

English Policy

INTRODUCTION

The National Curriculum identifies English as a “core” or main subject. The School believes that English extends to all areas of a student’s life. In order for a student to become a fully developed and fulfilled individual, a knowledge and enjoyment of both English language and literature is essential.

Aims of Teaching English:

to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

The purpose of this policy is to recognise that:

- good literacy is a key factor in raising standards across all school subjects;
- poor literacy means poor performance. Students need to read intelligently and express themselves cogently if they are to do well in any subject;
- literacy skills can be fostered as part of reading, writing, and spoken language within subjects;
- to ensure success, all teachers need to make a contribution and focus on agreed priorities.

Principles

1. The school expects students to leave school as young people with the confidence to:
 - express themselves clearly and confidently;
 - listen to and consider the views of others;
 - read for information and enjoyment;
 - write confidently and clearly for a range of purposes.
2. The scheme of work is designed so that all students at the school have access to English as part of a broad and balanced curriculum.
3. All aspects of English are inter-related and are taught as such.
4. English is also taught as a discrete subject and in its own right.
5. Cross curricular links are made, as appropriate, to other core and foundation subjects as well as the broader curriculum offered at Cotswold Chine School, e.g. Woodwork.

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6. Members of the teaching and support staff have an important part in spoken language development as role models.
7. It is valued as being the core of all learning and is developed throughout the curriculum, in particular Computing and the study of the media.
8. To increase knowledge and understanding of social, moral, spiritual and cultural (SMSC) values.
9. To increase knowledge and understanding of British Values, Britain and the world.
10. To promote Personal, Social, Health and Economic (PSHE) Education.

The school embraces the principles and values of equal opportunities. Every effort is made to ensure that each individual student receives an equal learning experience in English regardless of ability, culture, race and gender.

KEY STAGE 2

Spoken Language

Students learn to speak clearly and to listen carefully. They participate in small group and class presentations, learning to identify and make relevant points. They listen to others, remembering the main points that they heard. They also learn to use language to share their ideas and feelings in role play and drama activities. Spoken language is modelled within each teaching team as well as with care staff.

Reading

Staff develop students' interest and pleasure in reading. There is a broad range of reading material offered so as to foster a positive attitude towards reading for pleasure. This includes fiction and non fiction texts, magazines and eBooks. Each student has a tablet computer with a range of electronic literature appropriate to their age and learning profile. The teaching of reading is underpinned by Alpha to Omega – The A-Z of Teaching Reading and Writing.

Writing

Students start to enjoy writing and understand the value of it. They learn how to spell and punctuate accurately in order to express themselves clearly. They are also encouraged to take pride in their work and take care with presentation. Clear, legible handwriting is promoted throughout the school (see *Handwriting Policy*).

KEY STAGE 3

Spoken Language

Students are taught to listen to others and remember main points of spoken words. Staff develop students' understanding of the spoken word and the capacity to express themselves effectively in a variety of speaking and listening activities and to extend the skill of matching style and response to audience and purpose. This also includes the study of the use of spoken Standard English in formal and informal situations. They participate in small group and class discussions to make relevant points.

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Reading

Students are expected to develop a growing ability to read, understanding and respond to all types of writing. They are required to extend and refine information retrieval strategies for the purpose of study. Staff develop students' interest and pleasure in reading and their ability to work out the meaning of straightforward texts and express their response clearly. Each student has a tablet computer with a range of electronic literature appropriate to their age and learning profile. The teaching of reading is underpinned by Alpha to Omega – The A-Z of Teaching Reading and Writing.

Writing

Students develop a growing ability to construct and convey meaning in a written language form, matching style to audience and purpose. Students are encouraged to take pride in the presentation of their work and be taught the conventions of the key skills of grammar, spelling and punctuation. They learn to communicate their ideas through writing narrative and non-fiction texts within a range of contexts.

KEY STAGE 4

Students in Years 10 and 11 are entered for a range of accreditation. This includes Entry Level, Functional Skills and GCSE.

Post 16 (Key Stage 5)

All post 16 students continue to have English within their curriculum. Accreditation aims to build on previous achievements, to prepare students for life as a young adult and to enable them to leave school with appropriate qualifications for their chosen career or college course. Students have access to AS, GCSE, Functional Skills, and Entry Level Certificate courses.

To reinforce literacy skills across the curriculum staff:

- use same strategies, e.g. writing frames;
- employ successfully new practice, e.g. shared (whole school) writing and reading;
- mark in a similar way, to the same standard;
- remind students to apply skills someone else has taught them;
- use the same terminology.

All teachers are expected to adopt common approaches to ensure the teaching of:

- spelling and vocabulary;
- use *Alpha to Omega* as a structured synthetic phonics scheme;
- active reading strategies;
- reading for information;
- making notes;
- using the library;
- the management of group talk;
- listening;
- writing non-fiction;
- writing style;

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INCLUSION/EQUAL OPPORTUNITIES

The school aims to give every student the opportunity to experience success and achieve as high a standard as possible, regardless of gender, race, religion, or social background.

In order to do this, the school:

- teaches the knowledge, skills and understanding that suit students' abilities and needs in order to challenge them;
- is flexible in choosing lesson content from a suitable level and key stage;
- sets appropriate and challenging targets for all student as set out in their IEPs;
- uses materials that are free from discrimination or stereotyping;
- sets high expectations and provides opportunities for all students to achieve, including boys; girls; students with SEN or disabilities; students from all social, cultural and linguistic backgrounds and more able students;
- uses a range of organisational approaches, such as grouping or individual 1 to 1 work to ensure learning needs are appropriately addressed;
- plans work that builds on previous learning interests and experiences of students.

Role of the Literacy Coordinator ensures that:

- all teachers are equipped to teach literacy either as a specialist subject or through other subjects of the National Curriculum;
- provides advice and support to teachers;
- literacy skills are transferred from subject to subject;
- all teachers have similar expectations;
- regularly updates the policy in light of any school, local or national changes;
- monitors the progress students make over a period of time;
- audits and appraises the quantity and quality of resources.

Guidance

Promoting spelling and vocabulary

1. Helping students to identify appropriate strategies to learn new spellings.
2. Identifying any commonly misspelt word or spelling patterns and supporting students in learning these patterns.
3. Assessing students' spelling and using *Alpha to Omega* to plan a structured cumulative and multisensory programme where appropriate.
4. Extending students' vocabulary through the use of dictionaries and thesauruses and through activities aimed at extending vocabulary in all subject areas.

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Promoting active reading strategies include

1. Reviewing reading tasks in schemes of work and discuss how these can be most helpfully delivered to students.
2. Using activities that encourage close reading, e.g. close, sequencing, text marking and text restructuring.
3. When using a text with a class, identify the ways writers of non-fiction match language and organisation to their purpose and audience.
4. Helping students to read accurately and use correctly, vocabulary that relates to key concepts in each subject, distinguishing between everyday uses of words and their subject-specific use.

Promoting reading for information includes:

1. Explicitly identifying texts or resources where relevant information can be located.
2. Making clear which information is relevant or otherwise.
3. Reviewing texts that are used in schemes of work and assessing the demands on the reader, then modifying according to the individual needs.
4. Teaching appropriate strategies for locating information, e.g. skimming, scanning and highlighting.

Promoting making notes includes:

1. Defining the type of note-making support for given tasks.
2. Demonstrating to students' effective note-making and how notes can be used to link and develop ideas.

Promoting the use of a library includes:

1. Reviewing their planning to include library-based research tasks.
2. Developing and maintaining a working partnership with a local library.
3. Promoting the use of the library to students.

Promoting consistent marking for literacy includes:

1. Agreement on a marking code and use of selective marking.
2. Using a marking system which obliges the students to re-try.

Promoting spoken language includes:

1. Developing activities where students listen for and recall the main points of a talk, reading or television programme, reflecting on what has been heard to ask searching questions.
2. Incorporating the explicit teaching of listening and speaking into relevant subject areas.

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Promoting writing non-fiction includes:

1. Teaching students to write in ways that are special to the subject.
2. Adopting the teaching sequence for introducing new types of writing.

Promoting writing style includes:

1. Displaying useful phrases to help link and develop ideas in writing.
2. Defining appropriate style of pieces of writing,
3. Demonstrating the way to organise and express pieces of writing.
4. Providing annotated examples of writing in the subject, so that students understand what is required.

Health and Safety

When teaching English teachers ensure all planned lessons and activities adhere to the School's Health and Safety Policies and risk assessments. These are contained within the Statement of Purpose and Health and Safety Files.

References

Hornsby, B. Shear, F. and Pool, J (2006) *Alpha to Omega (6th Ed)* Heinemann.