

TRANMERE PARK PRIMARY SCHOOL

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English Policy

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Tranmere Park Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

English Policy for Tranmere Park Primary School

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Ethos

At Tranmere Park Primary School, we aim to develop a love for the English language in its written and spoken forms. We encourage children to develop skills to communicate effectively through spoken language and writing, to listen with understanding, and to be enthusiastic, knowledgeable readers. We recognise English as an important core subject and as a pre-requisite for educational and social progress. We aim to provide an environment which promotes language development, which is stimulating and characterised by high expectations of success for every child.

To ensure all children reach their full potential in English, their individual needs and abilities are recognised and developed in a caring and supportive environment, in partnership with parents.

What we teach

In teaching English at Tranmere Park Primary School we work towards every child becoming literate. By the age of 11 we aim for a child to be able to:

- Develop a confident, positive attitude towards English as an enjoyable subject in which they can gain success and enjoyment
- Read and write with confidence, fluency and understanding, and to develop an awareness of purpose and audience
- Be interested in books, read with enjoyment and evaluate and justify their preferences
- Be able to orchestrate a full range of reading cues [phonic, graphic, syntactic, contextual] to monitor their reading and correct their own mistakes
- Develop through reading and writing, their powers of imagination, inventiveness and critical awareness
- Know, understand and be able to write in a range of genres in fiction and poetry, and understand some of the ways in which a narrative is structured through basic literary ideas of setting, character and plot
- Understand, use and be able to write a range of non-fiction texts
- Have an interest in words and their meanings, and develop their vocabulary
- Have a suitable technical vocabulary through which to understand and discuss their reading and writing
- Understand the sound and spelling system and use this to read and spell accurately
- Have fluent, legible cursive handwriting and have pride in the presentation of their work
- Plan, draft, edit and revise their own writing
- Communicate effectively, speak with confidence and structure their talk in ways which are coherent and understandable
- Use a range of drama techniques to express their ideas and enhance their learning
- 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

How we teach English

We ensure that there is a consistent approach to planning across the school. We use Hamilton Trust materials, whole class reading (RIC), No-Nonsense Spelling and Phonic Play as a basis for planning, which follow the requirements of the National Curriculum for England 2014 and use real books as a foundation for developing a love of literature.

Staff adapt the ideas to meet the needs of the children in their class but ensure that key objectives are covered. Planning shows progression across the school and we provide a dedicated daily English focus. Staff ensure that aspects of English are also developed through cross curricular work. (See the English Handbook for further details)

<p>How we assess English</p> <p>Teachers continually assess and reflect upon their children’s learning to inform their future planning. In brief: Short term formative assessments are recorded on weekly short term planning sheets, noting children’s progress. This data is also entered in to ‘Class Track’, school’s online tracking system. Medium term assessments are made half termly and recorded using ‘OTrack’. Summative assessments are made at the end of each academic year, using information gathered from daily observations and formative assessments. These are recorded on OTrack as well as on the children’s end of year reports. In KS2 judgements are also informed by optional SATS in years 3, 4 and 5. Children in years 2 and 6 take the statutory SATS tests. Year 1 children also complete a national phonic screening check in June.</p>
<p>How we monitor English</p> <p>The English subject leaders will use their expertise to support other teachers. They will also monitor the teaching of English throughout the school and review pupil performance against national expectations. A timetable of on-going monitoring will evaluate current practice and will identify strengths and areas of development. These ‘areas of development’ will then be actioned in order to improve current practice.</p>
<p>Resources</p> <p>Planning is available centrally in EYFS, Key Stage 1 and Key Stage 2. Books to support the curriculum are stored alongside this planning and phonic/reading materials are available in all classrooms and libraries. Each class will be allocated resources to support the teaching of handwriting, phonics and spelling, spoken language, grammar and punctuation, reading comprehension and writing.</p>
<p>Health & Safety</p> <p>The school follows the guidelines of the “Be Safe” booklet for all general health and safety issues connected to English teaching. This is kept in the staffroom. In addition, staff should refer to the Health & Safety policy.</p>
<p>Inclusion</p> <p>English teaching at Tranmere Park Primary is free from bias or generalisation in respect of gender, class, race or disability. Resources will reflect the pluralistic society in which we live, avoid stereotyping and discrimination and promote positive self-images.</p>
<p>Safeguarding</p> <p>Tranmere Park is committed to safeguarding and promoting the welfare of its pupils and expects all staff and volunteers to share this commitment.</p>
<p>This policy should be read in conjunction with the Tranmere Park Primary School handbook for English.</p>

Please refer to the following additional policies to supplement this policy: SEN and Inclusion Policy, Assessment Policy, Marking and Feedback Policy, Single Equality Policy and the Homework Policy.