

Great Corby School



GREAT CORBY SCHOOL & NURSERY

English Policy

2017 – 2020

APPROVED BY ¹:

Name: K Williamson

Position: Headteacher

Signed: *K Williamson*

Date: 13.4.18

Review Date ²: Apr 2020

¹ The Governing Body is free to delegate the approval of this Policy to a Committee of the Governing Body, an individual Governor or the Head teacher

² The Governing Body are free to determine the review frequency of this Policy

At Great Corby School, we recognise that at the heart of improving literacy skills is the opportunity to practise them. We develop the children's ability to speak, listen, read and write for a wide range of purposes.

This policy covers: Reading, Writing (including composition, grammar, handwriting and spelling) and Speaking and Listening. We have a separate Phonics policy which should be read in conjunction with this policy.

Reading, Writing, Speaking and Listening skills are essential to thinking and learning across the curriculum and in everyday life. Our children have to live and function in a literate society; it is our role to provide the children with the basic skills to access our world and reach their full potential. We want our children to develop a love of literature for life.

Aims (National Curriculum, 2014)

The overarching aim for English in the National Curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

National Curriculum in England: English programmes of study (Updates 16th July 2014)<https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study/national-curriculum-in-england-english-programmes-of-study>

Subject Organisation

The English Curriculum is delivered according to the statutory requirements of the National Curriculum 2014. Reception children work towards the Early Learning Goals which ensure continuity and progression from the Foundation Stage through to the National Curriculum.

Class teachers are responsible for ensuring the skills and content appropriate to their class are taught. The subject leaders for English are Miss Williamson and Miss Johnston.

Speaking and Listening

The staff develop children's speaking and listening through: ensuring Standard English is used at all times and is expected in response; encouraging children to correct their own speech when errors are drawn attention to; creating opportunities for talk in a range of

contexts.

Reading

We know that reading has a direct impact on the children's development. Our aim is to develop each child's potential to the point where they are reading and comprehending at, or above their age related expectation.

In KS1, the children take home a banded book and a phonics book that are appropriate to their level of ability. In KS2, the children continue with colour banded books through to Year 6. All children can also choose from our selection of free choice reading books.

Regular opportunities for reading as a class, in guided reading groups and individually are provided throughout the classes. Members of the local community are invited to join us every Friday morning for Whole School Reading. This involves the Year 6 children and members of the community reading one-to-one with children from Year 1- Year 5.

Many exciting and rewarding activities are arranged in school to promote the pleasure of reading including World Book Day, visits from authors and trips to the library.

Phonics

We use the Letters and Sounds program to deliver daily discrete phonic sessions in EYFS and KS1 that aim to ensure children learn to read quickly and proficiently. This is continued into KS2 where necessary. More information regarding phonics can be found in our Phonics Policy.

Writing

Helping students to express themselves clearly, through development of vocabulary, both orally and in writing, enhances and enriches teaching and learning in all subjects and prepares our students for life after school.

We implement 'cold writes' (an exercise at the beginning of every unit, or genre in literacy) and 'hot writes' (a second go at doing the same piece of work after being taught the necessary skills) to ensure that our children are always provided with challenging writing tasks and make at least good progress.

We aim to develop the children's ability to produce well-structured, detailed writing in which the meaning is made clear and which engages the reader and the children practice writing every day.

A joined, cursive style of handwriting is taught from reception onwards and the children are proud of the presentation of their work.

Assessment

Teachers make regular assessments of each child's progress and record these systematically. A record of each child's attainment against the key objectives for the appropriate year group is recorded in their individual PET books.

Inclusion/Equality Statement

Literacy skills are developed across the curriculum and provision is made for children who require extra support through targeted intervention programmes, differentiated class teaching and targeted teaching groups.

We believe that a broad and balanced English education is the entitlement of all children, regardless of ethnic origin, gender, class, aptitude or disability.