

The Federation of Abbey Infant and Abbey Junior Schools
English Policy

Language is at the heart of all we do. Without it we would not communicate our knowledge, ideas and feelings, or structure and make sense of our experiences; in this sense, language is a tool for both our thinking and learning. Children will be given the same opportunities regardless of race, culture, gender or ability.

Aim

We aim to develop pupils' abilities within an integrated programme of Speaking & Listening, Reading & Writing. Pupils will be given opportunities to link the requirements of English within a broad and balanced curriculum that is relevant and purposeful for all of them

Objectives

For the children to:

- Have opportunities for speaking and listening activities
- Develop as enthusiastic speakers and active listeners
- Read accurately, fluently and with expression
- Develop as enthusiastic and reflective readers
- Opportunities to write across a range of subjects and genres.
- Develop as enthusiastic writers and understand the power of writing

Monitoring and Evaluation of the Teaching and Learning of English

The effectiveness of the policy will be monitored during the year through:

- Long term, medium term and short term monitoring of planning by Core Team, Foundation stage and KS1 leaders.
- Book scrutinies
- Lesson observations
- Analysis of teacher and test assessment data
- Pupil consultation
- Visits from OFSTED and LA.
- Performance management.
- Annual parent consultation

The following criteria is used as a measure of success:

- Planning demonstrates a whole school approach to differentiated active learning
- Book evidence progress through high quality learning
- All children make the equivalent of 4 APS per year
- Children will speak confidently about their own learning and quality of opportunities they have accessed
- External judgements are viewed as outstanding
- All staff are accountable for children's progress
- Parents strongly agree that provision and progress is of the highest standard.

This policy had been developed and agreed by all staff.
Review date July 2013.

The Federation of Abbey Infant and Abbey Junior Schools
Speaking and Listening Policy

Speaking and listening enables us to understand, question, discuss, analyse, collaborate and reflect on the world around us.

Aim

We aim to provide planned opportunities for speaking and listening that enable children to develop as enthusiastic speakers and active listeners.

Objectives:

For the children to:

- Listen attentively and respond appropriately in different situations
- Understand, respect and empathise with other peoples' views and ideas
- Understand instructions and directions
- Interpret mood and meaning from tone, pitch and rhythm
- Speak appropriately for different purposes
- Develop vocabulary in order to express their own thinking and ideas
- Adapt tone and pace in different situations
- Contribute to discussions, debates, performances and drama

Monitoring and Evaluation of Speaking and Listening

The effectiveness of the policy will be monitored during the year through:

- Monitoring planning and ensuring that at least one lesson per week is a discrete speaking and listening session
- Monitoring planning to ensure whole class discussion, paired talk and question and answer sessions are planned
- Lesson observation
- During year / end of year teacher assessment
- OfSTED and LA
- Parent consultations

The following criteria is used as a measure of success:

- Planning shows a whole school approach to differentiated learning opportunities
- Planning shows opportunities for Philosophy for Children and Building Learning Power
- Children will speak confidently about their own learning and quality of opportunities they have accessed
- Classroom observations show active participation and children are able to articulate learning
- Children participate with confidence in assemblies and productions

The Federation of Abbey Infant and Abbey Junior Schools
Reading Policy

Reading allows access to imaginary worlds, facts, knowledge and information. It opens up opportunities and is required in order to participate in everyday life.

Aim

We aim to provide opportunities for children to be able to read accurately, fluently and with expression and develop as enthusiastic and reflective readers

Objectives

For the children to:

- Be taught letter sounds through Jolly phonics and Letters & Sounds
- Be taught strategies that will enable them to decode and recognise words
- Read accurately and with fluency
- Listen to others read, noting expression, pausing and tone
- Appreciate and enjoy the work of individual authors, illustrators and publishers
- Read for and with other children and adults in a variety of situations including paired, group and class reading
- Read with expression using punctuation clues, characterisation of voices and the mood of the text
- Understand the different ways a sentence can be constructed and the effect this has on the reader
- Respond to a wide range of texts and genres
- Understand literal meaning
- Deduce meaning from the text
- Use inferential skills to find meaning beyond the literal
- Explain authorial intent
- Find and interpret information including using dictionaries, thesaurus and ICT

Monitoring and Evaluation of Reading

The effectiveness of the policy will be monitored during the year through:

- Monitoring planning and ensuring that at least four lessons per week are discrete reading and writing sessions
- Monitoring planning to ensure that group reading sessions are appropriately planned for
- Lesson observations
- Pupil consultations
- During year / end of year teacher and test assessment
- OfSTED and LA
- Parent consultations

The following criteria is used as a measure of success:

- Planning shows a whole school approach to differentiated learning opportunities
- Children will speak confidently about their own learning identifying personal

- targets.
- Classroom observations show active participation and children are able to articulate learning
 - Progress demonstrates children's attainment:
 - Reading age is in line or above chronological age
 - Test indicate at least 4 APS improvement per year
 - Teacher assessment considers fluency, expression, comprehension and participation
 - External agencies judge outcomes as outstanding
 - Parents agree that provision is of the highest standard and understand how to support their children in the reading process

The Federation of Abbey Infant and Abbey Junior Schools
Writing Policy

Writing allows us to express our view, communicate our knowledge, ideas and feelings in a meaningful way.

Aim

We aim to provide opportunities for children to write across a range of subjects and genres so that they develop as enthusiastic writers and understand the power of writing.

Objectives

For the children to:

- Have opportunities to develop gross and fine motor skills
- Have opportunities for mark making
- Recognise that marks can represent sounds
- Develop spelling strategies and vocabulary
- Use teacher modeling as a means to understand the writing process
- Model ideas and skills of authors including other children
- Learn to write words
- Learn to construct simple sentences, compound and complex sentences
- Collaborate with other children and adults
- Know the correct punctuation and how to use it to create effect
- Understand the importance of writing in a grammatically correct way
- Be able to respond well to test situations and 'cold write'.
- Recognise the need for drafting and redrafting
- Collaborate with others to self and peer assess
- Be able to set their own targets
- Recognise and write for different purposes and audiences across the curriculum
- Understand how writing can have an effect on the reader

Monitoring and Evaluation of Writing

The effectiveness of the policy will be monitored during the year through:

- Monitoring planning and ensuring that at least four lessons per week are discrete reading and writing sessions
- Lesson observations
- Pupil consultations
- During year / end of year teacher and test assessment
- OfSTED and LA
- Parent consultations

The following criteria is used as a measure of success:

- Planning shows a whole school approach to differentiated learning opportunities
- Children will speak confidently about their own learning and quality of opportunities they have accessed

- Classroom observations show active participation and children are able to articulate learning
- Progress demonstrates children's attainment:
 - Test indicate at least 4 APS improvement per year
 - Spelling age is in line or above chronological age
 - Teacher assessment considers writing across the curriculum, drafted and redrafted work
- External agencies judge outcomes as outstanding
- Parents agree that provision is of the highest standard and understand how to support their children in the writing process