



NORTH WEST LONDON JEWISH DAY SCHOOL

ENGLISH POLICY

**Written: October 2019
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English Policy

Philosophy and Intent

We believe that every child has the right to realise her/his potential as competent users of the English language, while recognising and valuing the richness and diversity of languages that each child brings to school. Children must be able to speak correctly, fluently and articulately in English. We believe that children must be regularly and frequently involved in purposeful and enjoyable reading and writing.

Purpose of the Policy

1. To deliver an engaging English programme for the Early Years, Key Stage 1 and Key Stage 2 using the Early Learning Goals, National Curriculum and our curriculum.
2. To develop each child's full potential in all areas of English language usage and to develop a love of, and an enthusiasm for, using language in a variety of settings.
3. To enable all children to become fully literate:
 - Skilled and confident speakers and listeners
 - Readers for life
 - Proficient and motivated writers.
4. To instill a love of reading into our children.
5. To enable all children to become independent learners and thinkers.
6. To highlight the importance of the home language for children who speak English as an Additional Language.

Outcomes

Oracy

1. There will be a focus on speaking and listening in lessons by using strategies such as drama, role-play, conscience alley etc. and in addition, children will have an opportunity to speak either in pairs with their talk partners or in groups during lessons as well as to an audience, for example during class discussions, Kodesh assemblies and curriculum presentations. These will include Current Affairs Presentations in Years 3-6 and Book Review Presentations in Years 2-6
2. All staff will model a high standard of spoken English and support children to do the same.
3. Teachers will provide helpful structures in lessons to support children so they are able to respond in full, grammatically-correct sentences.
4. Oracy will be assessed through assessing the child's writing. Standards in oracy will be evident in their written work.

Reading

5. Teachers will use a range of strategies to support children to learn to read including phonics, phonological awareness, word-recognition, learning spellings etc whilst being mindful that not all children learn in the same way.
6. All children will read with their teacher at least once every week during guided reading in Reception and Year One and regularly in whole class reading sessions in Years Two to Six. In addition, children will be heard read by their teachers on a regular basis in all classes.
7. Phonics lessons will be delivered daily in the Early Years Foundation Stage (Nursery & Reception) and Year One.
8. All teachers from Nursery to Year Two will follow the Letters and Sounds programme for the teaching of phonics, incorporating regular assessments.
9. Any children arriving at the school with no or limited English will be assessed for their phonic knowledge and then given extra teaching to help them catch up.
10. All children will be given frequent opportunities to borrow books through classroom libraries and our school libraries. The children will be given opportunities to purchase books twice a year at the Book Fairs.
11. All children will be encouraged to read as widely as possible both at home and at school and will be given a book list to help with their choices. Teachers will monitor what the children are reading.

12. Children will participate in Book World Cup in KS2
13. English Prefects will promote a love of books and reading across the school.
14. All teachers will read to children, on at least 3 occasions per week, for at least ten minutes.
15. Banded Books from our reading scheme, which allow the children to build a sight vocabulary whilst concurrently following the Letters and Sounds programme, will be sent home, evidenced in Reading Record Books and changed regularly. In KS2, the children will progress to another reading scheme until the children are competent readers, at which point they choose their own books from either school or home. The children's reading of these will still be monitored using the Reading Record Books.
16. Teachers will assess children's reading using the criteria on Target Tracker alongside a range of other strategies which may include, but not be limited to, listening to them read, tests and comprehension activities.
17. Children who arrive with little or no spoken English will have an assessment of their language needs within two weeks of arrival. Such children will be included in classroom activities through buddy systems and effective differentiation. They will also receive early language support groups.
18. Teachers will share appropriate books on subject specific days as well as where appropriate in all areas of the curriculum.

Writing

19. Teachers will provide opportunities for children to write every day in a range of contexts throughout all areas of the curriculum, including subjects such as Science and the Creative Curriculum, and also on subject specific days. In Upper KS2, this will also be incorporated into Kodesh lessons. Teachers will provide writing opportunities through extra curricula activities such as the school newspaper. The School Standard, which is produced every half term.
20. Teachers will provide children with opportunities to write for an extended period of time (age-appropriate) at least once per week in a range of genres and for a variety of audiences.
21. Teachers will provide regular opportunities for children to revise, edit and re-draft their work. This is known as "up-levelling".
22. Teachers will teach writing skills to the whole class as well as to groups in Guided Writing and Shared Writing sessions.
23. Teachers will provide opportunities to write or mark-make in the EYFS in all seven areas of learning.
24. Children who arrive with little or no English will be encouraged to take part in writing lessons by using pictures which can be annotated with words and sentences in English as their language abilities develop.
25. Teachers will provide opportunities for role-play, drama and speaking and listening activities as preparation for writing.
26. Teachers will teach and model specific handwriting skills using the Nelson Handwriting scheme in weekly sessions as well as insisting upon a high standard of handwriting in all areas of the curriculum, rewarding pupils with a "Pen License" during the course of Year Five when their work is of a suitable standard.
27. Teachers will provide effective feedback (written and oral) to all children in accordance with the school's targets for writing.
28. Teachers will assess children's writing using the criteria as developed by the school in line with the National Curriculum. All children from Year One to Year Six will produce at least 6 assessed pieces of work per year.
29. All children from Year One to Year Six take home words to learn as spellings and are tested on these weekly.

30. All children from Year Two to Year Six will have at least one grammar and punctuation lesson per week following the curriculum as devised by the school, in line with the National Curriculum and these skills are incorporated into their writing.

31. All Teachers will emphasise the importance of the correct use of spelling and punctuation in all the children's writing across the whole curriculum through modelling and marking.

Impact

32. Children will achieve the key learning objectives (expected standards) for their year group.

33. Most children will meet the National Standards for English at the end of EYFS, KS1 and KS2 with a high percentage of children obtaining Greater Depth (this will depend on the nature of the cohort).

34. Children will be engaged and challenged at all times.

35. Children will show a high level of pride in the presentation and understanding of their work.

36. Children will be able to stand up in front of an audience and deliver a presentation confidently.

37. High-quality pieces of writing will be evident in English but also in a range of other subjects across the curriculum, including Creative Curriculum, Science and Kodesh

Evidence for Evaluation

Will include:

- Planning.
- Lesson observations.
- The classroom environment (e.g. displays).
- Children's work.
- Teacher and teacher assistants' timetables.
- Discussion with children and teachers.
- Record books.
- School data
- Availability of reading materials in class
- Availability of writing materials in class.
- Results of Assessments for Reading, SpaG and Writing which are carried out once a term.