

St Anne's Catholic Primary School

English Policy

Approved by staff: 27th January 2016

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At St. Anne's Catholic Primary school we 'offer our children a creative, challenging and broad curriculum. We want them to be enthusiastic about learning.'

1 Introduction

This document is a statement of the aims, principles and strategies for the reading and learning of English.

2 Principles

Teaching pupils to use spoken and written language competently and confidently should recognise the importance of:

- 2.1 Teaching pupils how to craft language for particular effects, through an understanding of how texts are created in relation to genre, purpose and audience;
- 2.2 Providing interactive opportunities for pupils to practise using language in relevant, 'real life' contexts;
- 2.3 Providing opportunities for pupils to communicate independent views and opinions, respond imaginatively and express feelings through spoken and written language;
- 2.4 Valuing the first language and encouraging them to use it where relevant;
- 2.5 Enabling pupils to make critical responses about the language which they read, view and hear in a variety of media;
- 2.6 An integrated approach to reading and writing, speaking and listening;
- 2.7 The need to develop language skills in all curriculum subjects;
- 2.8 Recognising the language needs of all EAL pupils and facilitating additional language development through setting appropriate language and curriculum targets;

- 2.9 Recognising the language experiences of pupils at home and in the wider community;
- 2.10 Increasing pupils' understanding of how language is used in the world beyond school.

3 Aims of English Education

Through the teaching of English the children will:

- 3.1 Develop communication skills;
- 3.2 Develop the necessary skills to use the English language confidently, appropriately, and accurately to the best of their ability;
- 3.3 Develop enthusiastic and reflective readers, through contact with challenging and substantial texts;
- 3.4 Become confident, independent writers, through an appropriate focus on word, sentence and text level knowledge;
- 3.5 Foster the enjoyment of writing, where children feel confident to experiment with their ideas;
- 3.6 Learn to write accurately and imaginatively using different genres. This can be done through big write, literacy lessons and talk for writing;
- 3.7 Be able to speak clearly, audibly and with confidence;
- 3.8 Encourage children to listen with concentration, in order to respond appropriately and with interest.

4 Special needs

Pupils with special needs in English are identified as early as possible to ensure extra support can be given. The children often receive extra support in the classroom from teachers, teaching assistants and Learning Support Assistances. Children supported by the SENCo may have Individual Education Plans (IEP) to support their learning. During the year children who are performing below the national expectation for their year group are identified and take part in an individual, or group catered, intervention program. Although children are taken out of class for intervention programmes, it is also important that children still feel included as part of the class and we should ensure children don't feel isolated in the class.

4.1 Wave 3 Intervention

Children who require the specialist intervention support are referred to the SENCo who, following the assessment may arrange to support the targeted pupils in their basic reading, spelling and writing skills. The support is mainly aimed at children in KS1 and KS2.

4.2 Speech and Language

Children who require the specialist support to develop their listening and speaking in English, are referred to the SENCo who may decide on a speech and language programme based on the children's needs.

Children who are significantly below in their speaking and language skills are referred to the Speech and Language Therapist who, following the assessment, provides the tailored support to improve children's fluency in spoken and written English and to develop their command of the English vocabulary.

4.3 Wave 2 Intervention

Children who require the additional support in writing may be referred via the SENCo for additional support to focus on improving their written work in English or Big Write/Creative Learning Journey.

4.4 EYFS and KS1

Children in years 1 and 2 who are struggling to learn Phonics and Reception key words work daily with the teaching assistant using 'The Five Minute Box' which is a Wave 3 intervention. Reception classes start this from the summer term where needed

5 English as an Additional Language

The school is fully committed to raising the achievement of all EAL learners and children from ethnic minority backgrounds through:

5.1 Setting appropriate language targets for EAL learners and planning for the needs of EAL learners. Targets identified and reviewed at EAL target meetings;

5.2 Modelling uses of language appropriate to context, genre and audience;

5.3 Identifying the language function and its structure;

5.4 Grouping EAL learners appropriately so that they benefit from a strong language peer group and have additional adult support;

5.5 Use of specialist EAL Support Teacher to offer support to those children identified as most needing additional language support;

5 More able pupils

Pupils who have a particular strength in English are identified and placed on the Gifted and Talented Register. There is an emphasis on drama, through the ARTis programme which provides specialist provision to promote acting and drama skills. During book week they enjoy small group sessions with authors and illustrators. The library offers a section of fiction to enrich their reading experience.

7 Assessment

This is an integral part of the teaching and learning process.

Learners should be actively involved, through an explicit understanding of learning objectives/success criteria, 'Steps to Success' and their 'Next Steps'.

- 7.1 Marking should be formative and extended pieces of writing should be marked against the 'The Learning Question.
- 7.2 Writing is formally assessed each half term through the use of our school's writing assessment grid.
- 7.3 Writing achievements are moderated across phase groups on a termly basis in preparation for pupil progress meetings.
- 7.4 Reading is formally assessed in the autumn term using the NFER test and on a termly basis using other forms of assessing reading comprehension.
- 7.5 Children are formally assessed throughout the reception year to build the foundation stage profile and in Years 2 and 6. Years 3, 4 and 5 are tested using the QCA optional tests and by using writing assessment and moderation judgements when assessing writing.
- 7.6 With the introduction of the New National Curriculum for 2014, children are assessed for reading and writing against the New National Curriculum targets and stored electronically.
- 7.7 QCA optional tests and NFER Reading Tests maintained to support judgement through transition of assessment to the New Curriculum.

8 Planning

Teachers plan from the agreed framework, which can be applied as a cover sheet to existing planning, allowing teachers to highlight points of focus linking into the English and whole school development plan. Planning should consider cross-curricular links, matching closely at times with topic work. For each unit they are to produce:

- 8.1 An overview planning sheet;
- 8.2 Weekly plans;
- 8.3 Teachers are also expected to plan Guided Reading and Writing sessions, these take place outside the literacy lesson. These sessions can run on alternative weeks.

9 Equal Opportunities

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The full and effective participation and progression of all pupils should be achieved by:

- 9.1 Acknowledging and valuing the variety of different experiences, interests, languages, social and cultural backgrounds of pupils. We celebrate these differences in order to raise confidence and self-esteem;
- 9.2 Ensuring access to learning at an individual level through differentiated teaching and learning strategies; planning should set high expectations and provide appropriate learning opportunities for pupils;
- 9.3 Providing texts from a range of cultures and which are free from discrimination and stereotyping;
- 9.4 Providing resources to support specific learning difficulties, e.g. The Five Minute Box;
- 9.5 Providing dual language books to show and encourage the value of other languages;
- 9.6 Recognising disability and eradicating discrimination.

10 Standards of Learning and Teaching

The planning of the curriculum should take into account the following statements, which integrate the requirements of the revised National Curriculum of English and the Primary Strategy:

Speaking and Listening

- 10.1 Pupils will be taught how to speak confidently, clearly and audibly in a wide range of contexts;
- 10.2 Pupils will understand how to adapt their use of language, varying use and register in relation to purpose and audience;
- 10.3 Pupils listen with concentration to a wide range of spoken language in real-life contexts, such as live tasks, television and film;
- 10.4 Pupils participate in pair/group discussions, debates and individual presentation;
- 10.5 Rules for talk should be clearly displayed in the classroom along with class rules;
- 10.6 Drama strategies should be used to provide interactive opportunities for developing spoken language;

- 10.7 Pupils will have opportunities provided to enable them to participate in public speaking during assemblies and productions;
- 10.8 Pupils will have opportunities to listen to stories, poetry and novels;
- 10.9 Specific language targets should be set for EAL learners;
- 10.10 Additional opportunities for speaking and listening should be provided for EAL learners;
- 10.11 Effective role models for developing communication skills for EAL learners should be established;
- 10.12 In class children use talk partners to share ideas and rehearse responses;
- 10.13 In line with the New Curriculum (2014), children should be given the opportunity to recite poems from memory.

Reading

- 10.14 Pupils read for pleasure and to develop research and study skills;
- 10.15 Pupils read a wide range of fiction and non fiction, including media and computing texts from a variety of cultures and traditions;
- 10.16 Pupils read a range of poetry and with time are able to identify a range of features of poetry;
- 10.17 Pupils are taught to be discriminating readers, be able to understand layers of meaning and make a critical response to what they read;
- 10.18 Pupils explore meanings of texts using drama strategies;
- 10.19 Pupils will be able to read on-screen texts;
- 10.20 Teachers should understand the skills and strategies involved in teaching reading to enable pupils to read accurately for meaning and pleasure; using methods and strategies such as shared, guided and independent reading as well as a systematic approach to teaching phonics;
- 10.21 Guided Reading is planned and delivered daily to a maximum group of 8 children. Objectives are shared with the children and is assessed at the end of the session;
- 10.22 Reading for information and other purposes should be reinforced in others subjects;

- 10.23 EAL learners should be provided with: additional visual support, bilingual resources e.g (dictionaries) and pre teaching opportunities where possible to accelerate learning;
- 10.24 Lexia Reading is used across the school (from Year 1-6) to provide children with an interactive reading programme which tailors its self to the needs of the child accessing- home access allows children to continue their learning at home.

Writing

- 10.25 Writing is seen as an enjoyable activity in itself;
- 10.26 Pupils are encouraged to write with commitment and vitality and develop independent styles;
- 10.27 Pupils are taught to write fluently and accurately, understanding how to use the main rules and conventions of written English, paying increasing attention to punctuation, grammar and spelling as children become more fluent, independent and confident;
- 10.28 Pupils can write for a range of purposes: to communicate to others, create imaginary worlds, explore and describe experience, organise and explain information, imagine and explore feelings and ideas, use language creatively to engage a reader, to persuade and present arguments;
- 10.29 Pupils write in a variety of forms, e.g. narrative, letter, poems, notes;
- 10.30 Pupils are able to choose form and content to suit purpose and audience;
- 10.31 Pupils can compose on paper and on computer screen , using different formats and layouts to present work;
- 10.32 Pupil could discuss and respond critically to their own and other pupils' writing, analyse strengths and weaknesses, make improvements at the formative stage;
- 10.33 Pupils should use re-drafting to improve and develop content, style and accuracy of writing;
- 10.34 Teachers should understand and practise the skills and strategies involved in writing such as demonstration, shared, guided, and independent writing;
- 10.35 Pupils should be given opportunities to write at length;

- 10.36 Teachers should provide additional opportunities and strategies in modelling writing for specific needs of EAL learners;
- 10.37 EAL pupils should be encouraged to use their first language, when appropriate, to communicate in writing- translation software can be used to support writing where the supporting adult feels it is appropriate;
- 10.38 Guided writing is planned and delivered daily to a maximum group of 8 children. Objectives are shared with the children and is assessed at the end of the session against new curriculum objectives inline with school assessment;
- 10.39 Reciprocal Reading is used as a means to support Guided Reading sessions which is introduced in Year 1 and used throughout the school to Year 6- roles of Reciprocal Reading are introduced in EYSF;
- 10.40 Grammar is taught through the school from years 1-6 with the use of Jolly Grammar in KS1 & KS2. Teachers identify grammar covered within English planning;

Spelling

This is developed through:

- 10.41 Learning of spelling lists- taken from the New NC (Years 2-6) with Year 1 using Jolly Phonics to deliver their spellings;
- 10.42 Encouragement of dictionary and thesaurus work;
- 10.43 'Look, say, cover, write, check' strategy;
- 10.44 Word families- letter strings;
- 10.45 Phonetics;
- 10.46 Spellings are assessed on a termly basis- word lists from New NC used as a basis for assessment.

Handwriting

This is developed through:

- 10.47 Regular teaching and practise sessions (3-4 times a week for 15 minutes) which can be imbedded as part of a guided reading session (if necessary in upper KS2);
- 10.48 Letter formation is taught throughout Key Stage one and in Key Stage two and introduced in the Foundation Stage when the teacher feels appropriate. Handwriting to be taught using the font style 'Cursive Four';

10.49 Handwriting is supported through the use of a handwriting booklet.

11 Drama

Drama is of central importance in developing language use and the curriculum does provide opportunities for pupils to:

- 11.1 Create, adapt and sustain different roles individually and in group;
- 11.2 Explore meanings of text-characters, actions, themes, emotions and ideas;
- 11.3 Participate in spoken performances, dramatic interpretations, improvisations;
- 11.4 Write original scripted plays to develop written skills;
- 11.5 Evaluate their own and each other's contribution and effectiveness of performance;
- 11.6 Experience drama for a sense of achievement, enjoyment and to develop self-esteem;
- 11.7 Deepen their understanding of other curricular areas e.g. history, geography and music etc;
- 11.8 Children have the opportunity to perform drama pieces to an audience (often in assemblies, summer/Christmas productions and in church).

12 Computing

Technology is an important tool in the development of language in the context of the modern world and should be used to support pupil learning in the following ways:

- 12.1 Pupils should have opportunities to compose directly on screen;
- 12.2 Pupils use word processing techniques to develop writing skills;
- 12.3 Pupils can use a range of fonts and layout presentation features in relation to audience and purpose;
- 12.4 Pupils can check for accuracy, using grammar and spellcheckers;
- 12.5 Pupils can use computers to read information-CD ROMS, Internet, Email, word process and create presentations;
- 12.6 Pupils have home and school access to computer software to support reading and writing, where progress can be monitored by class teachers;

12.7 Pupils have the opportunity to Blog based on activities taking place in their classroom, improving typing accuracy;

12.8 Pupils have the opportunity to use social media (Twitter) to document the day's events in the class.

13 Developing Literacy at Home

13.1 We recognise that the role of the family is central in supporting the child's language development as a speaker, reader and writer.

13.2 Families, pupils and teachers are regularly informed of reading progress through reading diaries which are provided and sent home for parents to record and read comments about their child.

13.3 Teachers provide guidance on what families can do to extend their child's competence in using spoken and written language during stat of year class meetings.

13.4 We recognise and value the importance of pupils' first language in the acquisition and development of the additional language and therefore encourage families of EAL learners to use their first language as much as possible at home.

13.5 Lexia Reading allows children home access to continue to develop their reading at home on computers, smart phones and tablets.

13.6 Children are encouraged to access blogging pages at home and respond to stimulus on pages.