

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, Functional Skills and GCSE English Language. These set out in detail the rationale for teaching each area of the English Language curriculum and specify the skills that all pupils need to develop.

Whole School Approach

It is essential that pupils gain the necessary English skills for life so they can succeed in the wider world. English is used in every department, every learning environment and every lesson therefore the opportunities for learning English extend beyond just timetabled English lessons.

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 pupils' creativity to the full. The primary phase of the school follow a skills-based creative curriculum that embraces these cross-curricular links.

Intent

- To enable all pupils to achieve their maximum potential, integrating into and contributing to society.
- To develop pupils' abilities to communicate effectively in speech and written language.
- To develop pupils' understanding of spoken and written language so that they become enthusiastic, responsive and knowledgeable speakers, listeners, 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 imagination through all media.
- To help pupils understand the part that 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, both for pleasure and information.
- To appreciate our rich and varied literary heritage.

Implementation

These are derived from the aims described above and should inform planning, teaching and assessment.

Pupils should

1. be able to express themselves in a variety of situations using language which is appropriate to their needs and the intended audience.
2. develop the ability to use language, both oral and written, for communication of needs, information, ideas, opinions, feelings and emotions.
3. develop the ability to understand and respond to the spoken and written word.
4. develop skills to enable reading for pleasure, information and interest.
5. develop and extend pupils' use of appropriate vocabulary.
6. enable all pupils to achieve their maximum potential for integrating into and contributing to society.

To develop effective spoken language pupils will 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 will 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 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 where possible.

To develop as effective writers, pupils will 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 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 intended 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, using their phonic knowledge, spell as accurately as possible.

English is cross-curricular and is taught as an integral part of all subjects.

All pupils in the primary phase receive English teaching each day and opportunities are taken to reinforce English skills across the curriculum. Pupils in Early Years Foundation Stage (*EYFS*), *Key Stage 1 (KS1)* and *Key Stage 2 (KS2)* read regularly.

The class teachers in Middle School (Year 7) teach English lessons. All pupils in Middle School receive five English lessons a week; these cover topic work (focusing on a specific author, style or genre of writing), spelling, punctuation and grammar, reading and spoken language plus phonics as needed. Pupils have dedicated reading time each day.

In Secondary, English lessons are taught in ability groups for KS3 and KS4. KS3 has five English lessons a week; these cover topic work (focusing on a specific author, style or genre of writing), spelling, punctuation and grammar, reading and spoken language plus phonics as needed.

Pupils in KS4 work towards Entry Level qualifications or GCSE English.

Secondary pupils read weekly during their form time (1:1) and as part of their English lessons.

Reading is used to develop cultural, emotional, spiritual and social progression.

Whole school training has ensured staff can deliver a systematic phonics programme, Letters and Sounds, to develop decoding, blending and recognition of familiar printed words. Systematic teaching and learning of phonics through Letters and Sounds is taught at least three times a week as a discrete lesson in KS1 and KS2.

KS3 receive phonic development through their lessons.

The use of drama and role-play supports pupils' speaking and listening development, as well as their understanding of a topic throughout the whole school. Discrete drama lessons may be offered for KS3 and KS4 when timetabling allows; these lessons build on the English curriculum while allowing pupils to explore more explicit performance skills, such as improvisation.

Differentiation

The development of pupil'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.

Impact; 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 pupils using a variety of spoken language for different purposes. In reading, this involves formal and informal observation and close monitoring of pupil's developing use of strategies and responses to texts.

Summative assessment data is gathered by age-testing for reading and spelling and for writing through moderated internal levelling. Writing assessment requires effective marking which is positive, instructional and developmental. All pupil progress is tracked using B Squared and the data is analysed three times a year. Feedback to pupils about their progress in English is ongoing, through verbal comment, discussion and the marking of work. (See Marking and Assessment policy for further details).

Computing

Technology and software are used to aid and support teaching and learning wherever possible. This may be in the classroom or ICT suite. Planning ensures that pupil's are actively engaged in developing their English skills through their use of technology.

The Role of the Literacy / English Co-ordinating team

The co-ordinators are 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 education and disseminating-e information to colleagues as appropriate and in a timely manner
- Monitoring the delivery of the English Curriculum and advising the Head-teacher on any action needed
- Monitoring and evaluating pupil progress and the quality of the Learning Environment
- Sharing 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 interviews during the school year to discuss their child's progress, this includes an Annual Review. Targets are discussed and agreed during the meeting.
- Pupils take reading books home and parents are encouraged to write in a reading record book in EYFS, KS1, 2 and 3.
- Reading and spelling homework is set regularly.

Principles of Teaching, Learning and Progression

Teaching and Learning at Cedar Hall is based on the National Curriculum for English, Functional Skills and the guidance provided by the qualification bodies that govern Entry Level English and GCSE English. Pupil provision is related to attainment and potential rather than age. It is important for all pupils to be given the opportunity to practise and apply aspects of English through cross-curricular links with all other National Curriculum subjects.

The teaching of English in all lessons at Cedar Hall is planned and delivered in accordance with legal requirements and makes provision for the individual needs, and the potential, of each and every pupil.

Appendix

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