



# Norman Street Primary School

## The Teaching of English

At Norman Street Primary School, we believe that English and communication are key life skills. Through the English curriculum, we will help children develop the skills and knowledge that will enable them to communicate effectively and creatively through spoken and written language and equip them with the skills to become lifelong learners. We want children to enjoy and appreciate literature and its rich variety.

English is at the heart of all children's learning, enabling children both to communicate with others effectively for a variety of purposes and to examine their own and others' experiences, feelings and ideas, giving these order and meaning. Because English is central to children's intellectual, emotional and social development it has an essential role across the curriculum and helps pupils' learning to be coherent and progressive.

### Children at Norman Street Primary will leave year 6:

- reading and writing with confidence, fluency and understanding, using a range of independent strategies to take responsibility for their own learning including self-monitoring and correcting their own errors;
- with a love of reading and a desire to read for enjoyment;
- with an interest in words and their meanings; developing a growing vocabulary in relation to grammatical terminology;
- understanding a range of text types, media types and genres;
- able to write in a variety of styles and forms appropriate to the situation;
- using their developing creativity, imagination, inventiveness and critical awareness;
- having a suitable technical vocabulary to respectfully articulate their responses in any discussion.

### STATUTORY REQUIREMENTS

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum in England: English Programmes of Study – Key Stages 1 and 2 (2014) and in the Communication and Language and English sections of the Statutory Framework for the Early Years Foundation Stage.

In the Foundation Stage (Reception) children are given opportunities to: speak and listen and represent ideas in their activities; use communication, language and English in every part of the curriculum and become immersed in an environment rich in print and opportunities to communicate.

At Key Stage 1 (Years 1 and 2) children learn to speak confidently and listen to what others have to say. They learn to read and write independently and with enthusiasm. They learn to use language to explore their own experiences and imaginary worlds.

At Key Stage 2 (Years 3-6) children learn to change the way they speak and write to suit different situations, purposes and audiences. They read a range of fiction, non-fiction and poetic texts and respond to different layers of meaning in them. They explore the use of language in literary and non-literary texts and learn how the structure of language works (using grammatical terminology).

## **Time Allocation**

The time allocated for English is in line with recommendations for key stages one and two. This amounts to 7.5 hours per week at both key stages.

In addition, it is expected that cross-curricular links will contribute to pupils' effective learning in speaking and listening, reading and writing. This is reinforced through our delivery of the curriculum. Children will also benefit from regular story sessions.

In Reception children have daily discrete phonics lessons. Children have opportunities to develop their communication, language and English skills on a daily basis in both adult led and child initiated activities.

In Key Stage 1 daily discrete phonics lessons continue while children have daily English lessons. Children take part in both guided and individual reading sessions and have regular story times to develop a love of reading. Children also have discrete handwriting sessions and daily spelling sessions. English skills are developed across the curriculum. Provision is made for children who require extra support through intervention programmes, differentiated class teaching and targeted teaching groups in English.

In Key Stage 2 children have daily English lessons. Spelling and grammar skills are initially taught discretely before being embedded within English lessons. Additional English sessions include guided reading, spelling, grammar, handwriting (refer to Handwriting Policy) and regular reading aloud of a class novel. English skills are developed across the curriculum. Provision is made for children who require extra support through targeted teaching; intervention programmes and differentiated class teaching.

## **Teaching and Learning**

### **Planning**

The new National Curriculum 2014 forms the basis of teaching and learning. All children receive at least the minimum entitlement of a daily English lesson. Teachers work towards independent learning and plan for different working groups. Teachers employ a range of generic teaching strategies.

Teachers use the National Curriculum 2014 as a starting point for creating their medium term English plans. These medium term plans include grammar, punctuation and spelling that will be taught in that genre as well as the success criteria for the text type and the key spellings to be taught. Short term planning will follow the five key aspects of English teaching: familiarisation with the genre and text type; capturing ideas; teacher demonstration; teacher scribing through supported and guided writing and finally, independent writing to create a teaching sequence. This is used as a basis for short term planning and adapted according to the needs of the children.

The length of a unit may vary. Teachers plan closely with year group colleagues to ensure consistency of opportunity for all children.

Clear objectives are set for each session and are shared with pupils. Teachers differentiate according to the needs of the pupils and use intervention programmes for targeted support where possible.

English is encouraged and developed across our curriculum and links are made where appropriate.

ICT is used where it enhances, extends and complements English teaching and learning. Additional adults are used to support the teaching of English. They work under the guidance of the teacher with small groups of children or individuals.

### **Inclusion**

All children receive quality first English teaching on a daily basis and activities are differentiated accordingly. In addition, where identified pupils are considered to require targeted support to enable them to work towards age appropriate objectives, intervention programmes will be implemented. Teachers and teaching assistants plan programmes together and monitor progress of these pupils.

There will be a third wave of support for pupils who are placed on School Action or School Action Plus that will be additional and different.

Pupils that are more able are planned for in line with our policy for teaching pupils that are more able.

The needs of children with English as an additional language will be met through planning and support from the Multicultural Support Agency where appropriate. This is supported by our equal opportunities policy.

### **Assessment, Recording and Reporting**

Assessments are made in line with the school assessment policy.

Teachers use effective assessment for learning to ensure planning is based on prior attainment and that pupils know what they need to do to achieve the next steps. Group or individual targets are set accordingly. Marking is in line with the school marking and feedback policy.

Analysis of assessment data is used to set targets. Class targets are derived from the school's key skills and are regularly reviewed. Where applicable, school issues are addressed through targets linked to Appraisal.

Children are informed of their own targets for learning and supported to make progress towards them. Children are also involved in setting their own steps to success and encouraged to review their progress towards these through self, peer and teacher assessment. Staff and pupils may use Assertive Mentoring to assess work and set future targets.

The teacher keeps records that enable them to deliver an effective, creative and relevant curriculum that builds on prior attainment and meets the needs of pupils.

### **Staff Development**

Teachers are expected to keep up to date with subject knowledge and use current materials that are available in school or online.

Training needs are identified as a result of whole school monitoring and evaluation, performance management and through induction programmes. These will be reflected in

the School Development Plan. The English co-ordinator will arrange for relevant advice and information, such as feedback from courses or newsletters, to be disseminated. Where necessary, the English co-ordinator leads or organises school based training.

Additional adults who are involved with intervention programmes will receive appropriate training that may be school based or part of central training.

### **Resources and Accommodation**

A comprehensive range of resources is available in school. Every class has a selection of reference books and a class library.

Teacher resources are located in classrooms. Guided reading books are kept in the corridors EYFS and KS1 books are located by year 1 and the KS2 books are located in the corridor. These books are banded according to the oxford reading tree colour banding system. The school library contains a range of fiction and non-fiction books.

### **Monitoring and Evaluation**

The, Head teacher, Deputy, key stage leaders, the English Co-ordinator, Assessment Co-ordinator and teachers, monitors English. Having identified priorities, the SLT and English Co-ordinator construct an action plan that may form part of the School Development Plan. This forms the basis for any monitoring activities and will clearly identify when, who and what is to be monitored and how this will take place e.g. classroom observation, planning scrutiny, work sampling etc...

### **Review**

This policy will be reviewed Autumn 2019 or according to the School Development Plan.