



Copnor Primary School - English Policy

Rationale

At Copnor Primary School, English is a priority in the curriculum. Language permeates the whole curriculum and as such we believe that so much understanding may be gained through knowledge and appreciation of the language.

Aims

- To communicate with grammatical awareness;
- To read and write in a full range of genres, in both fiction and non-fiction text genres;
- To read fluently and with greater understanding;
- To communicate with confidence in a range of media.

Provision

English will be taught daily through dedicated English lessons, alongside separate Guided Reading lessons. There are also lessons on: drama and speaking and listening; spellings; grammar, punctuation and spelling (GPaS); handwriting; and phonics, along with cross curricular opportunities to imbed the learning from English lessons. The amount of time devoted to each of these areas varies dependent upon the age of the child and also their ability.

We strive to make English learning an enjoyable and motivating experience by using a range of stimuli, including drama, film and text, relating these as closely as possible to real-life experiences that children can relate to. The teaching of English is complemented by the resourcing of interactive programs and an extensive library and guided reading selection. The texts are levelled, with the children selecting books at an appropriate level from the library.

With regards to the grouping of children, assessment helps to inform how the children are sat within class and it may be necessary to re-group children to new classes when completing English lessons.

Differentiation:

It is expected that the majority of children will be working towards the expectations for their age. For those children who find English a challenging subject, additional support may be given. For example, there may be varied levels of text and support levels within a task or a Teaching Assistant/ Teacher might support the group a child is working in. Further intervention and support may also be provided at other periods of time, in consultation with the Inclusions Officer and English Leader.

Children with English as an additional language will be supported by bi-lingual texts, where available, and outside agency support, again where available e.g. EMAS. These individuals would also be supported through exposure to good role models. Activities should be scaffolded with support when necessary. However, children will also be expected to complete work independently and will be encouraged to do so.

Other children may be exceeding the expectation for their age. In this instance additional challenge will be provided. This challenge will broaden their understanding of a concept e.g. by applying a learnt skill in a different context or for a different audience.

All children will be encouraged to work towards the expectations for their age group and to aspire to exceed these expectations.

Assessment, Recording and Reporting

Assessment for Learning is an integral part of teaching practice, which informs next steps and identifies further needs. In addition to this, children are assessed each half term against the statutory requirements for their age. Formal assessment of children occurs half-termly in GPaS and Reading, with the children sitting appropriate tests. Years 2 and 6 children are tested frequently through the year, leading up to their SATs in May.