

SPEAN BRIDGE PRIMARY SCHOOL

ENGLISH LANGUAGE GUIDELINES

Rationale:

Language is at the heart of all children's learning. Through language they receive much of their knowledge and acquire many of their skills. Language enables children both to communicate with others effectively for a variety of purposes, and to examine their own and others' experiences, feelings and ideas, giving them order and meaning. Because language is central to children's intellectual, emotional and social development it has an essential role across the curriculum and helps pupils' learning to be coherent and progressive.

The following forms the schools guidelines for the teaching and learning of English Language at our school. We have separate policies for Writing, Reading, Talking and Listening.

These guidelines are firmly embedded in the Strands and Outcomes in the 5-14 English Language document. We use the Highland Council 5-14 programmes of work for reading, talking and listening and writing.

The following are our aims for the teaching of English Language:

- To provide experiences for all pupils irrespective of gender, race, ability, disability, religion, background or culture
- To provide experiences for developing pupils' capacities to communicate, think, feel and make through language
- To introduce pupils to books and literature, including Scottish materials, as sources of these experiences
- To take full advantage of dialects, ethnic diversity and bilingualism, in teaching cultural tolerance and knowledge about language
- To help pupils to develop confidence and pleasure in their own use of language and make them aware of the importance of language
- To provide alternative modes of communication for pupils with special needs
- To ensure appropriate support for pupils with English as an Additional Language
- To take advantage of the rich contexts for language development provided by the mass media, ICT and drama

In order to realise these aims, the following will be taken into account:

- 1 We will provide learning activities in listening, talking, reading and writing within a context, so as to ensure balance, progression and coherence for the language programme as a whole.
- 2 We will ensure that pupils acquire knowledge and apply that knowledge in their own talking, listening, reading and writing.

- 3 We will ensure that pupils encounter a range of teaching styles and classroom organisation, which will permit individual, group and class learning.
- 4 The pupils will be given increasing scope to become independent thinkers and learners and to become actively involved in their own learning.
- 5 The pupils will, from the earliest years, be given a working knowledge of reference materials and their uses so that they can pursue with increasing independence, research and discovery learning.
- 6 Drama and mass media can be important elements of Language work.
- 7 ICT can stimulate thinking, reading, writing, listening and talking.
- 8 Consultation with Support for Learning Staff will be made to plan language programmes for pupils with specific/additional needs.
- 9 Consultation with English as an Additional Language Teacher will be made to plan and support pupils whose first language is not English.
- 10 Assessment of Language will be integrated with teaching, to permit both effective learning and communication of pupil's performance to the pupil, parent and to colleagues. (Formal record and assessment sheets are in place and will be kept to help transfer information).
- 11 Pupils will be introduced to Scottish literature and dialects as part of an understanding of their cultural heritage.

Forward Planning

We use our own short term and medium-term forward planners, adapted through Highland Literacy - we plan by highlighting pupil assessment criteria, teaching activities, assessment evidence, cross-curricular links and resources to be used. An evaluation of identified targets and next steps for learning and teaching are also identified at the end of the term.

Our yearly long-term planners ensure that all elements of English Language are covered over the year. Teachers' daily/weekly plans indicate details of activities/resources to be undertaken.

(See whole school Forward Planning Policy)

Learning and Teaching

As classes have generally pupils of mixed ability, a differentiated approach to learning and teaching will be used wherever possible, e.g. in using differentiated materials or differentiated expectations of response. Of course, aspects of Language are also integrated into most other areas of work.

We will employ a variety of teaching styles, e.g. direct teaching, group/trio work, individual work to accommodate meeting all pupils needs. No single approach is appropriate all the time. Pupils will be actively involved in their own learning through for example research work, presenting talks/Power Point presentations to give to others.

(See whole school Learning and Teaching Policy)

Pupils will be taught an awareness of audience in order to give their speaking, listening, writing and reading a purpose and meaning. A knowledge of the purposes for which people use language, will improve progress and achievements. The close link between all 4 elements will be reinforced.

Support for learning

Awareness of the needs of the less able and the more able will be taken into account and aspects for Support for Learning will be highlighted at the planning stage in collaboration with Support for Learning team.

(See whole school Support for Learning policy)

ICT

ICT has a significant role to play in supporting all pupils within the elements of English Language. It can contribute to the general education process by developing communication and language skills and presentation skills. ICT devices can contribute significantly to supporting pupils with specific needs. Opportunities for using ICT are identified within the Highland Council programmes of work and our programme of study for ICT can also be used to plan contexts for the learning and teaching of English Language through ICT. (See school ICT policy, Support for Learning policy and H.C. programme of study for ICT).

Time allocation

The recommended percentage for Language in the redrafted 'Structure and Balance of the Curriculum 5-14 Guidelines' is a minimum of 20%. This includes the teaching of a modern language. This overall percentage is reviewed annually according to the schools' needs and priorities and the weightings among the 4 component parts can vary at different stages and for different purposes.

Assessment and Recording

Individual pupil record sheets are in place for the four areas of English Language.

Evaluation of pupils' assessment criteria and effectiveness of learning and teaching is recorded on the programmes of work/forward plans. The pupils will know what is to be learned and be aware of the criteria being used for assessment. The use of 5-14 National Assessment materials in Reading and Writing are used to confirm teacher judgement. Pupils are also given 5-14 levels in listening and talking in accordance with 5-14 guidance.

Profiles of work and written reports to parents also identify strengths and areas needing to be worked on. At the end of a term, comments in the evaluation columns of the programmes of study identifies strengths and weaknesses of learning and teaching and helps identify next steps for pupils and teachers. Self/pupil assessment will also take place especially in listening and talking activities, after talking about texts in reading, giving a personal talk and through conferencing in writing.

We use the peer/teacher assessment sheets that support the programmes of work to provide evidence for assessment.

Further assessment details for each component area of language are contained in the separate policies.

(See whole school Assessment, Recording and Reporting Policy)

Monitoring and Review

The programmes for English Language and pupils' progress is monitored and reviewed regularly as on-going aspects of Quality Assurance. The Head Teacher monitors and tracks progress of all 4 elements of English Language on a termly basis.

(See whole school Policy on Quality Assurance, Monitoring and review)