



The Beacon
Folkestone

ENGLISH POLICY

English Policy

Rationale

This policy reflects the school's values, philosophy and mission statement in relation to the teaching and learning of the English Language. It sets out a framework within which teaching and non-teaching staff can operate and it gives guidance on planning, teaching and assessment. The policy should be read in conjunction with the National Curriculum for English and the guidance for Entry Level English. These set out in detail the rationale for teaching each area of the English language curriculum and specify the skills that will be developed for all pupils.

It has been produced for all The Beacon teaching staff, non-teaching staff, school governors and LEA advisors.

Aims

- To develop pupils' abilities to communicate effectively in speech and language.
- To develop pupils' understanding of spoken and written language so that they become enthusiastic, responsive and knowledgeable speakers, readers and writers.
- To develop pupils' listening skills essential to communicating effectively in a range of situations.
- To help pupils understand how language enables them to experience and appreciate their world and the realms of the imagination through all media.
- To help pupils understand the part language plays in enabling them to express their ideas, feelings and experiences, and those of others.
- To use discussion in order to learn.
- To help pupils understand the function and importance of Standard English.
- To develop the habit of reading widely and often, for both pleasure and information.
- To appreciate our rich and varied literary heritage.

Objectives

These objectives are derived from the aims and should inform planning, teaching and assessment:

To develop effective spoken language pupils should be taught to:

- Use, with increasing confidence, the vocabulary and grammar of Standard English.
- Formulate, clarify and express their ideas.
- Express themselves in a variety of situations using language which is appropriate to their needs and the intended audience.
- Listen, understand and respond appropriately to others.

To develop as effective readers, pupils should be taught to:

- Extend and develop as readers throughout their time in school.
- Read for purpose and pleasure so that they enjoy reading a variety of texts and become enthusiastic readers.
- Master their initial reading skills so that they become independent readers with the knowledge and experience of a wide range of reading strategies.
- Read a range of texts with understanding.
- Find out the information they need in order to research and answer the questions of others.
- Understand and respond to a wide range of books and media texts on paper and on screen.
- Understand the variety of written language, and the differences between fiction and non-fiction.
- Improve their abilities to read, analyse and evaluate a wide range of texts, including literature from other cultures and traditions.
- Develop higher order reading skills, enabling the use of inference and deduction.

To develop as effective writers, pupils should be taught to:

- Express themselves clearly for enjoyment.
- Use knowledge acquired from their range of reading texts to model their writing in the style of different authors and also in different genres.
- Demonstrate their understanding of how writing enables them to remember, communicate, organise and develop their ideas and information.
- Write for an increasing range of purposes, matching their language to the needs of the appropriate audience.
- Understand the appropriate use and purpose of an increasing range of written forms on paper and on screen.
- Develop ideas and communicate meaning to a reader, using a range of vocabulary and effective style.
- Write legibly and spell as accurately as possible using their phonic knowledge.

Principles of Teaching, Learning and Progression

Teaching and Learning in The Beacon is based on the National Curriculum for English, Functional Skills and the guidance for Entry Level English. Pupil provision is related to attainment, not age. It is important to practise and apply aspects of English through cross-curricular links with other National Curriculum subjects.

The teaching at The Beacon has to be understood, not only from expected legal requirements that are necessary, but also from the perspective of the Special Educational needs of the children either individually, or as a group.

Entitlement - Planning

- All pupils in the Primary phase receive English teaching each day and opportunities taken to reinforce English skills across the curriculum. Pupils in

- KS1 and KS2 also have a daily reading slot.
- All pupils in Key Stage 3 receive six English lessons a week, one of is a dedicated reading lessons
 - The school actively encourage Guided Reading in KS1, KS2 and KS3 in order to develop comprehension through reading, discussion, inferring and predicting, whilst also introducing pupils to the meaning of new words and the understanding of text.
 - Reading is used to develop cultural, emotional, spiritual and social progression.
 - A whole school training programme has ensured all staff can deliver a systematic phonics programme, Letters and Sounds, to develop decoding, blending and recognition of familiar printed words. Training workshops are arranged throughout the year for both progression and new members of staff.
 - Systematic teaching and learning of phonics through Letters and Sounds is taught at least four times a week as a discrete lesson in KS1 and KS2.
 - KS3 receive a weekly dedicated lesson as well as phonic development through the reading and writing lessons.
 - All pupils in Key Stage 4 receive four lessons a week.
 - All pupils in Key Stage 5 receive three English lessons a week.
 - A consistent handwriting approach and scheme have been implemented for use within KS1, KS2 and KS3.

Primary Entitlement - Planning

The curriculum is tailored to meet the needs of individual pupils. An approximate guide follows:

- P1 follow the Programmes of Study for Foundation Stage
- P2 follow the Programmes of Study for Foundation Stage/Year 1
- P3 follow the Programmes of Study for Foundation Stage/Year 1
- P4 follow the Programmes of Study for Foundation Stage/Year 1
- P5 follow the Programmes of Study for Year 1
- P6 follow the Programmes of Study for Year 1/2.

All teaching and non teaching staff are trained in a rigorous and systematic phonics programme, Letters and Sounds, to support sounding and blending of unfamiliar printed words. New grapheme-phoneme correspondence is taught as well as revision and consolidation of those learnt earlier. The understanding that the letter/s on the page represent the sounds in spoken words underpin pupil reading and spelling of all words. The teaching develops oral vocabulary as well as the ability to understand.

Secondary Entitlement - Planning

The curriculum is tailored to meet the needs of individual pupils. An approximate guide follows:

- Year 7 follow the Programmes of Study for Year 1/2.
- Year 8 follow the Programmes of Study for Year 2/3.
- Year 9 follow the Programmes of Study for Year 2/3/4.
- Year 10 follow the AQA English criteria.

- Year 11 follow the Welsh Board Entry Level English Studies.
- Years 12 and 13 follow the Functional Skills Exam.
- In KS3 of the Secondary phase pupils read a wide range of fiction, non-fiction and poetry. Pupils follow Programmes of Study which cover the objectives in the National Curriculum. Writing is closely linked to reading and basic grammar taught. Pupils are encouraged to write independently using their phonic knowledge through sounding out unfamiliar words and writing the sounds they can hear, as well as using their acquired spelling knowledge. Pupils are taught to use their phonic skills to decode language in texts and given opportunities to express their views about the texts. Pupils explore and analyse text characters. Regular Guided and Shared Reading develops comprehension through reading, discussion, inferring and predicting and introduces pupils to the meaning of new words. Encouragement is given to speak with confidence to varying audiences.
- In KS4, Year 10 pupils begin a two year course which follows an integrated programme of speaking and listening, reading and writing, as well as controlled assessments. They work towards compiling an English portfolio which should satisfy the requirements of the Entry Level Certificate in English. Pupils study units of work based on a range of texts. In Year 11 they submit a portfolio of evidence alongside controlled tasks set by the exam board.
- In KS5, Year 12 and 13 pupils work towards the Functional Skills Exam and can sit an assessment in November or March.

Teaching Methods and Organisation

Approaches to Spoken Language

Spoken Language is developed through Speaking; Listening and Responding, Group Discussion and Interaction, and Drama which all permeate the whole curriculum. Interactive teaching strategies are used to engage all pupils in order to raise reading and writing standards. Children are encouraged to develop effective communication skills in readiness for later life.

Approaches to Reading

- Shared reading
- Guided reading
- Independent reading
- Paired reading
- Teaching of Letters and Sounds Phonic Programme throughout EYFS, KS1, KS2 and KS3.
- Spelling following the Letters and Sounds Programme
- Differentiated resources according to age and ability
- Links with parents – including homework, home-school liaison/communication books
- Wider reading (including Library; class novel etc)
- Home reading

Approaches to Writing

- Systematic Letters and Sounds Phonics Programme
- Systematic Letters and Sounds Spelling Programme
- Emergent writing/ mark making
- Shared writing
- Supported writing
- Modelled writing
- Guided writing
- Independent writing
- Russian Scaffolding writing
- Extended writing
- Spelling, punctuation, vocabulary and grammar
- Part cursive handwriting through the Cambridge Penpals for handwriting scheme for the more able, whilst the less able print until they are ready to join letters.

Breadth and Balance

Teachers should have a clear idea of the knowledge and skills to be taught in the areas of spoken language, reading and writing, which incorporate composition, handwriting, spelling, punctuation and grammar. It should be noted that these language modes are inextricably interrelated and that a balance must be struck between them across all Key Stages.

A range of genres and texts are selected to ensure that children get a balance drawn from a variety of sources enabling cross-curricular links.

In the Primary phase literacy texts are chosen to link with the Creative Learning Journey Programmes of Study and incorporate poetry, non-fiction, fiction and drama. Texts are used to stimulate writing activities. Pupils learn to write in a variety of genres including poetry, news writing, non-chronological reports, non-fiction, fiction and playscripts. They are encouraged to develop their speaking and listening skills.

Variety

The English sessions ensure that children will be engaged in a variety of activities appropriate to their specific needs. Child initiated activities, story telling, talking about their own experiences and ideas, drama and improvisation provide a sound base at Foundation Stage and are developed throughout Key Stage 1 and 2.

Teaching and learning styles incorporate direct instruction; group collaboration; paired work; practical activity; performance; individual research and investigation with other appropriate strategies, all encourage effective learning through language.

Such is the importance of language to effective learning that this variety will be encouraged across all subjects and aspects of the curriculum. A wide range of resources (big books; picture books; stories; sound and film clips; fairy tales; myths;

legends; poetry; nursery rhymes; songs; non-fiction; magazines; comics; multicultural resources; Shakespeare; Classic Texts; War Poets etc) are used to help children discover and explore the rich variety of linguistic experience.

We aim to develop the enrichment of pupils' English experiences through English enhancing visits, both away from and visits to the school by authors, poets etc., as well as both cultural and educational theatrical performances.

Relevance

Language is relevant to all aspects of learning. This relevance is enhanced by enabling children to explore and express their own experience, explore appropriate texts and express their thoughts, feelings and responses to an increasing range of styles and forms.

Cross-Curricular Literacy Opportunities

Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum.

We value the importance of cross curricular teaching and learning opportunities that develop children's creativity to the full. We feel English teaching is at the heart of this process and our connected curriculum framework is rich with purposeful reading, writing and spoken language opportunities. The Primary phase of the school, follow a skills-based creative curriculum that embraces these cross-curricular links.

Language pervades all aspects of our lives and culture. It is the driving force behind learning and across all aspects of the curriculum. The National Curriculum recognises the centrality of language by prefacing each subject's orders with the following statement:

“Use of Language: Pupils should be taught to express themselves clearly in both speech and writing and to develop their reading skills. They should be taught to use grammatically correct sentences in order to communicate effectively in written English”.

As a school we recognise and identify the aspects of language and language use which occur and encourage effective learning, across all studies, topics or subjects. Language makes a valuable contribution to cross-curricular elements in the development of key concepts, skills values and attitudes.

Differentiation

The development of children's language necessitates a variety of differentiated texts and approaches across the language modes (spoken language, reading and writing). Careful planning will ensure the resources and approaches are appropriately matched to individual pupils across all Key Stages and year groups. Both Cued Articulation and Makaton are used with pupils who require understanding and reinforcement through signing.

Intervention Programmes

The following intervention programmes are used where required throughout all Key Stages and they are monitored and assessed at regular intervals:

- SALT – Speech and Language Therapy – Pupils identified by a Speech and Language Therapist
- Sulp – Social Use of Language – Pupils identified by the Assistant Headteacher using the SEBD scores (Social Emotional Behaviour Difficulties).
- Precision Teaching – Pupils identified by class teacher/Assistant Headteacher for rigorous and systematic phonic intervention
- Toe by Toe – Pupils identified by the Assistant Headteacher through uneven profile data.
- Nessy computer program – Pupils identified through Phonic Assessment program.
- Gifted and Talented – attend a higher year group English lesson or, where appropriate, inclusion to a mainstream school.

Equal Opportunities

Children of all ethnic and cultural groups, races, genders, sexual orientation and abilities, have equal access to the English Curriculum. Positive images in terms of all groups are promoted throughout the school, both in the use of language and in the provision of resources.

Resources

Funding for English will be included within the school budget plan for each financial year

Assessment, Recording and Reporting

Opportunities for teacher assessment will be identified in planning documents, together with opportunities for pupil self assessment.

Assessment in English is continuous, to inform planning and diagnose strengths and weaknesses. In spoken language this involves observing children using a variety of spoken language for different purposes. In reading, this involves formal and informal observation and close monitoring of children's developing use of strategies and responses to texts.

Summative assessment is gained through reading and spelling age testing and writing through moderated internal levelling. Writing involves effective marking which is positive, instructional and developmental. All pupil progress is tracked using an agreed assessment tool and the data analysed three times a year. A phonic assessment

tool is in place and used to assess pupil progress and highlight pupils requiring Precision Teaching Intervention. Feedback to children about their progress in English is through verbal comment, discussion and the marking of work. (See marking and assessment policy for further details)

ICT

ICT should be used to aid and support teaching and learning wherever possible. This may be in the classroom or ICT suite. Children should be actively engaged in developing their English skills through their own use of ICT.

Health and Safety

Guidelines in the Health and Safety Policy will apply with regard to the use of ICT, all school based activities and out of school activities relating to English.

The Role of the Subject Faculty

The Subject Faculty will be responsible for improving the standards of teaching and learning in English through:

- Taking the lead in policy development and the production of schemes of work
- Auditing and supporting colleagues in their CPD
- Purchasing and organising resources
- Keeping up-to-date with developments in English and disseminate information to colleagues as appropriate
- Monitoring the delivery of the English Curriculum and advising the Headteacher on any action needed
- Monitoring and evaluating pupil progress and the quality of the Learning Environment
- Share good practice and innovations with colleagues
- Identify training or workshops if required
- Encourage the use of English throughout all curriculum subjects

Parental Involvement

- Parents receive an annual written report and are invited to three parental interviews during the school year, including an Annual Review. Targets are shared prior to each meeting and are discussed during the meeting.
- Pupils take reading books home and parents are encouraged to write in a reading record book.
- Homework is set regularly to include reading and spellings.
- Enrich pupils' English experiences through cultural and educational theatrical performances.

Conclusion

This policy should be read in conjunction with the following school policies:

Teaching and Learning Policy

Assessment and Record Keeping

Responding to pupils' work/ Feedback/ Marking policy

ICT Policy

Equal Opportunities Policy

Health and Safety Policy

Revised September 2016.

UPDATE SCHEDULE

Version	Reviewed	Reason for Update	Next review date	Governor agreement
1	Sept 2016	Transfer to single school	Sept 2018	N/A