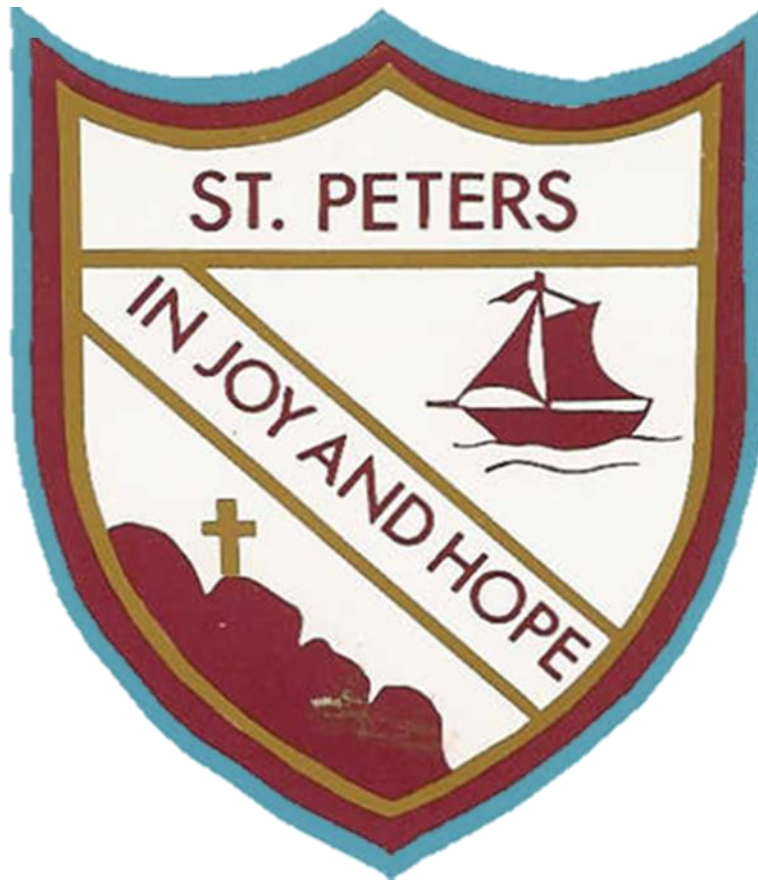


St Peter's Catholic Primary School



English Policy

Reviewed _____

Chair of Governors _____

St. Peter's Catholic Primary School

English Policy

1 Aims and objectives

- 1.1 The study of English develops children's ability to listen, speak, read and write for a wide range of purposes, including the communication of their ideas, views and feelings. Children are enabled to express themselves creatively and imaginatively as they become enthusiastic and critical readers of stories, poetry and drama, as well as of non-fiction and media texts. Children gain an understanding of how language works by looking at its patterns, structures and origins. Children use their knowledge, skills and understanding in speaking and writing across a range of different situations. Teaching and learning in English must develop pleasure and enjoyment, also self-confidence and self-esteem, while providing an appreciation of the English language.
- 1.2 Our objectives in the teaching of English are:
- to enable children to speak clearly and audibly, and to take account of their listeners;
 - to encourage children to listen with concentration, in order to identify the main points of what they have heard;
 - to show children how to adapt their speech to a wide range of circumstances and demands;
 - to teach children effective communication, both verbal and non-verbal, through a variety of drama activities;
 - to help them to become confident, independent readers, through an appropriate focus on word, sentence and text-level knowledge;
 - to develop enthusiastic and reflective readers, through contact with challenging and substantial texts;
 - to foster the enjoyment of writing, and a recognition of its value;
 - to encourage accurate and meaningful writing, be it narrative or non-fiction;
 - to write fluently and form letters and numbers accurately. (See handwriting policy and guidance from National Curriculum)
 - to improve the planning, drafting and editing of their written work.

2 Teaching and learning style

- 2.1 At St. Peter's Catholic Primary School, we use a variety of teaching and learning styles in our English lessons. Our principal aim is to develop children's knowledge, skills, and understanding. Children are taught through a daily lesson focussing on reading or writing. Whilst there is a high proportion of whole-class and group teaching, the independent activity gives an opportunity to talk and collaborate, and so embed and enhance their learning. They have the opportunity to experience a wide range of texts, and to support their work with a variety of resources, such as dictionaries, thesauruses and iPads. Children use ICT in English lessons where it enhances their learning, as in drafting their work and in using multimedia to study how words and images are combined to convey meaning. At St Peter's, we strongly encourage and ensure children are using and applying their learning in other areas of the curriculum to ensure consistency and mastery.
- 2.2 In all classes, children have a wide range of abilities, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies. In some lessons, we do it through differentiated group work and setting personalised targets, while in others, we ask children to work from the same starting point before moving on to develop their own ideas. We use teaching assistants to support some children, and to enable work to be matched to the needs of individuals.

3 English curriculum planning

- 3.1 English is a core subject in the National Curriculum 2014. We use the National Curriculum as the basis for implementing the statutory requirements of the programme of study for English.
- 3.2 We carry out the curriculum planning in English in two phases (long/medium term and short-term). All overview plans (curriculum maps) are live on our school website.
- 3.3 Long/medium term planning: The National Curriculum is used as the basis for all Literacy Planning. Long term planning is via curriculum maps; medium term plans are dependent upon theme and may be for English as a single subject or cross curricular.
- 3.4 Short term planning: Planning is carried out on agreed planning sheets. It lists the specific learning intentions and success criteria for each lesson, and gives details of how the lessons are to be taught as well as steps towards mastery. Detailed writing and reading planning should be included at this stage. The class teacher keeps these individual plans; the subject leader and other management members will review them at regular intervals if necessary. The planning incorporates Reading, Writing and Spoken Language. Grammar and spelling is indicated on planning with links made to Appendix 2 in the National Curriculum Cross-curricular planning for the year group ensures breadth and balance of the subject and provides an opportunity to embed basic skills throughout the school. In F2, short term plans include objectives from The Early Years Outcomes for Literacy as identified in gap analysis of tracking and evaluations in planning.
- 3.5 We plan the activities in English so that they build on the children's prior learning. While we give children of all abilities the opportunity to develop their skills, knowledge and understanding, we also plan progression into our sessions, so that there is an increasing challenge for the children as they move up through the school.
- 3.6 Handwriting: Handwriting instruction should be taught in short sessions at least two times per week relating to their spelling or phonics. It is a personalised task set by each class teacher and is led by ability, not age.

4 The Foundation Stage

- 4.1 We teach English in the Foundation Stage as an integral part of the school's work. The format for the daily lesson is similar to that used in the rest of the school. Within the Foundation Stage of the National Curriculum, we relate the English of the children's work to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five. We give all children the opportunity to talk and communicate in a widening range of situations, to respond to adults and to each other, to listen carefully, and to practise and extend their vocabulary and communication skills. They have the opportunity to explore words and texts, to enjoy them, to learn about them, and to use them in various situations.
- 4.2 Literacy is taught through whole class and group activities and through the provision of a wide range of activities to support the teaching and learning of Literacy. Phonics is taught daily in The Foundation Stage. Letters and Sounds is followed closely. Speaking and Listening is developed through a range of activities supported by adults around the Foundation Stage. These different areas include the outside area too. Handwriting is developed alongside phonic teaching. (See EYFS Policy for more details.)

5 Phonics

- 5.1 Letters and Sounds (Phonics) is taught daily in EYFS, KS1 and Year 3. The children are streamed across the classes according to the phase they are working within.
Letters and Sounds are taught discretely and reinforced in contextualised opportunities as part of embedded practice. At the end of Year 1 all children are assessed using the Phonics Screening Check (PSC). Any children that do not achieve the minimum standard in the test will be

retested at the end of Year 2. Pupils are tracked on a whole school tracker, including children who did not pass the PSC.

6 Spelling

- 6.1 Children follow a Spelling Programme from The National Curriculum (2014) and supported by Babcock No Nonsense Spelling Programme. This covers various spelling strategies, groups of words etc. Spellings are sent home and different strategies are reinforced through practice, such as look, cover, write and check.

7 Grammar

- 7.1 Teachers are encouraged to use Babcock No Nonsense Grammar Programme as a support tool in delivering their year groups grammar objectives. Grammar should not be taught as a standalone lesson but any skills taught should be implemented across the curriculum.

8 Contribution of English to teaching in other curriculum areas

- 8.1 The skills that children develop in English are linked to, and applied in, every subject of our curriculum. The children's skills in reading, writing, speaking and listening enable them to communicate and express themselves in all areas of their work at school. It must be emphasised that English related targets and standards in cross-curricular contexts (especially Humanities, Religious Education and PSHE) should match those planned for in English lessons. Strong emphasis is placed on maintaining standards of across all curriculum areas.
- 8.2 Mathematics

The teaching of English contributes significantly to children's mathematical understanding, in a variety of ways. Children in the Foundation Stage develop their understanding of number, pattern, shape and space by talking about these matters with adults and other children. Children in Key Stage 1 meet stories and rhymes that involve counting and sequencing. Children in Key Stage 2 are encouraged to read and interpret problems, in order to identify the mathematics involved. They explain and present their work to others during plenary sessions, and they communicate mathematically through the developing use of precise mathematical language.
- 8.3 Personal, social and health education (PSHE) and citizenship

English contributes to the teaching of PSHE and citizenship by encouraging children to take part in class and group discussions on topical issues. Pupils also research and debate topical problems and events. They discuss lifestyle choices, and meet and talk with visitors who work within the school community. Planned activities within the classroom also encourage children to work together and to respect each other's views.
- 8.4 Spiritual, moral, social and cultural development

The teaching of English develops skills through which our children can offer critical responses to the moral questions they meet in their work. Their understanding and appreciation of a range of texts bring them into contact with their own literary heritage and with texts from a diverse range of cultures. The organisation of our lessons allows children to work together, and gives them the chance to discuss their ideas and results.

9 English and ICT

- 9.1 The use of ICT, with clear learning objectives, will promote, enhance and support the teaching of English. It also offers ways of impacting on learning which are not possible with conventional methods, e.g. interactive and non-linear stories.

- 9.2 ICT is used at whole-class, group and independent levels. The screen projection of text enables it to be read and shared. The projection of a word processor permits the writing process to be modelled effectively. A wide variety of text types are available through the Internet to encourage the framing of explicit questions. Groups can work at a computer/laptop and input text via standard or overlay keyboard. Word banks or word grid software speed up recording. Software is used to support independent reading (text to speech) and writing (predictive word processors, word banks and spell checkers). A range of software is used to develop specific grammatical and spelling skills. Lessons can focus on what pupils have achieved using ICT, or ICT can provide the means of presenting their outcomes.
- 9.3 Spelling Frame website, similar to IDL, can be used to support the understanding of spelling conventions and patterns.

10 English and Inclusion

- 10.1 At our school, we teach English to all children, whatever their ability and individual needs. English forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our English teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details, see separate policies: Special Educational Needs; Disability Discrimination; English as an Additional Language (EAL).
- 10.2 When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation (quality first teaching/wave one) – so that we can take some additional or different action to enable the child to learn more effectively. Assessment against the National Curriculum/ Progression Continuum allows us to consider each child's attainment and progress against expected objectives. This ensures that our teaching is matched to the child's needs.
- 10.3 Intervention through our Pupil Progress meetings with SLT and SENDCo will lead to the creation of a Person Centred Plan (PCP) for children with special educational needs. The PCP will include, as appropriate, specific targets relating to English. This is shared with the parents/carers of the named child.
- 10.4 We enable all pupils to have access to the full range of activities involved in learning English. Where children are to participate in activities outside the classroom (a theatre trip, for example) we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.
- 10.5 Teaching assistants provide valuable support by using:
- texts that children can more easily read and understand;
 - visual and written materials in different formats;
 - ICT, other technological aids;
 - alternative communication, such as signs and symbols;
 - Amanuenses.

11 Gifted and Talented

- 11.1 The more able pupils can be taught during English sessions to extend their knowledge and understanding of the written and spoken word by creative planning and delivery of the differentiated curriculum. The focus of the National Curriculum is now on 'complete mastery'.

This is different from the old national curriculum and level system where children were pushed into the next level before mastering the current.

12 Assessment for learning

- 12.1 Teachers assess children's work in English in three phases. The short-term assessments that teachers make as part of every lesson help them to adjust their daily plans. They match these short-term assessments closely to the teaching objectives. Written or verbal feedback is given to help guide children's progress. Pupils are encouraged to make judgements about how they can improve their own work.

Teachers mark work using our pink to think and green is good to go system.

- 12.2 Teachers assess and track their children using the Progression Continuum and Target Tracker in speaking and listening, reading and writing on a half-termly basis. Through the Progression Continuum and Target Tracker, staff are able on a regular basis to recognise any gaps in learning children may have in order to inform next steps in planning and teaching.
- 12.3 Teachers make long-term assessments towards the end of the school year, and they use these to assess progress against school and national targets. With the help of these long-term assessments, they are able to set targets for the next school year, and to summarise the progress of each child before discussing it with the child's parents or carers. The next teacher then uses these long-term assessments as the planning basis for the new school year through transition meetings.
- 12.4 These long-term assessments are based on end-of-year tests and teacher assessments. Children undertake the national tests at the end of Year 2 and Year 6. Teachers also make regular assessments of children's progress based on the yearly objectives of the National Curriculum.
- 12.5 The school uses Running Records and key reading skills check sheets to assess and monitor pupil progress.
- 12.6 Teachers regularly moderate a sample of children's writing each term. Moderation includes in-house and external moderation within the schools cluster. This has proven to be a successful strategy in securing teacher's judgements.
- 12.7 Every Year children are assessed:
- 1) Early Years Foundation Stage Profile (Assessment of each child in relation to the Ages and stages of Development and Early Learning Goals)
 - 2) Year 1 Phonics Test
 - 3) Year 2 Phonics Test for pupils who didn't meet the required standards in Year 1
 - 4) SATs Yr. 2 and Yr. 6
 - 5) Non-statutory Tests Yr. 3, Yr. 4, Yr. 5
- 12.8 The results of the tests will formulate the targets of the year group. Individual targets are also identified and shared with pupils and parents. These are recorded in front of the English books. Reading is assessed informally during guided teaching and at the end of each year in non-statutory tests. Termly Reading Assessments are entered into Target Tracker, so that leaders can track the progress of all children. Writing level assessments inform the teacher of the next skills to be taught or revised if not fully mastered. The children are regularly involved in discussion of individual and group targets.

13 Resources

- 13.1 There are a range of resources to support the teaching of English across the school. Resources are held in classrooms, store cupboard and the library area. All classrooms have a selection of fiction

and non-fiction texts. Children have access to the Internet in the computer suite and in classrooms via laptops and IPad. The library contains a range of books to support children's individual research. Further resources can be obtained from The School Library Scheme.

14 Monitoring and review

14.1 The coordination and planning of the English curriculum are the responsibility of the subject leader, who also:

- supports colleagues in their teaching, by keeping informed about current developments in English and by providing a strategic lead and direction for this subject;
- gives the headteacher a termly summary report in which s/he evaluates the assessment data on Target Tracker. The strengths and weaknesses in English and indicates areas for further improvement. Each year group is evaluated according to progress and children at Age Related Expectation (ARE). Breakdowns of vulnerable groups are also tracked.
- uses specially allocated regular management time to review evidence of the children's work, and to observe English lessons across the school.
- designs and delivers English training for all staff involved in teaching & learning

14.2 This policy will be reviewed at least every two years.

Signed: L.Gorry

Date: Nov 2018