



**CHALKWELL HALL
JUNIOR SCHOOL**

ENGLISH POLICY

Reviewed and Approved by: Curriculum Committee

Date: 28th June 2011

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Aims and objectives:

The study of English develops children's abilities to listen, speak, read and write for a wide range of purposes, so using language to learn and communicate ideas, views and feelings. It enables children 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. Learners 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 a range of different situations.

The aims of English are:

- to enable children to speak clearly and audibly in ways which take account of their listeners;
- to encourage children to listen with concentration in order to be able to identify the main points of what they have heard;
- to enable children to adapt their speech to a wide range of circumstances and demands;
- to develop children's abilities to reflect on their own and others' contributions and the language used;
- to enable children to evaluate their own and others' contributions through a range of drama activities;
- to read with confidence, fluency and understanding;
- to show an interest in books, read with enjoyment, evaluate and justify their preferences;
- understand phonics and use this knowledge to read and spell accurately
- to help children enjoy writing and recognise its value;
- to enable children to write with accuracy and meaning in narrative and non-fiction;
- to increase the children's ability to use planning, drafting and editing to improve their work;
- To develop a fluent and legible handwriting style.

Teaching and Learning Styles

At Chalkwell Hall Junior School we follow a cross curricular creative approach to learning that incorporates all subjects. There are times when English skills are taught discretely, but most of the time English is taught through topic work and alongside all other subjects. We use a variety of teaching and learning styles in English lessons, following our Learning and teaching policy which stresses creativity and personalised learning. Our principal aim is to develop children's knowledge, skills, and understanding in English and their ability to generalise these skills in other areas of learning.

Inclusion and Differentiation: (also see SEN policy)

All children must have regular access to English, appropriate to their stage of development. Challenge for all is integral to our teaching and we aim to encourage all pupils to reach their full potential through the provision of varied opportunities. Work must be differentiated to aid children's learning. Also, more-able children should be given open-ended tasks and be given opportunities for further research and more challenging studies. We recognise that our curriculum planning must allow pupils to gain a progressively deeper understanding and competency as they move through our school. Any specific individual's needs must be identified in their IEPs.

Support for our Bilingual and multilingual children is found in the EAL policy

English curriculum planning

English is a core subject in the National Curriculum, and we use the National Curriculum as the basis for implementing the statutory requirements of the programme of study for English. We carry out the curriculum planning in English in three phases : long-term, medium-term and short-term.

English, like all subjects at Chalkwell Hall Junior school is planned for in a cross curricular creative way.

Writing: All genres of writing are covered in every year. The genre is taught through the creative cross curricular approach making it relevant to the context and task.

Reading: All children have a reading book in school which they chose for themselves. Some children may be given extra reading material by the class teacher to support or challenge their reading. Comprehension is taught throughout all subjects.

Speaking and Listening: This is planned for and taught in all subjects.

Assessment and recording

Formative assessment (Teacher assessments) forms the basis of our assessment in English. We use summative assessment (tests) to back up our Formative assessments. Summative assessments can take the form of QCA, NFER or SATs tests.

Formative assessment is made on a daily basis to help us adjust our daily plans. These short-term assessments are closely matched to the teaching objectives. We make medium-term assessments to measure progress against the key objectives, and to help us plan the next unit of work. We use the class record of the key objectives as the recording format for this. Assessing Pupils Progress (APP) forms an integral part of our assessment procedure.

We make long-term assessments towards the end of the school year, and use these to assess progress against school and national targets. We can then set targets for the next school year and make a summary of each child's progress before discussing it with parents. We pass this information on to the next teacher at the end of the year, so that s/he can plan for the new school year. We make the long-term assessments with the help of end-of-year tests and teacher assessments. We use the National tests for children in Year 6 and our more able children in lower years

Resources

There is a range of resources to support the teaching of English across the school. All classrooms have a wide range dictionaries, thesauruses and class reading books. The Library is well stocked with fiction and non fiction books. A range of software is available to support work with the computers.

Monitoring and review

The English Team and all class teachers are responsible for monitoring the standard of the children's work and the quality of teaching in English. The English Team is responsible for supporting colleagues in the teaching of English, for being informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school.

The English Team will present an annual report to the Headteacher in which they evaluate the strengths and weaknesses in the subject and indicates areas for further improvement. The English Team must therefore make full use of non-contact time to undertake monitoring of English across the whole school