

## **IQRA INDEPENDENT SCHOOL POLICY**

### ***English Policy***

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## Iqra English Policy

### **Rationale**

English is a vital way of communicating in school, in public life and internationally. Literature in English is rich and influential, reflecting the experience of people from many countries and times.

In studying English, pupils develop skills in speaking, listening, reading and writing. It enables them to express themselves creatively and imaginatively and to communicate with others effectively. Pupils learn to become enthusiastic and critical readers of stories, poetry and drama as well as non-fiction and media texts.

The study of English helps pupils understand how language works by looking at its patterns, structures and origins. Using this knowledge, pupils can choose and adapt what they say and write in different situations.

### **Aims**

Our aims in teaching English are that all children will:

- experience text and spoken language in a range of genres and develop the skills and understanding necessary to analyse, discuss and criticize those examples effectively.
- become aware of text and spoken language in a range of registers and use this knowledge to choose and adapt what they say and write in different situations.
- use oral and written language effectively and appropriately to express themselves creatively and imaginatively and to communicate with others effectively.
- become aware of how language works by looking at its patterns, structures and origins.

### **English is important because:**

The study of English provides an individual with a vital and creative means of communication and self-expression. Literacy is an invaluable study skill enabling pupils to make links between curriculum areas.

The study of English at word, sentence and text level provides opportunities and a purpose for the development and linking of reasoning and creative-thinking strategies.

The study of English promotes understanding of other language systems and cultures.



## **Broad Guidelines and Strategies**

### **The Curriculum**

The English curriculum is organised according to the prescriptions of the National Literacy Strategy Framework.

The pupils engage in activities at word, sentence and text level through which they develop the key skills essential for literary composition and criticism.

### **Mode of Working**

Lessons will involve shared, guided and independent work in line with the N.L.S.

A range of homework activities may be used to support English

### **Opportunities in English**

We aim to enable children to export strategies from the literacy hour to support, enhance and develop their study and research skills in all other curriculum areas.

### **Achievement in English**

Excellence in English is celebrated in display and presentation including

- classroom displays of work and collections of relevant source materials.
- the children's orderly publication of their work in their books with increasing independence.

### **Continuity and Progression in English**

Teachers, base their medium term planning on the National Literacy Strategy documents.

Formal and informal staff meetings are used by the head teacher as forums for the moderation and standardisation of approaches and assessment standards.



## **The Role of the English Co-ordinator**

To take the lead in policy development and the implementation of the National Literacy Strategy.

To support colleagues in the development of their medium and short term planning and in their assessment and record keeping activities.

To monitor progress in English as directed by the head teacher.

To take charge of resourcing the delivery of the National Literacy Strategy

To keep colleagues up to date with developments in English teaching.

## **Staff Training**

Staff will be encouraged to attend courses, review resources and present work. The co-ordinator will have access to specific training to develop and support their role. Inset will be organised as appropriate.

## **Assessment**

Feedback to pupils about their own progress in English is achieved through the marking of work and teacher/pupil interaction.

Effective feedback:

- does not find fault but is constructive and positive and aims to help children learn.
- is supported wherever possible by individual discussion in which the child is encouraged to appraise their own work and progress.

## **Dissemination**

All staff and governors will receive a copy of this policy. A copy will be placed in the staff room. The policy and schemes of work will be available on request to parents, LEA, OFSTED and others working for the school through the head teacher.