

LANGLEY SCHOOL **ENGLISH POLICY**

A person's ability to understand and express themselves is essential to their development and quality of life. At Langley we endeavour to provide the experiences and activities needed by children to gain information and to communicate using spoken and written English, which may be supported by signing, symbols and other forms of non-verbal communication.

Aims

- To develop skills so that children can communicate and interact, in formal and informal settings, with and for a variety of audiences.
- To develop an interest in reading and reading media, for pleasure and to develop skills necessary to become a reader.
- To provide a range of strategies, materials and activities that will extend and develop children's reading and writing ability.
- To provide a range of purposes, audiences and materials that children may use across the curriculum.

Organisation

Teachers are responsible for medium term planning, they may use the suggested format or other layout appropriate to their needs. See appendix 1. Short term planning is completed by individual teachers taking into account the needs of the children, differentiating by input, task, resources, support and outcomes.

Speaking and Listening

Children need positive support and encouragement so that they know their contribution is valued, and also to listen and respond appropriately to others. Communication is a two way process and children need to recognise the importance of the listening role.

- A speech and language therapist is in school each week to assess children and advise staff about appropriate ways of supporting children, including the use of non-verbal communication;
 1. Use of Makaton signing to support understanding.
 2. Use of augmentative communication aids.
 3. Use social English.
 4. Programmes for specific difficulties.
- Role play/drama activities will be incorporated into some literacy planning and may be included in other curricular subject where this is appropriate to their delivery.
- As children's communication develops, they should be encouraged to use standard English, wherever it is appropriate.

Reading

- Each child will have the opportunity to take a book home to share at least once a week.
- Each teacher will be responsible for monitoring the children's reading and updating their records on a termly basis.
- The 'All Aboard' reading scheme will be used throughout the school. Other schemes are available and may be used to support the scheme, or to suit a particular child.

- Books have been colour coded using the 'Book banding materials'. This is an aid to teachers when selecting reading material of an appropriate level for children.
- Each child will be introduced to a variety of reading strategies.
- Each classroom should have a selection of reading materials readily available to the children, including labels, notices and displays.
- Every class will use the library as a resource for lessons and enabling children to borrow and take home a book of their own choice, usually on a weekly basis.

Writing

- Children will be taught simple cursive letter formation.
- Writing experiences will be given as suggested and planned according to the National Curriculum and the National Literacy Framework, which is presently under review nationally.
- Punctuation and standard English will be introduced at the appropriate time within children's individual programme.

Entitlement

All children have appropriate access to the Literacy Strategy. During planning it is important that teachers use a wide selection of resources that reflect the multi-racial and plural society in which we live. Stereotyping should be avoided and, whenever possible, materials should be used that are relevant to children's own experiences. EMAG training and resources have enhanced provision within the school.

Assessment

Children's achievement will be recorded in a variety of ways within Literacy. Teachers will evaluate the children by ongoing observations and informal assessment within lessons.

Progress will be monitored and recorded according to the elements within the National Curriculum; Speaking, Listening, Reading, and Writing, using P levels and National Curriculum levels. B Squared will enhance these assessments and record the small steps that children make. Currently for a trial period we are using "Assessing Pupil Progress" or APPAS, a tool to monitor the progress of children who are at level 1 or above.

Reading records will be kept noting the books and levels of the children's reading.

The Salford sentence reading test is used at the beginning of the academic year to give a 'reading age' if appropriate.

Evidence of children's achievement should be kept in the literacy sample wallet in the blue profile.

Summary

Although the three areas of English have been considered separately, it is important that the relationship between speaking and listening, reading and writing is not forgotten along with the importance of social communication.

Mark Taylor May 2008

Reviewed Andrea Reid-Kelly May 2011