

## Aims of this Policy

- To outline to our stakeholders (E.g. Parents and governors) our approach to teaching English
- To ensure consistency and continuity
- To set out clear expectations
- To provide both current and new staff with a clear vision of teaching and learning underpinning the English curriculum.

## Objectives

At Dove Green Private School, we believe that the development of language and literacy skills is of the highest priority, as language is the main tool of learning and communication in all aspects of school life and the world beyond. Therefore, we aim to place Literacy at the heart of the curriculum and as the main starting point for our creative topics.

We aim to enable all children to become literate; to be able to read and write with confidence, fluency, understanding and enjoyment. They should be able to use Standard English to express themselves imaginatively and clearly, and know how to listen attentively to others. Children at Dove Green Private School will use their English skills to communicate and work effectively with others, to develop as independent learners. We hope that through their literacy skills, they will be able to become active participants in society beyond the school community.

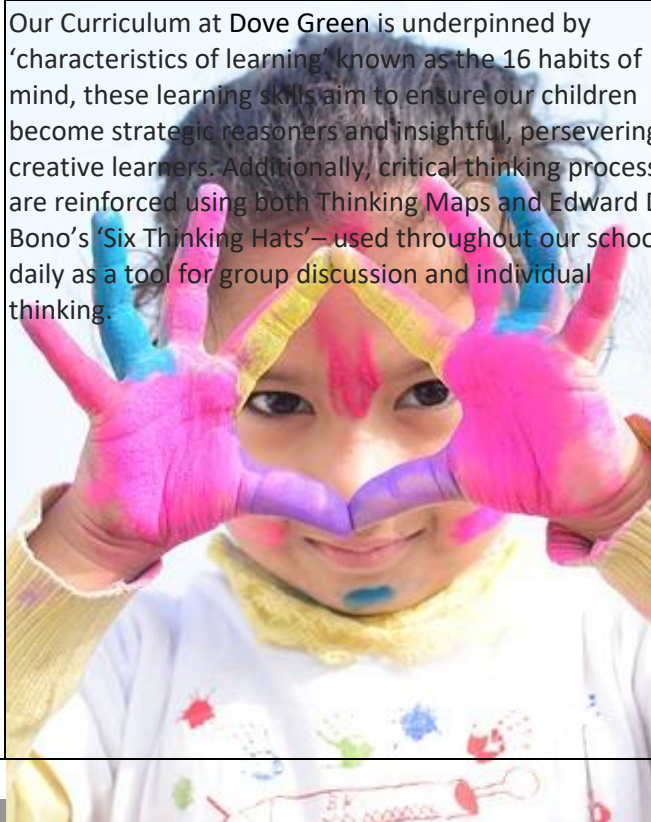
## English Policy

At Dove Green we are creating a world class school that promotes a happy, caring, inclusive and environmentally friendly community; where children experience stimulating learning, fully reflecting the culture and customs of the UAE:

- Through respect
- Through the curriculum
- Through community
- Through communication and relationships
- Through personalised support and development
- Through self-analysis and evaluation

## Curriculum

Our Curriculum at Dove Green is underpinned by 'characteristics of learning' known as the 16 habits of mind, these learning skills aim to ensure our children become strategic reasoners and insightful, persevering, creative learners. Additionally, critical thinking processes are reinforced using both Thinking Maps and Edward De Bono's 'Six Thinking Hats' – used throughout our school daily as a tool for group discussion and individual thinking.



**Dove Green**  
PRIVATE SCHOOL



## English Subject Policy



<h3>Roles and Responsibilities</h3> <p>To carry out learning walks and 'Book Looks' termly to monitor the teaching and learning of English across the school</p> <p>To monitor Read Write Inc. sessions daily by the FS/KS1 English lead being out of class during this time.</p> <p>To plan and deliver practice sessions weekly to enable teachers to revise techniques learned on the Read Write Inc. training</p> <p>To assess and group children half termly based on the Read Write Inc. Phonics assessment.</p> <p>To monitor planning termly to ensure objectives are being appropriately planned for and then met.</p> <p>To ensure appropriate challenge is being put in place for More able and Gifted and Talented students.</p>	
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<h3>Inclusion</h3> <p>The individual needs of all children are considered carefully when planning and teaching English at Dove Green. We want every child to reach their full potential. Where necessary, teachers identify which children are not making expected progress and take steps to improve their progress and attainment in English, usually in liaison with a member of the inclusion team. Children with SEND are identified on planning and alternative tasks are provided for them if necessary. Children with EAL who need additional support are identified using the 'Proficiency in English' scale are identified in planning and tasks are adapted accordingly. More able and talented pupils are also identified on planning and suitable learning challenges are provided.</p>	
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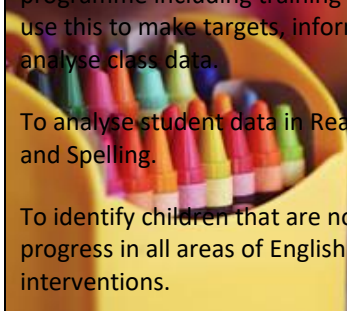
<h3>Parental Engagement</h3> <p>We encourage parents to play an active role in their children's learning through:</p> <ul style="list-style-type: none"> <li>• Sharing children's individual targets for reading and writing in their Home School Diaries.</li> <li>• Sharing children's accelerated reader levels and scores.</li> <li>• Expectations for daily reading at home.</li> <li>• Parent workshops are held to familiarise parents with the skills taught in school in order to help them support their children at home.</li> <li>• Sunrise reading club allows children to be given extra support from parent readers within our community.</li> <li>• Parents are invited into school throughout the year for celebrations of reading events such as 'World Book Day' and 'Tell a Fairytale Day'.</li> </ul>	
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<h1>"Learning Together, Growing Together."</h1>	
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<h3>Planning and Time allocation</h3> <p>In Foundation Stage 2, alongside daily Read Write Inc. sessions, opportunities for writing are skillfully planned through the use of a 'cross-curricular' approach which interlinks <b>all subjects</b> to the chosen 'topic' producing one piece of writing per week.</p> <p>In Key Stage 1, alongside the five daily 40-minute Read, Write Inc. sessions, Two and a half hours of English lessons are taught weekly.</p> <p>English in Key Stage 2 is split into 3 hours and 15 minutes of English lessons, three 30-minute guided reading lessons and 15 minute spelling sessions daily.</p> <h3>Resources</h3> <p>For both the Read Write Inc. Phonics and Spelling programmes we have all of the resources needed to fully deliver the scheme effectively. These are allocated to each teacher half termly, to enable them to teach the level that they will be teaching.</p>	
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 <p>To carry out termly Read Write inc. Spelling assessments to group the children accordingly.</p> <p>To oversee the use of the Accelerated Reader programme including training teachers on how to use this to make targets, inform planning and analyse class data.</p> <p>To analyse student data in Reading Writing, Phonics and Spelling.</p> <p>To identify children that are not making sufficient progress in all areas of English and plan appropriate interventions.</p>		<p>Age appropriate Thesauruses and Dictionaries are held in a central location for each Key Stage for use daily.</p> <p>The library is regularly updated with popular books for children to develop a love of Reading.</p>
<p>To work with the inclusion team and class teachers to plan and deliver effective intervention to diminish the difference.</p> <p>To plan and implement termly Big Writes for assessment and moderation purposes.</p> <p>To deliver staff training on areas which we have identified as requiring improving.</p> <p>To plan and deliver parent workshops to allow parents to understand the programmes used in school to support at home.</p> <p>To track individual progress of slow progress learners and plan appropriate</p>	