



English Policy

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Introduction

English is one of the most important life skills that we can teach the children at Star International Mirdif and is often the 'keystone' for many other areas of learning.

English develops children's ability to communicate in spoken and written form. Through developing their knowledge, skills and understanding in English, children learn to appreciate that communication in all forms contributes to their wider understanding of the world in which they live.

The English curriculum provides breadth and balance, is relevant and engaging and is differentiated to match needs and abilities.

We follow the 2014 National Curriculum Framework for English.

Aims

All children have the right to be competent readers and skilled writers. In partnership with parents, we aim to raise standards in English, and to promote the personal development of every child, by providing them with an equal opportunity to develop their skills in speaking, listening, reading and writing across the curriculum. In particular we aim to ensure that:

- all pupils, from Foundation Stage through to Year 6, have a full range of opportunities to develop their language and English skills within the curriculum
- all pupils read and write with confidence, fluency and understanding;
- pupils have an interest in books and read for enjoyment;
- assessment of pupil progress is meaningful to pupils, teachers and parents, and is used to enhance the quality of learning and teaching in English across the whole school curriculum

Teaching and Learning

The curriculum is delivered by class teachers. In all classes children are taught in ability groups and learning is differentiated in order to give appropriate levels of work to each ability group. Where appropriate these groups/individual children are supported by Teaching Assistants. Collaborative learning styles and mixed ability activities are also used. In EYFS continuous provision is used. Each class from Year 1 has an English Working Wall. This is used as a key part of teaching a genre of writing. Lessons ensure that the **pupils are active, not passive learners** and that connections between reading, writing, talking and listening are made and promoted.

EYFS

The Early Years Foundation Stage curriculum is followed to ensure continuity and progression through to the English National Curriculum in KS1 and KS2.

The Early Years Foundation Stage Curriculum is divided into prime & specific areas of learning and development. 'Communication & Language' is one of 3 prime areas that are fundamental to, and support the development, in all other areas. 'Communication & Language' is made up of the following 3 aspects: listening & attention, understanding and speaking. English is one of 4 specific areas which include essential skills & knowledge. They grow out of the prime areas & provide important contexts for learning. English is made up of the following 2 aspects: reading and writing. Pupil provision is related to attainment, not age. In EYFS all aspects of English are taught.

Children learn through play, speaking and listening activities, teacher modelling, group work and self-direction.

Speaking and Listening

Speaking and listening across the curriculum are important vehicles for developing written and oral language skills. The learning environment encourages all pupils to feel secure in developing their speaking and listening skills, and in making contributions to group and class discussion. We teach drama and debate within English and beyond and promote the use of Talk Partners i.e. providing, within the class, a selection of partners for each student with whom they feel comfortable and with whom they share ideas, opinions and planning.

In the Early Years and into Year 1, early English skills are developed through planned indoor and outdoor play activities and careful on-going observations of child-initiated or adult-led play activities. We are then able to provide the most effective learning opportunities. We believe that it is important for adults to support children's learning through play, by getting involved in the play themselves and modeling by example. In this way we can extend and develop the children's communication and linguistic skills. We recognise the need for all pupils to speak, read and write Standard English fluently and accurately, while acknowledging that a pupil's own dialect, or other language is of prime importance. It is our school policy to model our own language to the children, which encourages Standard English both in speaking and writing.

Reading

Reading for pleasure and enjoyment is given a high priority and sufficient time is set aside for this. Foundation and Key Stage One classes enjoy and participate in whole class shared reading sessions outside the English lesson. Teachers in Key Stage Two read to the whole class regularly from a variety of texts. Each class has a book area, with displays to encourage its use.

Teachers model reading strategies during shared reading sessions, whilst children have the opportunity to develop reading strategies and to discuss texts in detail during guided reading sessions. Independent reading provides time for both assessment and 1-1 teaching. Discreet phonics lessons in FS and KS1 enable children to decode efficiently. This is continued into KS2 where necessary. The school follows the Letters and Sounds phonics programme.

A range of reading schemes are used to support early readers as well as banded books from the Oxford Reading Tree scheme. Teaching assistants support reading activities to ensure that children have more frequent opportunities to read with adults. Children also choose from a wide variety of books from the library, which they borrow for independent enjoyment.

Children take home a leveled book from school according to their ability, until they become competent independent readers. Parents are encouraged to hear their child read daily and then record how they have got on in their child's reading record. As children progress through KS2 they should become more independent in recording what they have read. Guidance for Parents on Reading and Phonics is provided during the year.

We recognise the value of adults (both in school and at home) reading aloud to children, in order to improve their grasp of story language, enthuse them with a love of books and inspire them as writers.

Writing

It is important for pupils to develop as independent, enthusiastic and expressive writers who are able to write in a meaningful way. They should be able to use a range of forms for a variety of purposes and audiences. They should be confident in their choice of genre and language style for a specific purpose. Pupils should also regard themselves as writers and value their own work and that of others.

We provide authentic contexts for writing wherever possible, including opportunities to develop writing skills across the curriculum. Writing is therefore taught within and outside the formal English lesson. Teachers use a range of good quality and motivating texts as examples of writing in the particular genre they are studying, making good use of the wealth of materials available for use on the Interactive Whiteboard. The teacher introduces new writing objectives through modelling and demonstration. For each text-level objective children engage in supported, shared and guided writing, and independent writing activities. Where appropriate, children may be taught in ability groups across the cohort. We teach process skills and children practise these regularly. Teachers encourage pupils to use a thesaurus and prompt cards to extend vocabulary choices when writing. Pupils are taught to understand and be familiar with the codes used to mark their writing, so that they can develop their independence in editing and correcting their own work as they progress through the School. Peer editing is used as a tool for improvement throughout the school.

Spelling

We recognise the importance of using multi-sensory spelling strategies and an investigative approach to spelling patterns and conventions. Pupils learn from *Letters and Sounds* materials in Foundation Stage, Year 1 and in Year 2. *Support for Spelling*, which links with *Letters and Sounds*, is used from Year 2 upwards (once pupils have reached the end of phase 6). Teachers in KS2 teach spelling conventions using the *Framework* materials. Children are encouraged to practice their spelling online using the *Spelling Shed* website which allows them to improve both their spelling and ICT skills. Regular spelling homework and testing focuses on applying strategies and knowledge of spelling patterns and conventions.

Handwriting

As a school, we follow the Penpals handwriting scheme. Teachers model handwriting and teach pupils letter formation regularly throughout the week in Foundation Stage, KS1 and Lower KS2, and as necessary in Years 4 and 5. Teachers introduce joined handwriting in Year 2. Our aim is for all pupils to have joined handwriting by the end of Year 3, and for children to be developing their own cursive writing style by the end of Year 6.

Planning

Units of work have been adapted to meet the needs of the children at Star International School, Mirdif and to ensure progression in the acquisition of language and English skills. Wherever

relevant and appropriate, teachers incorporate topics and other subject areas into English planning in order to make lessons relevant and engaging for pupils. The units are structured to form a long-term plan with an appropriate balance of fiction and non-fiction work. Units are all saved on to the whole school shared drive. English planning covers skills required to successfully complete an extended piece of writing at the end of a unit.

Resources

A variety of resources are available in school for English. These include a range of guided reading books, the school library, phonics resources etc. Children have access to a range of dictionaries for checking meanings and spellings, a set of whiteboards, an Interactive Whiteboard, access to ipads and chromebooks in upper key stage 2.

Home-learning

Pupils from FS2 to Year 6 receive weekly homework. The context of home-learning that a child receives is dependant upon their year group. This may include reading, spellings or phonics, handwriting practise and topic related English work. Please see the school Home-learning Policy for further details.

Cross-Curricular Links

The skills that children are taught in English underpin all other subjects. They enable pupils to communicate and express themselves in all areas of their work. Teachers will always make cross-curricular links wherever appropriate and will plan for pupils to apply the skills, knowledge and understanding that they have acquired during an English lesson to other areas of the curriculum, with a particular focus in our school of writing through all subject areas where the same standard of writing is expected as seen in English subject books.

Computing.

Teachers and pupils use ICT to support and enhance the Language Curriculum. This includes using audio-visual equipment for speaking and listening activities, accessing story or information through video and computer software using the Internet to find information, word processing, desktop publishing, data projectors, Visualizers and Interactive Whiteboards. Children also use ipads and seesaw to record information.

Equal Opportunities

All children are provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

Learning Support

We provide for all children so that they achieve as highly as they can in English according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. Where barriers to learning are identified, the class teacher will work closely with the Inclusion Department and the Literacy Co-ordinator, to ensure that difficulties are swiftly addressed as quickly as possible and a programme of learning is put into place to remove the barriers. If appropriate to their needs, the targeted children may access intervention groups including phonics, oracy work, handwriting and grammar work. If the child is on the Special Educational needs register they will have an IEP with SMART targets. Gifted children, showing

particular strengths and talents in any aspect of English, will be identified by the class teacher and suitable learning challenges provided. For additional information please refer to the SEN Policy.

Time Allocation

The School offers a daily discrete English lesson (of 50 minutes), which is in place from Year 1 to the end of Year 6. Teachers ensure an equal balance in reading and writing objectives over a unit of work. Phonics is taught daily in the EYFS and Year 1 and three times a week in year 2. Guided Reading takes place throughout the week with groups each getting an opportunity to read with the teacher in KS2 and reading objectives are covered throughout the English and topic lessons. Spelling and Handwriting are taught discretely and followed up throughout all curriculum areas. Speaking and listening objectives are delivered through all areas of the curriculum.

Assessment

In the EYFS, assessments are based on observations of pupils' learning and development during child-initiated play. Teachers assess each pupil against the areas of the profile and Development Matters and upload assessment data termly onto Learning Ladders.

In Primary, continuous assessments of reading and writing progress are made throughout the year using Learning Ladders. Summative Assessments are carried out each term through the use of assertive mentoring, PIRA and Teacher Assessment.

Record Keeping

Class teachers keep up to date guided reading and guided writing group records, detailing individual pupil's progress in each small group taught session. Individual reading records are kept in pupil's reading record book and used in collaboration with parents. Groupings and planning are kept up to date on the whole school shared drive.

Staff Development and Training

The English Leader and SLT are responsible for auditing needs and organising staff training relating to the teaching and learning of English throughout the school.

Monitoring and Evaluation

This policy is subject to formal review every two years, and as part of on-going school self-evaluation process. Its success in relation to the School's action plan targets for English will be evaluated as part of the annual English audit and at School Improvement Plan Team meetings. The Subject Leader and SLT monitor the delivery of the English National Curriculum through: planning scrutinies, work-sampling, lesson observation, INSET and informal meetings with each year group.

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