

St. Clare's Catholic Primary School

English Policy



Member of staff responsible: Mrs Rebecca Bridgeman
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1. MISSION STATEMENT

St. Clare's is a Christ-centered family where everyone is valued and respected. We learn and grow, whilst strengthening our relationship with God and one another. Together in His love, we can achieve our full potential.

Play, learn and grow together with Christ.

2. AIMS

We aim to develop pupils' abilities within an integrated programme of Speaking and Listening, Reading and 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 St. Clare's school we strive for children to be a 'Primary Literate Pupil'.
By the age of eleven 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. To have developed a love for reading that they will take with them in to their adult life.
- Through reading, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually.
- 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 and participate fully as a member of society.
- To speak and write fluently so that they can communicate their ideas and emotions to others and through reading and listening, others can communicate with them.

3. STATUTORY REQUIREMENTS

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Document (2014) and in the Communication, Language and Literacy section of the Early Years Framework.

Early Years Foundation Stage

In the Foundation Stage the children will 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.

Key Stage One

In Key Stage One the 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.

Key Stage Two

In Key Stage Two the 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 literacy and non-literacy texts and learn how the structure of language works.

4. SUBJECT ORGANISATION

In the EYFS the Early Learning Goals are followed and then the National Curriculum programmes of study are used subsequently. In KS1 and KS2

The English curriculum is delivered using the 2014 National Curriculum and programs of study that have been developed by the school, using the knowledge and experience of year group and subject coordinators. We are continually adapting and developing these schemes to ensure the highest quality of teacher and provision for the children. Following staff training and new initiatives our schemes of work are adapted further. Pupil provision is related to attainment, not age.

- The literacy lesson is used flexibly and adapted by the classroom teacher in order to teach the key objectives effectively, to meet the needs of the children in the class.
- Differentiation is planned for and appropriate challenge and support are put in place, dependent on needs of the pupils.
- Teachers ensure that there is a balance of whole class, group and individual teaching.
- Teachers make use of published materials including 'Developing Early Writing',

'Letters and Sounds', 'Grammar for Writing', 'Talk for Writing', 'Support for Spelling', 'The Spelling Bank', 'Literacy Evolve', 'Stories for Writing' and 'Cracking Comprehension'.

- In EYFS all the elements of literacy are taught on a daily basis through lively, interactive play based activities in the form of whole class teaching and continuous provision.
- All KS1 and KS2 staff plan their Literacy lessons using the age appropriate key skills identified in the National Curriculum 2014 programmes of study.
- The use of additional staff to support literacy is planned for by the class teacher to best suit the needs of the children in the class.
- Children who are not meeting age related expectations are identified and intervention programs are put in place to support them.

5. APPROACHES OR METHODS

Approaches to Speaking and Listening

The National Curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear are vital for developing their vocabulary and grammar and their understanding for reading and writing.

At St. Clare's speaking and listening is taught by:

- Providing regular opportunities for children to voice their opinions with talk-partners , in small groups and in whole-class situations.
- Developing the ability to take turns and to listen to others.
- Provide opportunities for pupils to articulate and justify answers, arguments and opinions, give well-structured descriptions, explanations and narratives for different purposes.
- Listening and responding to a variety of different texts including stories and poetry.
- Teaching children to articulate thoughts and feelings of characters in books they read.
- Planning opportunities for children to take part in role-play, drama activities, discussion, hot-seating and school performances.
- Encouraging children to speak audibly and fluently with an increasing command of Standard English.
- Providing opportunities for children to improvise, devise and script drama for one another as well as to rehearse, refine, share and respond to drama and theatre performances.

Approaches to Reading

The Programmes of Study for reading at Key Stages 1 and 2 consist of two dimensions:

- word reading and vocabulary development
- comprehension at word, sentence and text level

It is essential that teaching focuses on developing pupils' competence in both dimensions. We understand at St Clare's that different kinds of teaching are needed for each of these dimensions.

At St Clare's reading is taught by:

- Daily systematic teaching of phonics and spelling rules using Letters and Sounds

Programme for all Foundation and Key Stage 1 children.

- Systematic teaching of phonics for all children to be continued into Key Stage 2 if they have not achieved Phase 6 of Letters and Sounds.
- Providing children with a structured range of reading material initially from graded reading schemes such as Oxford Reading Tree, Ginn, Lighthouse and Story Chest and then onto book banded sets of books.
- Teachers using a range of texts including narrative, non-narrative and poetry and will incorporate understanding of text types as part of their literacy teaching.
- Children having opportunities to listen frequently to stories, poems, non-fiction and other text read out loud, including whole books and text extracts.
- Children being taught the technical terms needed for discussing what they hear and read such as metaphor, simile, analogy, imagery, style and effect.
- Weekly opportunities for group guided reading sessions where specific reading skills are taught to a targeted group of pupils covering both the teaching of reading strategies and reading comprehension skills.
- Identifying children who are working below national expectations and planning and delivering intervention programmes where necessary.
- Encouraging children to be independent and reflective readers who are able to develop their own personal tastes.
- Daily opportunities for independent reading in Key Stage 2 classes.
- Pupils are provided with books to take home and are encouraged to read as often as possible with an adult at home.
- Weekly one to one reading to take place with each child by the class teacher or the class TA.
- A home/school diary is used by both staff and parents to ensure that information about the child's progress in reading is shared with parents.

Approaches to Writing

The Programmes of Study for writing at Key Stages 1 and 2 are constructed similarly to those for reading:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing).

It is essential that teaching develops pupils' competence in both the above dimensions. All teachers will carefully plan purposeful lessons that support the acquisition of writing skill and facilitate the learning of age/ability appropriate activities for transcription, composition, vocabulary, punctuation, grammar and handwriting.

'Letters and Sounds' has been implemented at St. Clare's and there is a designated 15 minutes period for discrete phonics teaching each day in Key Stage 1. For children who are not yet secure at phase 5 at the end of Year 1, they will continue with daily phonic sessions in Year 2 and Year 3.

From Year 2 to Year 6, high frequency and cross-curricular words are built into each half-term's work, in addition to phonemic, phonological and morphological knowledge. The National Curriculum appendices on spelling, focuses on the rules and patterns of spelling and this guidance is integrated into our half termly plans. Each half-term, the teacher will plan sessions devoted to a specific spelling focus including National Curriculum word lists and also sessions devoted to broader spelling activities. Children with specific learning difficulties with spelling will be allocated 10-15 minutes focussed time with a designated support assistant who will work on personal spelling targets set by the class teacher.

In the EYFS the children are given many opportunities to use emergent writing when expressing their thoughts in written form and encouraged to use their growing phonic knowledge. The children will be provided with writing opportunities through continuous provision as well as discrete writing opportunities.

All class teachers use shared writing to model different genres and work on specific writing targets with groups of children in guided writing groups. All pupils have daily opportunities to write independently in a variety of styles and forms often linked to other areas of the curriculum. The teachers use genre checklists to ensure that the children are aware of the features of each genre form. Each class has 'traffic-light' targets for sentence structure and punctuation which are displayed in the classroom and highlighted in their books. Work is marked in relation to these class targets as well as specific genre features.

The National Curriculum 2014 details the grammar and sentence skills to be introduced to each Year group. The application and manipulation of these rules will be investigated, taught and applied in relation to any English work being undertaken. Explicit knowledge of grammar is very important as it gives us more conscious control and choice in our language. All teachers plan short key skill warm up sessions particularly during the earlier phases of a teaching sequence, focusing on age appropriate grammar and sentence key skills.

Handwriting is taught in each class at least three times a week. Cursive handwriting is introduced in EYFS and the children are encouraged to produce fluent, legible handwriting and high standards of presentation.

6. THE USE OF ICT

Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan to practise and apply the skills, knowledge and understanding acquired through literacy lessons to other areas of the curriculum. Opportunities to use ICT to support teaching and learning in Literacy are planned for and used as appropriate.

7. ASSESSMENT AND TARGET SETTING

All work will be assessed in line with the Assessment Policy.

- Pupils are encouraged to evaluate and reflect upon their own work.
- Pupils develop their own sense of quality literacy work.
- Teachers give clear feedback to children so that they know how to improve the standard of their work.
- 'Traffic light' class targets for punctuation and sentence structure are shared with the children.
- In the EYFS the children are assessed on entry against the Development Matters age group bands. The children are continually assessed throughout the year to monitor progress. At the end of the EYFS the children are then assessed to ascertain whether they have achieved a good level of development in each area of the curriculum. This data is shared with their next class teacher during transition meetings.
- The KS1 and KS2 class teachers assess pupil's work in relation to Key Skills for the appropriate year group on a daily basis. This enables the teachers to pinpoint pupil's strengths and areas for development and to tailor planning and teaching to the needs of the class.
- Termly assessments take place in reading, writing and SPAG within each year group.
- Formal assessments take place in at the end of KS1 and KS2.
- All assessment data is shared during termly pupil progress and transition meetings.

8. SPECIAL EDUCATIONAL NEEDS, INTERVENTION PROGRAMMES AND EQUAL OPPORTUNITIES

We aim to provide for all children so that they can succeed and achieve in English according to their abilities. 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.

- Differentiation provides pupils with work matched to their individual needs. We identify which pupils or groups of pupils are under- achieving and take steps to improve their attainment.
- Gifted children are identified and suitable learning challenges provided.
- Children placed on our Special Needs Register are targeted for additional support from support staff.

9. ROLE OF SUBJECT LEADER:

The subject leader is responsible for improving the standards of teaching and learning in English through:

Monitoring and evaluating :-

- Pupil progress
- Provision of English including intervention and support programmes.
- The quality of the learning environment
- The deployment and provision of support staff
- Lesson observations
- Sampling of children's work
- Scrutinising planning
- Taking staff views
- Analysis of internal and external assessment
- Identifying areas for CPD within the subject and providing the necessary training

The subject leader is also responsible for taking the lead in policy development, supporting colleagues in their professional development, purchasing and organising resources and keeping up to date with recent English developments.

10. PARENTAL INVOLVEMENT

Parents are able to speak to class teachers after school about any advice that they may need in order to support their child at home. In addition to this staff meet with parents formally three times a year and send out a report at the end of each term detailing the progress and attainment made in English.

Parents are encouraged to support their child's learning in many ways.

- Reading records are used throughout the school to aid communication between home and school.
- Regular literacy homework is set throughout the school including reading-timings depending on age.

11. 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:

- Teaching and Learning Policy
- Assessment and Record Keeping Policy
- Special Educational Needs Policy
- ICT Policy
- Equal Opportunities Policy
- Health and Safety Policy