

A POLICY FOR THE TEACHING OF ENGLISH AT OCKLYNGE SCHOOL

The teaching of English at Ocklynge aims to enable children to develop the key skills of literacy, meeting National Curriculum requirements and those of the National Literacy strategy.

It is our aim that children should develop literacy skills, through effective learning opportunities which provide all pupils with relevant and appropriately challenging work at Key Stage 2. We believe this is essential if pupils are to access all areas of the curriculum successfully and to communicate effectively, using a variety of media, in today's world.

Our aims for the three main areas of English are:

Reading

- To be able to read fluently and confidently, with a high level of understanding and enjoyment
- To have experience of a wide range of genre in fiction, poetry and non-fiction, including I.C.T and film texts, and to be able to identify their structure and language features
- To develop a wide range of reading strategies in order to be able to decipher new or unfamiliar words.

Writing

- To write independently and with confidence, showing a fluent and legible style of handwriting
- To write in a variety of genre and for a range of purposes, showing an awareness of audience
- To develop the skills of planning, drafting, revising and proof reading on paper and on screen
- To learn the main rules and convention of written English and to explore how language can be used to express meaning in different ways and in different contexts, including ICT.

Speaking, Listening and Drama

- To develop an understanding of the spoken word through a range of experiences
- To develop a wide range of ways to respond to texts that are read aloud via the delivery of 'Mentor Texts' throughout the year groups
- To develop the ability to explore ideas with others through talk

- To develop the ability to communicate their ideas and opinions in spoken language to different audiences
- To develop drama skills by taking an improvisation, role play and scripted drama in order to explore characters and issues
- To respond to the performance of others.

We shall be succeeding in English when:-

- staff feel confident in the planning and delivery of the English National Curriculum and the New Primary Framework Literacy
- our teaching successfully meets the needs of all children and their progress is monitored with confidence against the Attainment Targets
- most children appear to enjoy reading and writing for pleasure
- children communicate clearly and confidently and are able to express and justify their opinions, while listening carefully to the opinions of others
- we have provided a wide range of opportunities for children to further their English skills in other areas of the curriculum, including I.C.T.

Current Practice

A three year implementation programme was begun in 2007 to deliver lessons based on the New Primary Framework, which ensures progression across the year groups.

Each year group plans their own programme of work to incorporate a range of fiction and non-fiction materials from books, posters, newspapers, leaflets and other resource materials, including in their plans opportunities for speaking and listening and drama.

Work is derived from these core materials, whilst Guided Reading activities are planned individually by the teacher to meet the individual needs of reading groups within the class, and to consolidate Learning Intentions from the whole class sessions.

Each teacher is provided with five 'Mentor Texts' to read to their class throughout the year, providing a basis for discussion, text analysis and modelling.

Assessment and Record Keeping

Each child has an age appropriate Reading Log (Year 3 - published by Kent; Years 4, 5 & 6 published by J.J. Learning Tools) in which to record and respond to reading books and activities. Teacher and parents may make comments in this Log. A record for each Guided Reading Group is kept by the class teacher in which comments are recorded on children's individual capabilities and strategies. Spellings are tested weekly (see Spelling Policy) and scores are kept in teachers' mark books.

Regular assessments each half term, to cover a particular learning intention, monitors progress and non-statutory SATs are taken to track children's attainment. (See Assessment Policy)

Pupils with Special Needs are tested regularly in Spelling and Reading by the Special Needs department.

Resources

Teacher resources (not specific to year groups) - Resources Room

Ginn Password to English)	
Guided Reading Books)	
Big Books)	Year Group Resources areas
Sets of books for Text level work)	
Mentor texts)	