

Inspirational Learning Academies Trust

ENGLISH POLICY

Reviewed 1n December 2016 by Mr A Irving- Director

Next Review Autumn 2017

INTRODUCTION

At Inspirational Learning Academies trust we believe that English is a fundamental life skill. English develops children's ability to listen, speak, read and write for a wide range of purposes. Children are enabled to express themselves creatively and imaginatively as they become enthusiastic and critical readers of stories, poetry and drama, as well as non-fiction and media texts. Children gain an understanding of how language works by looking at its patterns, structures and origins. Children use their knowledge, skills and understanding in speaking and writing across all areas of the curriculum.

TRUST AIMS

- ❖ To promote and develop children's enthusiasm for English and to provide them with essential life skills.
- ❖ To help pupils understand the written thoughts of others, that is, to help children to read fluently, with understanding and motivation towards their reading.
- ❖ To help children to speak clearly and write legibly using their own thoughts.
- ❖ To encourage children to listen attentively and with understanding, allowing children to form individual views and opinions.
- ❖ To fulfil the objectives set by any Government legislation, based on the needs and development of our individual children.
- ❖ To provide a flexible and creative curriculum in which to develop children's English skills.
- ❖ To work in partnership with parents to develop children's English skills and positive attitudes towards reading and writing.
- ❖ To enable children of all abilities to participate fully within a differentiated curriculum.
- ❖ To provide a stimulating and enriched learning environment, to support the development of English skills.

TEACHING AND LEARNING

English skills are taught daily across all year groups and done so through a topic based approach to learning. Genres studied and skills taught are progressive throughout a pupil's school life. English is taught to accommodate numerous

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learning styles through the use of different visual, auditory and kinaesthetic stimuli, resources and activities. These skills are then transferred to other areas of the curriculum through our topic based approach to learning.

We include a 'Big Write, Big Comp' session from Year 1 upwards each week. This provides opportunity for pupils to apply their knowledge and understanding of different genres and comprehension skills, and to meet their individual targets. In Key Stage 1 and 2 the progression of skills is based upon the English Primary curriculum and in Foundation Stage skills are based upon the Early Years Curriculum Guidance. Pupils are moved onto the National Curriculum levels as soon as they are able.

The Teaching of Early Reading

Pupils are taught phonic knowledge on a daily basis, from Nursery to Year 1. From Year 2 upwards phonic knowledge is combined with 'Support for Spelling' program to ensure progression.

Early reading uses the phonics based approach alongside other cues, to encourage reading acquisition.

INCLUSION

We provide a broad and balanced curriculum where teaching and learning are matched to the needs of all individuals and where all pupils can access the curriculum. Where pupils do not make good progress interventions are put into place to ensure that gaps in learning are addressed. Where pupils show a talent in English they are provided with additional support in order to ensure their learning moves forward.

ASSESSMENT OF LEARNING

Key Stage 1 and 2

Each pupil has a child friendly version reading 'Assessing Pupil Progress' tool in their reading diaries. This provides pupils and parents with a clear picture of both long term and short term targets in reading.

'Closing the gap' marking is used daily in order to develop individuals understanding and move their learning forward.

Pupil's progress is assessed and monitored each half term and where pupils have not made sufficient progress interventions are put into place to ensure that gaps in learning are closed.

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Spelling, Punctuation and Grammar is assessed from Year 3 to Year 6 and reported within pupil progress meetings. This provides teachers with a clear understanding on the skills that children need to move their learning forward. Big Write/Big Comp provides pupils with regular opportunity to apply their skills in reading and writing which in turn provide teachers with a clear picture of ongoing progress through levels.

Each term 'Assessment Profiles are collated which celebrate pupil's achievements and inform parents of next steps in learning.

At the end of each academic year all pupils from Year 2 upwards carry out a formal assessment (statutory and optional) which inform teacher assessment.

Nursery and Reception

Objectives are taken from the revised EYFS guidance and focus predominantly on the areas of 'Communication and Language' and 'Literacy' which encompasses both reading and writing. Children are assessed in the nursery against their age related expectations (emergent, expected or exceeding) and where necessary those exceeding their age related expectation are encouraged to work towards the 'Early Learning Goals'. In reception children are assessed against the 'Early Learning Goals'

PERSONAL, SOCIAL, CITIZENSHIP AND HEALTH EDUCATION

English contributes to the teaching of PSHCE and citizenship by encouraging children to take part in class and group discussions on topical issues. Older pupils also research and debate topical issues and events and discuss lifestyle choices. Planned activities within the classroom also encourage children to work together and to respect each other's views.

SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT

The pupils offer critical responses to the moral questions they meet in their work. Their understanding and appreciation of a range of texts brings them into contact with their own literacy heritage and that of others from a range of diverse cultures. The structure of lessons provides opportunity for children to work together and discuss issues objectively.

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