and meaning in narrative and non-fiction;
- to increase the children's ability to use planning, drafting and editing to improve their work
- to develop a fluent and legible handwriting style

Teaching and Learning Styles

At Melsonby Methodist Primary School we follow a creative approach to learning that incorporates all subjects. English skills are taught discretely, but some of the time English is taught through topic work and alongside all other subjects. Pupils learn to read through phonics lessons in Reception and Year 1 and where needed in other year groups. Guided and individual reading sessions also are in place for the whole school. Grammar and spellings are taught both discretely and through our curriculum. We use a variety of teaching and learning styles in English lessons including the adoption of the Big Write. Our principal aim is to develop children's knowledge, skills, and understanding in English and their ability to apply these skills in other areas of learning.

Inclusion and Differentiation:

All children must have regular access to English, appropriate to their stage of development. Challenge for all is integral to our teaching and we aim to encourage all pupils to reach their full potential through the provision of varied opportunities. Work is differentiated to aid children's learning. Also, more-able children are given open-ended tasks and opportunities for further research and more challenging studies. We recognise that our curriculum planning allows pupils to gain a progressively deeper understanding and competency as they move through our school.

English is a core subject in the Curriculum, and we use the Curriculum as the basis for implementing the statutory requirements of the programme of study for English. We carry out the curriculum planning in English in three phases: long-term, medium-term and short-term. English, like all subjects at Melsonby Methodist Primary School is planned for in a connected creative way.

Assessment and recording

Formative assessment (Teacher assessments) forms the basis of our assessment in English. We use summative assessment (tests) to back up our Formative assessments. Formative assessment is made on a daily basis to help us adjust our daily plans. These short-term assessments are closely matched to the teaching objectives. We make medium-term assessments to measure progress against the key objectives, and to help us plan the next unit of work. We use the class record of the key objectives as the recording format for this. The result of this also allows us to set targets with our pupils in reading and writing.

Assessing Pupils Progress is an integral part of our assessment procedure. We make long-term assessments towards the end of the school year, and use these to assess progress against school and national targets. We can then set targets for the next school year and make a summary of each child's progress before discussing it with parents. We pass this information on to the next teacher at the end of the year, so that s/he can plan for the new school year. We make the long-term assessments with the help of end-of-year tests and teacher assessments. We use the National tests for children in Year 6 and we also use KS.1 assessment booklets to inform teacher's judgements.

Resources

There is a range of resources to support the teaching of English across the school. All classrooms have a wide range dictionaries, thesauruses and class reading books. The Library is well stocked and with fiction and non-fiction books. Guided reading books are kept in the classroom. A range of software is available to support work with the computers.

Monitoring and review:

The English Subject leader and class teacher is responsible for monitoring the standard of the children's work and the quality of teaching in English. The English Subject leader is responsible for supporting colleagues in the teaching of English, informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school. The English Subject leader will present an annual report to the Headteacher in which they evaluate the strengths and weaknesses in the subject and indicate areas for further improvement. The English Subject leader makes full use of non-contact time to undertake monitoring of English across the whole school.