

Our Lady and St Joseph Brooms Catholic

Primary School



English Policy

1. Mission Statement

The teaching and learning of English is of paramount importance at Our Lady and St. Joseph's Primary School. English unites the important skills of reading and writing and also involves spoken language. Good oral work enhances pupils' understanding of language in both oral and written forms and of the way language can be used to communicate. It is also an important part of the process through which pupils read and compose texts. A good command of English is perceived to be the basis for development in all other areas.

2. Aims

We aim to develop pupils' abilities within an integrated programme of Speaking & Listening, Reading & Writing. Pupils will be given opportunities to interrelate the requirements of English within a broad and balanced approach to the teaching of English across the curriculum, with opportunities to consolidate and reinforce taught literacy skills.

At Our Lady and St. Josephs Primary school we strive for each child to be a 'Primary Literate Pupil'

By the age of 11 we aim for a child to be able to:

- read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct.
- have an interest in books and read for enjoyment
- have an interest in words, their meanings; developing a growing vocabulary in spoken and written forms.
- understand a range of text types and genres – be able to write in a variety of styles and forms appropriate to the situation.

- be developing the powers of imagination, inventiveness and critical awareness. □ have a suitable technical vocabulary to articulate their responses.

3. STATUTORY REQUIREMENTS

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum in England Document 2013.

In the Foundation Stage (Nursery and Reception) children should be given opportunities to:

- speak and listen and represent ideas in their activities;
- use communication, language and literacy in every part of the curriculum;
- become immersed in an environment rich in print and possibilities for communication.

At Key Stage One (Years 1 and 2), children should learn to speak confidently and listen to what others have to say. They should begin to read and write independently and with enthusiasm. They should use language to explore their own experiences and imaginary worlds.

At Key Stage Two (Years 3-6), children should learn to change the way they speak and write to suit different situations, purposes and audiences. They should read a range of texts and respond to different layers of meaning in them. They should explore the use of language in literary and non-literary texts and learn how the structure of language works.

THE GOVERNING BODY

Regular reports are made to the governors on the progress of English provision and to our English Governor Mrs Christine Wilks.

This policy will be reviewed every three years or in the light of changes to legal requirements.

4. SUBJECT ORGANISATION

‘The programmes of study for English are set out year-by-year for key stage 1 and two-yearly for key stage 2. The single year blocks at key stage 1 reflect the rapid pace of development in word reading during these two years. Schools are, however, only required to teach the relevant programme of study by the end of the key stage. Within each key stage, schools therefore have the flexibility to introduce content earlier or later than set out in the programme of study. In addition, schools can introduce key stage content during an earlier key stage if appropriate. All schools are also required to set out their school curriculum for English on a year-by-year basis and make this information available online.’

National Curriculum for England 2013

Our English is taught through a text-based approach. Texts are grouped into themes to ensure that a wide range of text types are studied. We use the Literacy Tree Mixed Aged Scheme of Work to support our teaching in English.

Support is available where necessary during English lessons and is used effectively to support children, helping them reach their full potential. Work is differentiated in all classes according to ability and specific need. Intervention programmes are used where necessary. Speech packs are also delivered to specific children where there is the need. We aim to teach English in context; lessons are linked with other areas of the curriculum being taught and English skills are practised within foundation subjects as well as other core subjects where possible. Long term plans are taken from the National Curriculum and because of mixed age classes are taught over a two year cycle with EYFS children being taught separately.

5. APPROACHES TO SPEAKING AND LISTENING

The National Curriculum states that pupils should be 'taught to speak clearly and convey ideas confidently in Standard English'. They should:

- Justify ideas with reasons
- Ask questions to check understanding
- Develop vocabulary and build knowledge
- Negotiate
- Evaluate and build on the ideas of others
- Select the appropriate register for effective communication
- Give well-structured descriptions and explanations
- Speculate, hypothesise and explore ideas
- Organise their ideas prior to writing

We aim to enable our children to speak with clarity, confidence and expression, and to take account of their audience, purpose and differing situations.

We try to encourage our children to listen with concentration to others, to respond and build on their ideas and opinions and to identify features of language used for specific purposes.

The coverage of this aspect of the curriculum will mostly be evidenced in teacher's planning.

6. APPROACHES TO READING

The National Curriculum states that pupils should be taught to read fluently, understand extended prose and be encouraged to read for pleasure. Reading is singled out as of extreme importance since through it 'pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually.' Reading allows pupils to 'acquire knowledge' and to 'build on what they already know.' (p13)

Schools are expected to have library facilities and support and encourage reading at home.

The Curriculum divides reading skills into two dimensions:

- Word reading/decoding
- Comprehension

We recognise that both these elements are essential to success and we support the acquisition of both sets of skills through various methods:

- Shared reading
- Whole Class Reading takes place in Years 3-6 where teaching focuses on VIPERS, the specific reading content domains.
- Independent reading- pupils who have completed the Read Write Inc. scheme should have the opportunity to read independently each day in school.
- Phonics is taught using the Read Write Inc. scheme in Key Stage 1. When phonic knowledge is lacking in Key Stage 2, intervention is put into place.
- Fast Track Phonics is used for children who need extra practise with their reading and is completed for 5mins 1:1 daily.
- Resources – Read Write Inc. Book Bag Books are used for home readers, books are changed on a weekly basis and books read by each child are recorded by staff.
- When children complete the Read Write Inc. scheme they move to the whole class reading model and Accelerated Reader. Children will be assessed using the Star Literacy Test to provide a ZPD level within which they can choose their home readers. Children read their books at home and at school and quiz within 24 hours of completing the book.
- Links to parents – each child has a Home Reading Record, which is handed in every week, information about class texts is shared with parents via the newsletter, recommended reads are shared each month and parent/carers are invited into school for reading cafes regularly.
- Wider Reading- we encourage reading for pleasure through the use of our library, World Book Day activities, visiting /virtual authors, displays around school, inviting reading areas, monthly recommended reads on the newsletter.
- Reading Plus is used for identified children to work on to improve reading fluency and comprehension.

7. APPROACHES TO WRITING

The National Curriculum states that pupils should:

- Develop the stamina and skills to write at length
- Use accurate spelling and punctuation
- Be grammatically correct
- Write in a range of ways and purposes including narratives, explanations, descriptions, comparisons, summaries and evaluations
- Write to support their understanding and consolidation of what they have heard or read
- The 2014 Curriculum divides writing skills into two dimensions:
 - Transcription (spelling and handwriting)
 - Composition (articulating ideas in speech and writing)

We recognise that both these elements are essential to success and we support the acquisition of both sets of skills through various methods. We recognise that these areas are clearly linked to the other aspects of English learning: speaking and listening, reading, grammar and vocabulary.

Phonics and spelling- Phonics is taught regularly in Key Stage 1 and in Key Stage 2 where knowledge is lacking, interventions are put into place. In both Key Stages key words for each year group are sent home weekly as spellings homework.

Strategies

Shared Writing – this strategy is used in every class to allow opportunities for creativity from the children and speaking and listening.

Guided Writing/Independent Writing- teacher demonstration has proved to be very successful in our school, providing children with guidance and exemplars in order to improve the overall quality of the children's writing. Opportunities are very frequently provided for children to write independently, using skills acquired and allowing for imagination and creativity to flow.

Extended writing- extended literacy lesson have been introduced to allow children the opportunity to write at length at some point in the week. This lesson is used in different ways within each class, but overall provides the extra time needed for creative and extended writing.

Handwriting- Children are introduced to pre-cursive handwriting from foundation stage when basic letter formation is secure and this is reinforced throughout Key Stage 1. When children enter key stage 2 they are taught to join letters using a cursive style.

8. CROSS-CURRICULAR LITERACY OPPORTUNITIES

Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through literacy lessons to other areas of the curriculum.

9. ASSESSMENT AND TARGET SETTING

Assessment will take place according to the Assessment Policy guidelines. Daily assessment will take place at the end of each lesson based on learning objectives. Children are assessed against age related expectations throughout the year as evidence is collected and gaps identified to inform future planning.

Regular targets are shared with children via verbal and written feedback.

11. INCLUSION

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. Gifted children will be identified and suitable learning challenges provided. We believe that all children should be helped, where necessary, to access the National Curriculum at an appropriate level. We have a detailed Special Educational Needs policy to guide us towards this and reference should be made to it.

EQUAL OPPORTUNITIES

All children are provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background

12. ROLE OF SUBJECT LEADER:

The Subject Leader, Mrs Jarvis, should be responsible for improving the standards of teaching and learning in English through:

Monitoring and evaluating:-

- pupil progress

- analysing data from Accelerated Reader and Reading Plus and supporting staff with strategies and resources.
- provision of teaching (including Intervention and Support programmes and Read Write Inc.)
- the quality of the Learning Environment;
- the deployment and provision of support staff
- Taking the lead in policy development;
- Auditing and supporting colleagues in their CPD;
- Purchasing and organising resources;
- Keeping up to date with recent developments;
- Writing Action Plans to show steps in order to raise standards in Reading and Writing across the school.

13. PARENTAL INVOLVEMENT

Parents can support with English by reading with their child at home, supporting them in learning spellings and providing opportunities to improve literacy skills on a day-to-day basis where possible.

14. CONCLUSION:

This policy also needs to be in line with other school policies and therefore should be read in conjunction with the following school policies:

Handwriting Policy

Teaching and Learning Policy

Assessment and Record Keeping

Responding to pupils' work / Feedback / Marking policy

Special Educational Needs Policy

ICT Policy

Equal Opportunities Policy

Health and Safety Policy

