

YSGOL GYNRADD



English Policy

Ysgol Gynradd Albert Primary School
Whole School Policy and Guidelines for English

AIMS

To develop pupils' knowledge, understanding and skills within an integrated programme of speaking and listening, reading and writing.

In our teaching of English we aim:

- To fulfil the requirements of the National Curriculum at KS2 and the Foundation Phase Framework
- To take into account the expectations laid down in the National Literacy and Numeracy Framework
- To deliver the subject in a way that is consistent with school philosophy
- To encourage positive attitudes towards English and an enthusiasm for the subject
- To promote the progressive development of pupils' skills in: Oracy, Reading and Writing
- To enable pupils to express themselves creatively and imaginatively and to communicate with others effectively
- To ensure learners are presented with experiences and opportunities that interrelate the requirements of the Skills and Range sections of the programmes of study
- To use English skills across the curriculum

Subject aims

Oracy

Our aim is to provide experiences and learning that will enable the children to:

- Encounter a range of situations, audiences and activities designed to develop competence, accuracy and confidence in speaking and listening and to appreciate that different contexts may require different linguistic responses
- Develop their oral abilities at their own levels
- Express opinions, articulate feelings and formulate responses to increasingly complex instructions and questions
- To use their oracy skills effectively across the curriculum

Reading

We aim to enable pupils to:

- Develop positive attitudes towards books so that reading is a pleasurable activity
- Develop different strategies for approaching reading. These should include phonics, picture clues, sight words and context
- Read a varied selection of texts whilst gaining an increased level of fluency, accuracy, understanding and independence
- Use reading as a means of information gathering and retrieval, in print and on screen (ICT)
- Develop an ability to describe, predict and evaluate
- Develop throughout the curriculum

Writing

We aim to enable pupils to:

- Develop an enthusiastic approach towards writing and take pride in the presentation of their work

- Write in a variety of contexts and for different purposes and audiences including themselves
- Form letters correctly leading to a fluent and legible handwriting style
- Become increasingly aware of the conventions of writing, including grammar, punctuation and spelling
- Work both individually and collaboratively on written tasks
- Use their ICT skills to present written work
- Use their writing skills across the curriculum.

LINKS TO THE SCHOOL IMPROVEMENT PLAN

The provision of English will be reviewed in line with the School Improvement Plan.

ORGANISATION OF ENGLISH WITHIN THE CURRICULUM

Teaching and Learning

- At Albert, class teachers will be responsible for the delivery of English to their own class.
- Class teachers will have the support the Curriculum Learning Continuum Team Leader responsible for English.
- Teachers will use a variety of teaching strategies to ensure that lessons have pace and rigour and that the children are fully engaged e.g. Interactive Whiteboard/games / poems / songs / video / ICT etc
- Interaction during the lessons will include teacher to class, paired work and group work. Classes use the scheme of work to provide an outline plan on a termly basis indicating

Planning

Planning for English will follow the school's guidelines on planning for curriculum provision.

- The scheme of work outlines the learning intentions, activities, resources and programmes of study for each year group.
- Which particular areas will be taught in any one term.
- Detailed weekly planning indicates the learning intentions, success criteria and activities to be covered during any one week.
- Learning Intentions and activities are evaluated.

Resources

- Resources will be allocated both to individual classes and also stored centrally in the school resource area.
- Additional curriculum support materials and resources will be considered, following advice from the LEA, according to whole school needs and funds available.
- Budget will be allocated following consultation between the Headteacher & the Curriculum Learning Continuum Team Leader
- The available budget will be clearly linked to the School Improvement Plan.

Opportunities for Reading

- Code Breakers (Phonics Programme) is used from Year 1 to Year 3
- At Albert we use guided & group reading as our approach to the teaching of reading
- We operate a home / school reading partnership. Children have a 'reading book' which is chosen from the appropriate box. It is taken home and read aloud to a parent or other adult. Comments are made in the child's personal reading record.
- Children have the opportunity to choose books from the school library
- The school library is currently being re-developed to provide an extensive range of material of all ages
- ICT opportunities are provided by the IT suite and the lap top bus. These are used cross curriculum.

Professional Development

- Albert is committed to training staff in English by in-school training and support from the Advisory team. The staff is encouraged to identify areas of English which they wish to develop and enhance and every effort is made to meet individual training needs. Individual staff are encouraged to make use of GTCW grant funding to support professional development needs.

WHOLE SCHOOL ISSUES REGARDING ENGLISH

Equality of Opportunity

All pupils will have access to English teaching, resources and equipment and equal opportunity will be given to all regardless of race, gender and ability. Teachers must ensure that the individual needs of pupils are met.

ALN

Every classroom will contain pupils with special educational needs. For those pupils who may need the provision, the scheme of work may be adapted where necessary to enable individual pupils to progress and demonstrate achievement.

All activities will be planned in such a way as to encourage full and active participation by all children irrespective of ability. All pupils are encouraged to succeed. Children with additional needs will be helped to achieve success by:-

- ◆ Simplifying instructions for pupils with reading difficulties;
- ◆ Allowing extra time for completion of tasks;
- ◆ Providing group work to encourage communication and participation;
- ◆ On occasions, placing an emphasis on oral rather than on written work;
- ◆ Enlisting the help of the ALN Coordinator when appropriate.

Differentiation will also occur for the more able pupils and the following methods will be used to encourage them to work at a level that is appropriate to their abilities:

- ◆ Working in a variety of ways
- ◆ Recording work in a greater variety of ways and using the TASC model
- ◆ Allowing them more independence when attempting investigations
- ◆ Allowing them more opportunities to present their work to the rest of the class or school.
- ◆ Pupils will also be given regular opportunities to work with additional adults using NACE material

Key Skills

Pupils will be given opportunities in English to:-

- ◆ Use their word-processing skills to improve the quality of their writing by drafting, editing and re-drafting their work;
- ◆ Communicate their ideas and information in a variety of forms taking into account the needs of their audience;
- ◆ Use audio and video equipment competently to record and improve their oral work and to develop their knowledge and use of language including the standard forms of language where appropriate;
- ◆ Use ICT to obtain, synthesise and present information obtained from a wide range of sources including CD-ROM pre-recorded audio and video tapes.

Cwricwlwm Cymreig

English contributes to the Cwricwlwm Cymreig by developing learners' understanding of the cultural identity unique to Wales. They develop awareness of the literary and linguistic heritage through the study of literary, non-literary, media and other texts, and through activities which explore issues pertinent to life in Wales, past & present.

Parental/Carer Support and Links with the Community

At Albert we aim to gain parental/carers support for the teaching of English, this is achieved through regular parent/carers workshops in phonics & reading. Parents/carers are encouraged to support their child's reading development. A specific parent/carers reading handbook is available. Parents/carers are encouraged to listen to their children read each night. In addition, from Reception onwards, parents/carers are asked to support their children learn weekly spelling patterns.

Parents/carers are invited to concerts, where pupils are able to demonstrate their speaking and listening skills. Pupils are afforded a variety of opportunities to demonstrate their linguistic abilities to a wide range of audiences in the local and wider community.

Assessment and Record Keeping

Procedures for the assessment and record keeping of English are in line with the school's ARR policy. Continuous formative assessment of oral and reading work in the lesson will allow the teacher to identify and plan further opportunities for consolidation or extension. Children's work will be marked and targets set for future development. Work will be kept as a record of the work undertaken and levels achieved. A subject portfolio identifying examples of written English has been developed in line with the Assessment, Recording and Reporting Policy.

Monitoring, Evaluation and Review

The monitoring of the planning, delivery and evaluation of the English curriculum will take place in line with the school's policy.

The class teacher will evaluate the teaching and learning opportunities in their own class using the weekly planning pro forma.

The Leader responsible for English will review planning, monitor a sample of books (as in line with the Monitoring Learning & Teaching Timetable) and listen to learners

Roles and Responsibilities

The Leader responsible for English, in consultation with the Headteacher, staff, Governing Body and Advisory service, has written guidelines (see attached appendix 1) and overseen the implementation of these for English. This will ensure that all the programmes of study are covered and that there is continuity and progression.

It is the responsibility of the class teacher to deliver the scheme of work to their class.

The teacher with an interest in English will also:

- Work alongside colleagues, providing support and guidance
- Keep up to date with new developments
- Organise and manage resources
- Monitor, evaluate and review the impact of English teaching in school
- As part of the monitoring cycle, produce self evaluation report on English.

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