



GREAT ECCLESTON COPP
CHURCH OF ENGLAND
SCHOOL



ENGLISH POLICY

Reviewed and Updated July 2019

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"Let us love, not in word, but in truth and action." (1 John 3:18)

Talk to me and I will listen, show me and I will remember,

Involve me and I will learn, encourage me and I will thrive.

Copp, the village school, where everyone is special and where God will help us grow.

Aims and Objectives

At Great Eccleston Copp CE Primary School we believe that English and literacy is a fundamental life skill which develops children's ability to listen, speak, communicate, 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 of non-fiction and media texts. They gain an understanding of how language works by looking at its patterns, structures and origins and use their knowledge, skills and understanding in speaking and writing across a range of different situations.

The fundamental purpose of the English Policy is to enable pupils to become fully literate, developing their skills in reading and writing, their ability to use these in a variety of situations and the confidence to communicate ideas effectively.

Teaching and Learning

At Great Eccleston Copp CE Primary School, we use a variety of teaching and learning styles in our English lessons in order to meet the needs of all our pupils. Our principal aim is to develop children's knowledge, skills, and understanding.

We aim to:

- enable children to read and write with confidence, fluency and understanding
- enable pupils to use a range of strategies to develop accuracy in reading and a understanding of the meaning of a text
- develop an understanding of the sound and spelling system to foster accurate reading and writing in a variety of genres
- develop fluent and legible handwriting
- foster and develop pupils' own imaginative language and critical awareness through reading and writing
- develop an appreciation of books for both learning and pleasure
- develop speaking and listening skills through literacy and across all curriculum areas.

In the Foundation Stage, Communication and Language and Literacy development are incorporated in all areas of learning. Opportunities are provided for children to

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communicate thoughts, ideas and feelings. Purposeful role-play is used to develop language and imagination. Children are given opportunities to share and enjoy a wide range of rhymes, songs, poetry and books. An environment is provided which reflects the importance of experimenting with mark making and writing for different purposes. Children receive daily phonic sessions.

In Year 1/2 this is done through a daily lesson in which children experience a reading or writing activity, a focused word or sentence activity, a guided group or independent activity, and a whole class session to review progress and learning.

Phonics lessons are taught on a daily basis in both EYFS and KS1.

In KS2 English will be taught for at least 4 structured sessions a week as well as one guided reading session. Punctuation and grammar is taught daily prior to English sessions. Children will have four 20 minute sessions a week of ability-based spelling.

Reading:

Pupils in KS1 will be heard regularly throughout the week and pupils in KS2 at least once a week, according to ability. KS2 children are expected to read independently every day. We aim to enhance the provision and enjoyment of reading through the library, Book Week, World Book Day, reading/writing competitions, reading displays and working walls.

Guided reading:

This takes place every week throughout the school from Year 1 to Year 6. We use the Lancashire 'Learning and Progression' documents and 'reading domains' to aid planning and assessments. Pupils focus on questions and activities which relate to the assessment.

Writing:

Punctuation and grammar is taught daily, with skills learned being applied to extended and everyday writing. An understanding of a range of genres has been planned throughout the year which allows children to re-visit writing objectives. Time is built into planning for children to evaluate their work. Cross curricular work is planned to incorporate skills and knowledge learned in the previous half term and this is marked and moderated every half term. We use the Lancashire 'Learning and Progression' documents to aid planning and assessments.

Writing for purpose is encouraged wherever possible.

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Spelling:

Spelling is taught in ability groups and is assessed on a regular basis. This involves an interactive and investigative approach and clear guidelines are given to staff about what they will include in these lessons so that there is continuity and progression.

Speaking and Listening:

Effective speaking and listening is encouraged throughout the school, and not just in English. Each year we have a public speaking competition for the whole school along with a No Pens Day every term.

Handwriting:

All teachers have high expectations in the presentation of work in all areas of the curriculum. Handwriting plays an important part and is taught regularly. Joined up handwriting is taught from Year 1 if the children are ready.

Differentiation and Intervention

We seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child and plans are differentiated to take into account those who are less able as well as those who are more able.

TAs support a range of pupils from all ability groups, specific individuals or groups of children, ensuring that work is matched to the needs of the child. Intervention groups are arranged to support individual/groups of children.

These interventions include the use of teaching assistants for group and individual work, intervention sessions, working with different classes.

All members of staff are encouraged to have high expectations so that all children can achieve their full potential. Drama, role play, cooperative activities, group discussion and interaction will be used to develop speaking and listening skills in a variety of contexts.

It is understood that teaching methods will vary throughout the school, and that language will be incorporated in various forms throughout each and every area of the National Curriculum.

Opportunities will be provided in other curricular areas to practice and apply skills acquired during English sessions. Additional time will also be allocated for continuing the

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practice of reading to and with the class, independent reading for interest and pleasure and extended writing.

Assessment

Daily Assessment for Learning (AfL) is carried out through questioning, talk partners, group discussion, work scrutiny, teacher observation, peer evaluation, self-evaluation and mini-plenaries.

Assessments are used to track pupils throughout the year to ensure that they are making the right level of progress. At Copp, we use the Lancashire documents (Klips) to assess the children. Children are expected to make at least 3 terms of progress throughout the year.

Teacher assessment on each individual child's work, which is closely matched to learning objectives, will be a continuous process. This process will serve to reinforce both teaching and learning and will inform next steps for planning. A grid for writing is used throughout the school to create continuity for learning. Unaided writing is assessed each half term and the genre is varied. Unaided writing is also moderated in staff meetings regularly.

Foundation Stage profile is an ongoing assessment at Foundation Stage.

Formal screening of pupils takes place during the summer months:-

EYFS	Early Learning Goals
Year 1	Phonics screening
Year 2	End of KS1 SATs and teacher assessment
Year 6	End of KS2 SATs in reading and spelling, punctuation and grammar Writing is teacher assessed

The results of these formal tests are recorded for each individual child. The progress and attainment of each child will then be tracked both for target setting and intervention purposes.

Targets/Monitoring and Evaluation

Monitoring and evaluation will take place through:

- teachers assessing written work on a regular basis and over a period of time;

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- teachers setting group or differentiated targets for children;
- discussion with children and the outcomes of pupils' progress used to create targets;
- pupils setting own targets, where appropriate;
- scrutiny of pupils' work by English subject leader and SLT;
- scrutiny of planning by English subject leader and SLT;
- moderation of marking procedures by staff;
- external moderation;
- lesson observation by English subject leader and SLT..

Staff use targets for all areas of English, which are shared with pupils.

Spiritual, moral, social and cultural development

Skills learned in English lessons are applied by pupils showing that:

- they can offer critical responses to the moral questions they meet in their work;
- they have an understanding and appreciation of a range of texts which brings them into contact with their own literary heritage and with texts from a diverse range of cultures;
- they can discuss their ideas and results and can listen to the views of others.

ICT

- The use of ICT with clear learning objectives, will promote, enhance and support the teaching of English at all levels and is used at whole-class, group and independent level.
- Interactive whiteboards enable texts to be read and shared, writing to be modelled effectively and provides opportunities for pupils to interact and engage with the writing process, thus accommodating different levels and styles of learner.
- A range of software is used to develop specific grammatical and spelling skills.
- Lessons can focus on what pupils have achieved using ICT, or ICT can provide the means of presenting their outcomes.
- A range of equipment such as digital cameras and digital microphones are used to promote speaking and listening and also prepare children for writing experiences.

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Roles and Responsibilities

Headteacher and Governing Body will:

- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are best used to support successful teaching and learning;
- monitor teaching strategies in the light of health and safety regulations;
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
- ensure that staff development and performance management policies promote good quality teaching.

Subject Leaders will:

- have an impact on raising standards of attainment for English across the whole school;
- ensure the effective implementation of the Statutory National Curriculum for English;
- monitor the whole school and individual needs to be able to assess individual professional development opportunities and needs;
- maintain the availability of high quality resources;
- maintain an overview of current trends and developments within the subject;
- ensure a rigorous and effective programme of lesson observation monitoring;
- ensure a regular and effective programme of analysis of children's work sample monitoring is in place;
- ensure a regular and effective programme of analysis of short-term planning is in place;
- ensure there is regular reviewing and monitoring of targets;
- effectively manage any funding designated to English.

Class teachers will:

- plan carefully to ensure that all aspects of the NC are included;
- make effective use of AfL within English;

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- ensure work is differentiated to enable all children to reach their full potential;
- assess English according to Klips;
- use teaching assistants effectively to promote progress;
- mark work according to agreed marking procedures and provide next steps;
- provide opportunities for pupils to discuss and respond to feedback and targets.

Teaching Assistants will:

- support the class teacher in the effective implementation of English.

Parents/Carers

We believe that parents/carers have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- having informal discussions when necessary;
- holding annual Meet the Teacher afternoon/evening to discuss settling in;
- holding parents' evenings to discuss children's progress;
- sending an annual report to parents in which we explain the progress made by each child and indicate how the child can develop their learning;
- explaining to parents how they can support their children with their targets.

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would like parents to:

- do their best to keep their child healthy and fit to attend school and ensure that their child has the best attendance record possible;
- ensure that their child is equipped for school for taking part in activities;
- inform us if there are matters outside school that are likely to affect a child's performance or behaviour at school;
- promote a positive attitude towards school and learning in general;
- fulfill the requirements set out in the home/school agreement;
- hear their child read regularly as discussed with the class teacher.

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