

English Curriculum Statement

"Literacy unlocks the door to learning throughout life, is essential to development and health, and opens the way for democratic participation and active citizenship."

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Policy reviewed by: Katija Ali
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Aims

- The study of English develops children's abilities to listen, speak, read, and write for a wide range of purposes, 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 a variety of text types.
- Children gain an understanding of how language works using their knowledge, skills and understanding in speaking and writing across a range of different situations.

Teaching and Learning

- Children are taught the knowledge, skills and understanding set out in the National Curriculum.
- Careful planning for English should ensure that progress is made term on term and year on year and that assessment informs planning.
- Children should be given access to a wide variety of teaching styles including drama, individual, paired and group work and research. Texts should not always be written but include pictures, music and film. ICT should be used where appropriate to enhance teaching.
- As literacy is at the heart of all subjects, the knowledge and skills can be taught and reinforced in all subject areas from Nursery to Year 6.
- Weekly English homework, including spellings is used to reinforce work currently being taught in the classroom and offers parents the opportunity to assist their child. Talk homework is sent home each week to prepare children for their writing tasks.
- Reading sessions take place every day from Years 1 to 6 and children are exposed to high quality texts. We prioritise the use of adults in the school for these sessions.
- Additional adults in the classroom should be used to help individuals or small groups of children to achieve.

Assessment

- Children's knowledge, skills and concepts should be regularly monitored by the class teacher and recorded to provide individual records of achievement and progression throughout the year.
- Monitoring is done through observation, discussion, marking of written work and the use of APP.
- The class teacher must regularly mark children's writing according to the school's marking policy, supported by oral feedback where necessary.
- Class teachers must use National curriculum statements to derive reading and writing levels for each child. Assessment should be ongoing and used to inform planning.
- Half-termly writing assessment tasks are used to assess writing and these writing pieces will be moderated by teachers internally and with other schools.
- Most evidence for reading will come from taught reading sessions. Teachers will use their own systems to record each session as they see fit. Teachers will assess reading by listening to

children read and using activities children complete independently in reading sessions.

- Reading tests are taken Years 3, 4 and 5 for summative assessment.
- SATs are taken in Years 2 and 6.

Additional Support

- Intervention groups are run during the year to enhance the learning of particular groups of children; for instance, catch up reading, Boosters and individual phonic interventions.