

*Through God's grace, a community growing in
knowledge and understanding*

St. Laurence Catholic Primary School



English Policy



Introduction

This policy reflects the school's values and philosophy in relation to the teaching and learning of English. At St Laurence Catholic Primary School we believe that English is a pivotal part of everyday life and is therefore an essential life skill. It is our aim for children to speak, read and write with confidence, fluency and understanding, enabling them to become independent, confident and creative learners. It is our philosophy that children should engage in a curriculum that inspires their reading, writing and spoken language. We value the importance of cross-curricular teaching and learning opportunities that develop children's creativity to the full. We feel that English teaching and learning is at the heart of this process and our creative curriculum framework is rich with purposeful reading, writing and speaking and listening opportunities. English and Literacy is at the forefront of our priorities as a means of impacting on a broad and balanced curriculum.

Aims:

At St Laurence Catholic Primary School 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. English will be promoted in all areas of the curriculum and throughout each classes theme.

- be effective, competent communicators and good listeners;
- express opinions, articulate feelings and formulate responses to a range of texts both fiction and nonfiction using appropriate technical vocabulary;
- foster an interest in words and their meanings, and to develop a growing vocabulary in both spoken and written form;
- have an interest in books and read for enjoyment
- enjoy and engage with and understand a range of text types and genres;
- be able to write in a variety of styles and forms showing awareness of audience and purpose;
- develop powers of imagination, inventiveness and critical awareness in all areas of literacy;
- use grammar and punctuation accurately;
- understand spelling conventions;
- produce effective, well-presented written work.
-

Statutory Requirements:

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Document (2016) and in the Statutory Framework for the Early Years Foundation Stage (2012)

In the Early Years 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:

- learn to speak confidently and listen to what others have to say,

- Develop a love and interest in wider vocabulary
- begin to read and write independently and with enthusiasm.,
- 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,
- explore, experiment and use a wide range of vocabulary
- read a range of texts and respond to different layers of meaning in them,
- explore the use of language in literary and non-literary text
- learn how the structure of language works.

Governing Body:

It is the role of the Governors to:

- Have a strategic overview and agree the English policy, ensuring the policy is known to staff and parents
- Monitor English targets and ensure that they take account of national and local targets
- Monitor the teaching and learning in English including the standards attained at the end of each Key Stage
- Include an English development plan as a feature of the school improvement plan

Spoken Language:

In the Early Years, attention is focused on children being able to listen attentively to the teacher, other adults and to each other. They are encouraged to communicate orally to express their needs, feelings and observations. This is developed through circle-time, role-play, story-telling, puppets, games, multi-media activities, exploratory play and creative and social experiences. As children move through the school, speaking and listening skills are developed through more specific tasks e.g. discussion, drama, oral presentation, debates, giving explanations and communication with a variety of audiences in social and formal situations. The children are given opportunities to listen to authors, visitors and theatre groups. It is important that as a school, we provide children with good role models and demonstrate high expectations of the spoken word. Respect should be given to all children as we develop their communication skills and sensitivity should be shown to those who have pronunciation difficulties, have a pronounced regional dialect and for those for whom English is not their first language.

Reading:

At St Laurence we wish to develop passionate readers for life and whilst developing children's skills in word reading we also place a strong emphasis in developing their ability to derive meaning from a text in order to maximise enjoyment.

Phonics: We use Letters and Sounds to plan and deliver phonics sessions. Daily Phonics sessions take place in Key Stage 1. Shared Reading Shared reading takes place within the English lesson; the teacher models the reading process to the whole class or group as an expert reader, providing a high level of support. Learning objectives are pre-planned and sessions are characterised by explicit teaching of specific reading strategies, oral response and high levels of collaboration. The children join in, where appropriate with the reading of the text. The texts selected are quality texts that reflect the learning objectives.

Whole Class and Guided Reading: We aim to instil a passion for reading in all our children, therefore daily whole class and guided reading sessions reading are integral in our school curriculum. Expectations: 1 to 1 reading takes place in Foundation and Year 1 and every child must read once a week with an adult. Children will begin to take part in Guided Reading sessions weekly.

Both Guided Group and Whole Class Reading takes place in Years 2-5. This lesson lasts for 20 minutes and takes place 5 times a week in Years 2-6. The sessions allow children of all attainment bands to be immersed in the same high-quality literature and the discussions that these texts promote. Within the study of the text, children are required to answer questions on vocabulary, inference, retrieval and writers purpose.

Individual Reading: Children have access to a range of picture books, transition chapter books, dyslexia-friendly books and longer reads to support the development of their individual reading skills. Children start the colour book bands in foundation stage and continue through the bands until they become competent, independent readers. They can then choose from a wide variety of books. Teachers regularly review children's reading to ensure that they are taking home books appropriate to their reading level. Teachers also read a class novel or short story three times a week. Priority 1 to 1 reading with an adult must take place every day for children that are below national expectations or target expectations (numbers of children will vary per class). These children will be closely monitored to allow them to progress.

Home Reading: In EYFS, KS1 and KS2, children take home a reading book based on their reading level, they may choose texts that they are familiar with or a new text. The children are able to change their books as necessary. From Year 2 onwards, they select their own reading book and this is recorded in their reading record. In LSK2 children take responsibility for recording their own books in their reading records. In UKS2, children record their own books in their whole class reading journals. We expect children to read each evening at home and for parents and carers to make comments in the reading record where necessary. Staff may also use reading records to record the books that children have read and comment if there is anything that parents can support with at home. This ensures you're your child has maximum learning time with the member of staff. Individual reading records are kept by teaching staff at school to track which texts children have read and the progress they are making. As children move into Key Stage 2 they are able to begin recording their own feedback as they read at home.

Reading for Pleasure: Each class has a designated Reading Corner, which is an engaging and comfortable environment to stimulate and engage children during quiet reading and guided reading time. Class reading corners offer children a range of text types to choose from and also display a range of interactive questions and resources to help children consider what they have read. As a school we aim to provide many exciting and rewarding activities to promote the pleasure and knowledge that can be gained from books. Some of these events include visits by published authors, skilled story tellers from many cultures, in-school performances by professional theatre groups, reading competitions, making books, using drama, dance and music to illustrate texts.

Writing:

At St Laurence Catholic Primary School we believe that the mastery of written language is one of the most powerful gifts that we can provide to our children. We believe that writing should be purposeful, rich and enjoyable for all.

Shared Writing Shared writing takes place within the English lesson; the teacher models the writing process to the whole class or group as an expert writer, articulating the process. Learning objectives are pre-planned and sessions are characterised by explicit teaching of specific writing strategies, oral response and high levels of collaboration. The children join in individually or through partner work, with the writing where appropriate.

Guided Writing Guided writing takes place as part of a guided session within a unit of work. Guided writing takes place with a group of children with similar writing targets/needs. During a guided writing session the children will write with a teacher leading. It is intended that guided writing provides a forum for children to demonstrate what they have learned about writing and to further develop and extend their writing skills. It is expected that children will work in one teacher-led and one teaching assistant-led guided group per week.

Grammar and Spelling As a school we firmly believe that a sound understanding of grammar will lead to an improved understanding of English and how the written and oral language works. Grammar, Punctuation and Spelling is taught daily in both Key Stage 1 and 2, in line with the objectives in the new curriculum. We believe that the teaching of grammar should, as far as possible, feed into the writing activity that the children are undertaking and should not be taught in isolation. Children are taught and encouraged to use the correct grammatical terminology from Key Stage 1 onwards. All teachers follow the expectations set by the spelling guidance within the New Curriculum Framework 2014. In Early Years Foundation Stage and Key Stage 1, spelling will be taught and monitored daily through phonics lessons. In Key Stage 2, spelling is taught daily alongside grammar, in line with the spelling guidance for each year group in the New Curriculum Framework 2014. Spellings are systematically taught according to spelling patterns. Children are encouraged to practice spelling patterns through a range of creative activities which allow them to apply their knowledge and understanding for homework.

Handwriting (see Handwriting Policy)

Planning: Planning takes place in two stages; on a half-termly basis and on a weekly basis. These plans reflect the expectations set out in the National Curriculum 2016. **Long Term Planning** Each year group map out their learning journey for the year. This plan takes into consideration the coverage of all genres and the resources used. It is also used as a tool to ensure links between topics and writing. Key texts are identified to support both reading and writing skills through each English unit. **Weekly Planning:** Every year group plans for English on a weekly basis. These plans display clear objectives, success criteria, vocabulary, resources, use of additional adults, differentiation and personalised learning for children with specific needs.

Assessment: Assessments are made in line with the school Assessment Policy.

Teachers assess children's work in English in three phases. The formative assessments that teachers make as part of every lesson help them to adjust their daily plans. They match these assessments closely to the teaching objectives. Written or verbal feedback is given to help guide children's progress and so that pupils know what they need to do to achieve the next steps. Teachers use

Target Tracker to as a tool to track children's progress in reading and writing every half term. Teachers use Target Tracker to measure progress against the year group expectations and to help them plan for the next unit of work. Teachers make long-term assessments towards the end of the school year, and they use these to assess progress against school and national targets. These long-term assessments are based on teacher assessments and regular writing moderation within school and outside moderation considerations. Teachers also make annual assessments of children's progress based on the Target tracker evidence collected throughout the year.

They also complete the phonics screening test in June each year.

- Year 2 and 6 practice termly reading tests and in May they sit the nationally test SATs.
- Writing:
- In the EYFS, pupil's achievements are ongoing and assessed against the Early Learning Goals.
- All teaching staff use AfL techniques in each lesson and formative assessment occurs daily.
- Extended pieces of writing are assessed so that successes and areas for development can be clearly seen.

Classroom Environment: Each class has an English working wall. This is an interactive display board to show the process of writing and should show the journey through imitation, innovation and invention. This board is regularly changed to reflect the teaching and learning activities happening in the classroom. This display should include materials to support children in accessing their learning independently. In addition to this, each class also has a writer of the week display. This board should show examples of quality pieces of work produced by the children. This should also be changed regularly and show a range of abilities and text types.

Equal Opportunities: All pupils are entitled to English regardless of race, creed, gender, physical abilities, special needs or where English is a second language. Where a child requires help in accessing the subject, assistance will be given via adult intervention, scribes or ICT. More able children will be challenged and motivated by greater differentiation of materials and tasks. The class teacher will also aim to identify those children who may be high achievers in English and provide them with appropriate learning opportunities. Teaching English to Children with Special Educational Needs English lessons, tasks and materials are differentiated by the class teacher to meet the needs of individual children. Children identified as having Special Educational Needs may need greater differentiation of materials and tasks consistent with that child's IEP. See SEN and Inclusion policy.

Resources: The English subject leader is responsible for the purchasing, organisation and management of reading materials in school. This includes:

- Key texts for English teaching,
- Focused recognised authors for each year group,
- Quality texts for reading areas,
- Guided reading materials,
- Colour banded and free reader books
- Non-fiction books for topic work across the curriculum.
- A wide range of guided group reading books are available and are organised by genre and ability. Within each classroom there are dictionaries and thesauruses of appropriate level to cover a range of abilities.
- Classrooms also house a variety of texts in their reading area.
- Non-fiction texts specific to topics can be found in the appropriate resource boxes as well as in subject cupboards.

Leadership and Management:

It is the role of the Head teacher(s) to:

- Oversee monitoring and evaluation procedures
- Provide support for the Subject Leader
- Be accountable to governors so that they can fulfil their monitoring role

It is the role of the Subject Leader for English to ensure that:

- Teachers have secure subject knowledge of English
- English resources are adequate and accessible
- There is equality of opportunity with regards to race, culture, gender, physical abilities and learning needs
- Initiatives and information are disseminated to staff through effective CPD
- Methods of assessment, recording and reporting are effective and in line with school practice
- The English policy, long-term plan and guidance material are updated.
- They are the lead professionals in monitoring and exemplifying standards and practices. They evaluate the teaching of English in the school and use this analysis to identify effective practice and areas for improvement

It is the role of teachers to ensure that:

- Medium and short term plans are readily available and set out in accordance with an agreed format
- Where applicable, learning support assistants are involved in English planning and training sessions and are fully briefed prior to the lessons
- Homework is set on a regular basis
- Issues pertaining to low/exceptional achievement in English are communicated to the subject leader and Special Needs Leader as appropriate
- English is taught according to the learning styles of the children in the class
- Regular and appropriate assessment and recording is undertaken
- They keep up to date with current thinking, informing Subject Leader of training requirements

Parental Involvement:

Parents are encouraged to take an active interest in their child's learning and to support the as much as possible at home. This includes daily reading, completion of homework and any other learning activities which are mutually agreed. We welcome parents help in school, either during the English lessons or hearing individual children read. Homework English homework consists of daily reading for all Year Groups. Specific phonics-based work may also be set in Foundation. Homework is half termly.