

# **Guidelines for the Implementation of English.**

## **1. Introduction**

1.1 English is a core subject within the National Curriculum. The guidelines outline the purpose, nature and management of English taught and learned at our school.

1.2 The guidelines reflect the consensus of opinion of the teaching staff and have the full agreement of the governing body.

1.3 The implementation of these guidelines is the responsibility of all teaching staff. The English Co-ordinator is responsible for monitoring implementation,

## **2. The nature of English.**

English is a subject that crosses boundaries between different areas of the curriculum. It is the means of communicating ideas and findings in areas such as Mathematics, Science, Geography and History. The language used in these areas, whether it be spoken or written, helps further understanding of the subject being studied. English has, however, many areas of development in its own right which enhance the individuals knowledge of language and literacy.

## **3. The Curriculum.**

### **3.1 Entitlement - General**

There are three attainment targets for English in the National Curriculum. The Programmes of Study (2000) emphasise that all children should be given opportunity to develop their skills and knowledge in Speaking and Listening, Reading and Writing. The National Literacy Strategy Framework for Teaching sets out objectives for learning from Reception to Year 6, to enable pupils to become fully literate. Each year group follows the detailed guidance on the implementation of the Literacy Hour objectives. Teachers use the document as a reference to ensure appropriately high expectations and suitable progress, and maintain a balance between speaking and listening, reading and writing.

### **3.2 Entitlement - Specific**

The Programmes of Study (2000) outline two main areas of study in which all children should participate:

Knowledge, skills and understanding

Breadth of study

The reading and writing Programmes of study are set out in termly objectives for each year group in the National Literacy Strategy. Aspects of Speaking and Listening are also included in the NLS

## **4. Implementation.**

### **4.1 Planning**

Teaching staff compile medium term planning using the termly National Literacy Strategy objectives and the National Curriculum Programmes of study.

Resources matching the NLS range of fiction, poetry and non-fiction specified for each term are available for staff to use alongside the objectives.

Short term planning takes into account the needs of individual children, including those children with special need at both ends of the ability spectrum.

Opportunities for using a range of writing styles are often planned into other curriculum areas.

## **4.2 Differentiation**

Planning for differentiation is based on the following methods: a) differentiation by outcome/expectation b) differentiation by teacher input or intervention c) differentiation by task

## **4.3 Teaching and Learning Styles**

A range of teaching styles may be employed including whole class teaching, group work, working with a partner and individual activities.

During the Literacy Hour a range of teaching styles are employed.

Shared Text - whole class teaching and participation

Word / sentence - whole class teaching, independent group work, partner work, individual work

Independent / Guided Group reading - group teaching, independent group work, partner work, individual work.

Plenary - whole class, individuals and groups reporting back to class.

## **4.4 Grouping**

Children are taught English in their normal class groups, in many cases sub-divided into groups which are organised according to ability or friendship.

## **4.5 Cross-curricular links**

English naturally links with other areas of the curriculum and forms part of most lessons but it is important to note the planned focus of the session. The lesson may have a specific English objective or it may be a tool to learning in another discipline.

## **4.6 Time allocation**

Throughout the school from Year 1 to Year 6 we are teaching 1 hour per day of focused literacy activities

In the Foundation Stage most activities involve some kind of literacy. The formal nature of the Literacy Hour, and the demands of sustained concentration render this approach inappropriate for the very young children in the Foundation Stage. We at All Saints, with advice from the LEA'S advisory consultants, have taken the decision that the Reception class will build up the time spent working within the structure of the Literacy Hour as the year progresses, ensuring that by the time they move on to Year 1 they are prepared for it's demands.

## **4.7 Early years**

**The Foundation Stage** curriculum is comprised of six areas, of which one is Language. The Foundation Stage Curriculum and the National Literacy Strategy are dovetailed so that literacy skills are covered in sessions of shorter duration individually, but totalling at least one hour per day, as appropriate for the children's age and stage of development. In the Foundation Stage curriculum Language forms one of Early Learning Goals and suitable activities are planned around the following:

### **Language**

To develop and extend vocabulary.

To develop listening skills.

To encourage communication with peers/adults.

To develop confidence and fluency.

To develop awareness of print and its meaning.

To provide experiences to refine motor skills.  
To promote an enthusiasm for reading and books.  
To encourage and develop imagination.  
To encourage recognition of basic letters and sounds.  
To develop a perception of themselves as writers.

### **Drama/Role-play**

To raise awareness of the role of others.  
To increase self confidence and self esteem.  
To increase co-operation and communication skills.  
To give experience of problem solving, resolving conflicts, compromise, negotiation and assertiveness.  
To explore social situations.  
To stimulate creativity, imagination and investigation.  
To introduce new ideas.

### **4.8 Special Needs**

Class teachers, with the support and advice of the English Co-ordinator, the Special Needs Co-ordinator and outside agencies, endeavour to provide children with a curriculum that meets their needs. Children may be working above or below the standard of their peers and class teachers will take account of this in their planning. In some cases it may be necessary for an Individual Education Plan to be drawn up.

### **4.9 Equal opportunities**

All children, irrespective of their race, gender or ability, are entitled to equal access to the English curriculum

### **4.10 IT**

Modern technology has an important role to play in the English curriculum allowing children access to language in other media through television, Video, radio and tapes. Computers are an important tool in enabling children to redraft and publish their writing.

### **4.11 Parental and Community links**

Parents and members of the community are encouraged to participate in English activities. Particular emphasis has been placed on reading with children taking books home from classrooms and from the school library. Some parents and members of the community also read with the children in school.

## **5. Health and Safety**

The safe use of equipment and resources will be encouraged at all times. Staff will ensure that children are appropriately dressed for drama activities.

## **6. Resources.**

Resources available in school include reading materials, phonic and handwriting books, videos, tapes and text books. A detailed list of the resources and their location is attached to these guidelines.

## **7. Assessment, recording and reporting.**

Class teachers are responsible for assessing the work and progress of children in their class. This can take the form of observation, conversation and marking work. Teacher assessments will be carried out continuously throughout, each key stage. Statutory assessments will be carried out at the end of Key Stage 1 and the end of Key Stage 2 in the form of SATs when children's achievements are matched to the level descriptions for each attainment target by test and teacher assessment. Standardised school reading records are filled in approximately once a term and are handed to the next teacher as the

child progresses through the school. Progress in English is reported annually to parents M a written report and discussed at parent consultations each term.

### **8. Role of the co-ordinator.**

The English co-ordinator will be responsible for:

keeping an overview of the planning  
the upkeep of resources  
monitoring the curriculum  
supporting colleagues  
attending courses and keeping up to date with developments  
liaison with the Governor responsible for English

### **9. Monitoring and Evaluation.**

Monitoring is carried out by the English Co-ordinator and the Headteacher. It may take the form of looking at children's work, displays, collecting samples of children's work, discussion with staff and specific staff meetings.

(see also Evaluation criteria.)

### **10. Review date.** May, 2002 - **Maggie Faircliff (English Co-ordinator)**

The documentation for English will be reviewed at regular intervals.

Reviewed September 04

Reviewed July 06

## **EVALUATION CRITERIA - Good practice in English**

English provision is good when:

1. Pupils are encouraged to use language appropriately in a wide range of contexts for a variety of purposes and audiences.
2. Pupils are made aware of the interrelationship of all the modes of language and use their proficiency in any one to develop further their competencies in the others.
3. Pupils are given the opportunity to take some responsibility for their own learning -using talking and writing to explore tasks they are working on, and choosing and directing some tasks for themselves.
4. Speaking and listening are regarded as an integral part of all lessons, rather than as something to be especially set up.
5. Pupils experience a wide range of literary and non-literary texts.
6. Pupils are provided with the opportunity to write in a range of forms appropriate to the purposes of and audiences for, their writing.
7. Pupils are encouraged and enabled to effectively draft their written work.
8. Pupils are provided with a real expectation of success and the confidence to take risks in their use of language.
9. Teachers are expert at recognising positive achievement and at recording it specifically thereby building up a valid picture of pupils' achievements over time.
10. Teachers' judgements of pupils' achievements are systematically standardised and moderated.

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