



# Wombwell Park Street Primary School

## English Policy Document

### Aims and Objectives

Our aim in the teaching of English is to enable every child to communicate effectively in speech and writing, to listen with understanding and to be an enthusiastic, responsive and knowledgeable reader. We aim to provide a balanced range of enjoyable activities which are integrated within the three core themes taught in school – Life In Different Places, Life Around Us and Life in the Past. We emphasise the importance of presentation and correctness, and we promote the use of ICT to apply

### Curriculum Organisation

English is taught daily throughout school. We are committed to the quality first teaching of core skills in phonics, reading with understanding and writing which are taught discreetly then practised through a series of planned contexts and cross curricular themes. Guided reading groups are taught daily and specific needs are met by individual or group support during English by

### Equal Opportunities, Inclusion and Access

We strongly promote equal opportunities in all aspects of our work and everyone will be able to access the provision in English. Teachers adapt their lessons to meet the needs and interests of the children and fully implement our inclusion policy. Children with special educational needs are supported by individual education plans as appropriate and the comparatively able receive extension

### Planning

Teachers plan units of work in line with the Primary National Strategy (in 2, 3 or 4 week blocks) and differentiate to ensure our provision best meets the needs of our children. Key stage 1 and 2 use a specific English planning format. This also provides opportunity to plan specific core skills work, handwriting, spelling / phonics and assessment criteria. Specific target / SEN groups are identified and provided for. Guided reading opportunities are included in unit planning. Early

### Assessment and Target Setting

Assessment for learning is at the heart of our teaching and learning in English. Children's writing is assessed through a termly school writing task, combined with ongoing daily teacher assessment of individual children through class based work. Reading assessment is an ongoing process through guided reading. Tests such as Salford individual / Hodder and Stoughton Group reading tests are used as appropriate (e.g. children on specific literacy interventions). APP is used to inform teachers' planning and secure assessment judgments. Targets are set for and with the children as

### Recording and Reporting

Teachers keep all English assessments in an assessment folder, which is a central store for assessment information from all areas of the curriculum. Parents are consulted termly in parents evenings and an annual report is sent home, which shows how well pupils are progressing in relation to effort and attainment (compared with age related expectations)

### Safeguarding, Health and Safety

Teachers complete a risk assessment for any planned activity which presents a potential risk or hazard. Safeguarding children from any kind of harm is our main priority and the importance of teaching children about safe practice as part of their daily lives features strongly in all aspects of English and throughout the curriculum.