

YSGOL GYNRADD CREIGIAU PRIMARY SCHOOL

English Policy

This document outlines Creigiau Primary School's policy regarding the delivery of English. Language (English and Welsh) plays a vital role in the school curriculum because it is the foundation for all the learning which takes place in our school. All areas of the curriculum involve teachers and pupils using language. Therefore, achieving competence in language is an essential part of primary education.

Aims and Objectives

The most important aim of our English Curriculum is to enable all of our pupils to develop fully their ability to use and understand English. Good language skills enable us to communicate effectively and as this communication can be both spoken and written, the pupil's abilities should be developed within an integrated programme of speaking and listening (oracy), reading and writing. We aim to encourage a love of language through the use of stimulating and appropriate literature and a wide range of activities.

Our aims in the teaching of English are:

- To enable children to become confident, coherent and engaging speakers working as individuals and as members of a group
- To develop as active and responsive listeners in a wide range of situations
- To develop as fluent and effective readers through experiencing a progressively wide range of demanding texts for enjoyment and information
- To become competent writers, writing clearly and coherently in a range of forms and for a range of purposes
- To acquire a growing understanding of the need to adapt their speech and writing to suit purpose and audience
- To work with increasing accuracy using punctuation correctly, spelling accurately and having a clear and legible handwriting style
- To become reflective and evaluative in relation to their own and others' achievements

Teaching and Learning Styles

At Creigiau Primary School we use a variety of teaching and learning styles. Our principal aim is to develop children's skills and understanding. This is achieved through a daily lesson which incorporates whole class, group, paired or individual work. Children learn in a variety of ways and the variation in teaching methodology reflects this. Children have the opportunity to experience a wide range of texts and use a range of resources to support their work.

The use of Assessment for Learning (AfL) strategies are incorporated into lessons where appropriate. This allows pupils to play an important part in their own language development.

We recognise that children have different learning abilities and styles and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- Setting common tasks which are open-ended and can have a variety of responses
- Setting tasks of increasing difficulty
- Grouping children in a variety of ways, e.g. mixed ability, thinking groups, peer support
- Providing resources of different complexity according to the ability of the child
- Using other adults to support the work of individual children or groups of children

Curriculum Planning

All work in English is guided by the 'Framework for Children's Learning for 3 to 7 year olds in Wales' (2008); 'Key Stage One National Curriculum in Wales' (2000); and 'English in the National Curriculum for Wales' (2008). Planning for English is in three phases – long term, medium term and short term.

- The scheme of work reflects the skills to be covered in each year group which ensures an appropriate coverage of genre and progression of skills across the primary phase
- Medium term planning incorporates both the range and content to be undertaken during the term and also includes the language skills to be developed
- Short term planning is completed by class teachers on a weekly basis and includes: language skills to be developed; AfL strategies; skills across the curriculum; and learning across the curriculum. Evaluations are made by the class teacher and these are used to inform future planning.

Foundation Phase

The Foundation Phase has been introduced in the Nursery and Reception classes. Language, Literacy and Communication skills are developed through real life, meaningful experiences within a literacy rich environment. The 'Learning Continuum for Language, Literacy and Communication in the Foundation Phase' (Cardiff LEA, 2009) ensures that focused teaching of literacy skills is structured, cumulative and appropriate to children's individual stages of development.

Key Stage 1

Planning at Key Stage One is based upon the Key Stage One English Programme of Study from 'Key Stages 1 and 2 of the National Curriculum in Wales' (2000). Literacy learning objectives (skills) for each year group are identified using the 'Literacy Guidelines' from Cardiff LEA and the 'Skills Framework for 3 to 19 year olds in Wales'.

Key Stage 2

Planning at Key Stage Two is based upon the skills and range identified in 'English in the National Curriculum for Wales' (2008); the 'Skills Progression for English at Key Stages 2 and 3' (Cardiff LEA, 2009) and the 'Skills Framework for 3 to 19 year olds in Wales'. In each year group the development of skills has been identified showing progression across the key stage.

Developing language skills in other curriculum areas

The skills that children develop in English are used across the curriculum in all subject areas. Reading, writing and oracy form an integral part of the teaching and learning in every subject.

The contribution of English to the skills framework

- Developing thinking

In English, learners explore, plan, develop and reflect on ideas through speech, reading and writing, responding to their own work as well as that of others. They analyse, structure and organise their work; use language creatively; use errors and unexpected outcomes to develop their learning; use their knowledge about language to explain and predict; describe links and similarities in language; identify patterns and formulate rules; discuss their language learning and evaluate their success.

- Developing communication

In English, learners communicate through speaking, listening, reading and writing, developing these skills through appraisal of their own work and that of others. In doing so, they learn how to communicate effectively for a range of purposes and with a range of audiences. They deal with extended and increasingly complex language in order to develop as independent and confident users.

- Developing ICT

In English, learners develop their ICT skills by communicating and sharing information, and by using technology to research, develop and present their work. This may involve the use of a word processor, desktop publishers, CD ROMs, the Internet and email.

- Developing number

In English, learners develop skills in the application of number through activities which include number rhymes, ordering events in time, gathering information in a variety of ways, including questionnaires; accessing, selecting, recording and presenting data in a variety of formats.

Special Educational Needs

English is taught to all children (except for the F.P and KS1 in the Welsh section), whatever their ability. Learning opportunities are matched to the needs of the children and enable all pupils to make progress. Suitable learning challenges and targets are set for those pupils with Individual Education Plans.

- Additional support is provided by a learning support teacher for those children who have been identified as having specific language problems.
- One to one support is also provided by a teaching assistant for identified pupils.
- In addition, the school runs the SAIL programme for a small group of children in order to develop their reading and writing skills.
- More able and talented learners are identified and provided with more challenging tasks (see 'More Able and Talented' policy)

Equality of Opportunity

All pupils have access to the English curriculum regardless of their ethnicity, gender and ability. English provides an inclusive curriculum which sets suitable learning challenges and responds to pupils' diverse learning needs.

The teaching of English will be in accordance with the present policy for Equal Opportunities within the school.

Curriculum Cymreig

English contributes to the Curriculum 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 and present.

Assessment and Recording

Assessment will be undertaken in line with the whole school policy. Assessment for Learning is used as an integral part of teaching and learning. It enables teachers to identify pupils' strengths and weaknesses and informs future planning. Children are actively involved in reviewing their progress and setting targets.

At the end of each key stage, the level descriptions are used to give a judgement on the learners' performance and this is reported to parents as part of the annual reporting procedure.

In addition to this, the school uses a number of other assessments, both ongoing and summative.

- Objective group reading tests are administered twice a year for children in Year 3 to Year 6.

- On entry into reception, the baseline assessment is completed. (The W.A.G. have plans to change this to testing on entry into the nursery / meithrin)
- Objective spelling tests are administered twice a year throughout KS2
- Field notes are made by class teachers relating to pupils' development

An English portfolio is kept where pupils' work is levelled according to National Curriculum level descriptions. Samples of work are collected by the English co-ordinator to demonstrate the range of activities undertaken throughout the school.

Monitoring and Evaluation

The monitoring of standards of pupils' work and of the quality of teaching in English is the responsibility of the English co-ordinator and the Headteacher. This involves lesson observations, looking at pupils' books and monitoring teachers' planning.

The work of the English co-ordinator also involves supporting teachers in the teaching of English, keeping abreast of new initiatives in the subject and providing a strategic lead and direction for the subject in the school.

Transition

The English co-ordinator is involved in cross-phase moderation every year with Radyr comprehensive school and members of the cluster. At this meeting, pieces of work are moderated to ensure that there is uniformity when levelling pupils' work.

All relevant pupil attainment data is sent to the secondary school.

Children undertake a writing task that bridges the end of year 6 into year 7.

Resources

There is a range of resources to support the teaching of English across the school.

- Reading material, consisting of fiction and non-fiction books, is held in each classroom for Foundation Phase / KS1 in the English Section, and Welsh-medium KS2. For English-medium KS2 classes, reading material is available in two libraries. In addition, there are lending libraries where children can borrow books.
- School reading scheme resources are available in classrooms for Foundation Phase / KS1 in the English Section, and Welsh-medium KS2. For English-medium KS2 classes, reading scheme resources are available in the libraries.
- Interactive whiteboards are used in most classrooms to support the teaching of English
- Listening centres are used to promote oracy skills

- A wide range of resource books for staff to support teaching in all areas of the English curriculum are available in the staffroom and the English infant library
- CD ROMs are available in the Upper KS2 English library
- Big Books are kept in the English Infant library

Auditing of resources is undertaken by the co-coordinator on a regular basis.

Self-evaluation

A self-evaluation of English is undertaken each academic year using the Seven Key Questions as a guide to highlight successes and shortcomings (see Self-Evaluation file)

Review

This policy is subject to regular evaluation and review in accordance with the schedule of the whole school development plan.

*F. Willmott
March 2010*

References

- English in the National Curriculum for Wales (2008)
- English Guidance for Key Stages 2 and 3 (November 2008 DCELLS)
- Making the Most of Learning (January 2008 DCELLS)
- Foundation Phase: Framework for Children's Learning 3 to 7 year-olds in Wales (2008 DCELLS)
- Key Stages 1 and 2 of the National Curriculum in Wales (2000)
- Skills Framework for 3 to 19 year olds in Wales (2008)