

Ss Peter and Paul RC Primary **School**



English Policy

Date updated: September 2016
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ENGLISH POLICY

MISSION STATEMENT

At SS Peter and Paul RC VA Primary School we are committed to developing each member of the school to their full potential as an individual and as a member of the wider community, through the provision of a wide range of activities within a stimulating environment.

AIMS

We aim to develop pupils' abilities within an integrated programme of Speaking, Listening, Reading and Writing. We aim to ensure that all learners are offered a broad range of learning providing experiences in language, so that they become competent speakers, listeners, readers and writers.

SUBJECT ORGANISATION

Rationale:

The National Curriculum (2014) clearly states that teaching the English language is an essential, if not the most essential role of a primary school.

At School we recognise that without effective communication, little achievement can be made. We know that we have a duty to ensure that English teaching is a priority and we recognise that this is necessarily cross-curricular and a constant through-out school life and beyond. It is part of the 'essential knowledge' (p6 National Curriculum) that is needed in society:

'Teachers should develop pupil's spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.' (p10 National Curriculum)

We are an inclusive school. We set high expectations and recognise the importance of accurate and regular assessment in order to support individuals at every part of their learning journey and in whatever circumstances. We use one to one support, small groups and cross-phase work to help with this. We plan teaching opportunities to help those for whom English is an additional language and those with disabilities outlined in the SEN code of practice. We agree with the statement of the National Curriculum, that 'pupils...who do not learn to speak, read and write fluently and confidently are effectively disenfranchised' (p13)

1. Spoken Language:

The National Curriculum states that pupils should be 'taught to speak clearly and convey ideas confidently in Standard English' (p10) 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

Our aims and connected provision

We encourage our pupils to speak clearly and confidently and articulate their views and opinions. We teach that children need to express themselves orally in an appropriate way, matching their style and response to audience and purpose. Listening and responding to literature, giving and receiving instructions. They develop the skills of participating effectively in group discussions.

Ways in which we support this include:

- Co-operative Learning Strategies – Children allocated roles within teams
- Activities which are planned to encourage full and active participation by all children, irrespective of ability
- Children with specific speech and language and auditory problems will be identified and specialist help sought, where appropriate
- School Plays
- Class debates
- Events within the community
- School Council
- Talk partners
- Drama / role play
- PSHE and circle time
- Pastoral Care Groups

2. 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' (p13) 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 2014 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. We recognise that these areas are clearly linked to the other aspects of English learning: speaking and listening, writing, grammar and vocabulary. We also understand that reading is a developmental process and part of life-long learning and we encourage and praise children at every stage of it.

Our aims and connected provision

- Pupils learn to read easily and fluently through daily phonics in Foundation Stage and Key Stage One, regular reading to adults in school, reading partners and incentives to read at home.
- When children begin to learn to read they follow various reading schemes.
 - Oxford Reading Tree
 - Treetops
 - Story World
 - Story Street
 - Bug Club
- Children are encouraged to read at home and select home reading books on a weekly basis. Each child has a reading diary which accompanies their home reader. Parents are expected to hear their children read and write comments in their diary.
- As children progress into Key Stage 2 they take more responsibility for their reading and write their own responses in their reading diary.
- Each teacher has an individual reading record.
- Pupils develop skills in reading for understanding using 'Steps to Success'. They often study books which are more challenging than those which they might be able to read independently. They will use these books as the basis for reading, writing, speaking and listening tasks.
- Pupils are encouraged to read widely, through our use of differing class texts, library visits and high quality attractive books in classrooms.
- Pupils are encouraged to read for pleasure using reading partners, quiet reading time, listening to an adult read and the various methods outlined above.
- Pupils also need to read to find information in all lessons and comprehension is assessed in a formal way every term.
- Pupils are exposed to a range of texts from their literacy heritage during their school career

3. 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.

Our aims and connected provision

- We teach grammar as a separate lesson where necessary
 - Grammar hammer to assess and support learning
 - Grammar Bug to plan and deliver lessons
- We correct grammatical error orally/ written work (where appropriate)
- From Year 1 weekly spellings are given and the 'look, say, cover, write, check strategy is used.
- We have a systematic approach, we revisit key learning and build upon it in all areas from phonics, through to grammar and spelling
- We use high quality texts, modelling and shared/ collaborative writing to demonstrate good practice
- We encourage and promote 'talk for writing'
- We provide writing frames to support the least confident
- We provide time for planning, editing and revising
- We mark extended pieces of work in-depth and set targets with the pupil
- Writing is taught using the sequence of modelled writing, guided writing, partner work and independent writing.
- We use checklists and a success matrix for pupils to self-assess or peer-assess, when appropriate so they can evaluate effectively
- We use drama and hot-seating to help pupils to think about another point of view
- Support for pupils with learning and motor difficulties
- Meetings with parents to help them support their child
- We encourage joined handwriting to support spelling and speed
- We follow the Collins Handwriting Scheme and introduce a cursive handwriting style in year 2 where appropriate.

- Children are rewarded with a pen license when clear, consistent cursive handwriting has been observed on at least eight occasions. They are then able to move from writing in pencil to pen and receive a special pen as a reward.

4. Vocabulary Development:

The National Curriculum makes clear that learning vocabulary is key to 'learning and progress across the whole curriculum' (p11) since it allows pupils to access a wider range of words when writing and for them to understand and comprehend texts efficiently.

Vocabulary teaching needs to be:

- Active
- Progressive/ systematic
- Making links from known words
- Develop understanding of shades of meaning
- Include 'instruction verbs' used in examinations
- Subject specific- accurate mathematical and scientific words

Our aims and connected provision:

We encourage our pupils to have a wide and growing vocabulary in a number of ways, these include:

- Spelling lists/ key words to take home and learn
- Display of key words linked to topics and subjects
- Ambitious Vocabulary displayed on the classroom 'Word Wall'
- Using the correct vocabulary orally
- In-depth word based lessons looking at patterns
- Using dictionaries, thesaurus and similar programmes
- Carrying out systematic testing and providing feedback to pupils
- Targeted one to one/ small group support, where appropriate

PLANNING

Teachers plan to cover a range of genre through their medium term plan which includes at least two 'writing focus' weeks per half term. Weekly, detailed plans are outlined on power point presentations which are used throughout the week then printed out and annotated. Differentiation is planned for across ability groups including SEN and More Able.

SUPPORT PROGRAMMES

Within school, training for all support programmes for relevant staff has taken place. Children are identified using the school's tracking system and teachers' professional judgements.

The Individual Literacy Support materials are used when deemed appropriate.

PRESENTATION AND MARKING

Refer to Presentation and Marking Policy.

When working in English books the children from Y1 – Y6 leave the left hand page blank to be used for editing, re-drafting, responding to teachers' comments and reinforcing errors. The children use a green pen for this work.

In Reception and Year 1 the children use a special lined book that supports the formation of their letters, giving clear guidance for ascenders and descenders. When they have established the correct formation and fluent handwriting style they move on to the traditional lined exercise book.

ASSESSMENT, RECORDING AND REPORTING

Refer to Planning, Assessment, Record Keeping and Reporting Policy.

RESOURCES AND ACCOMMODATION

A wide range of resources are available for reading, writing, spelling, handwriting and speaking and listening/Drama. Most resources are stored in the classrooms. Reading books are situated in the work spaces in the KS1 and KS2 corridors and the main entrance. Other specific resources are stored in the classroom. RWI resources are stored in each classroom and books are stored centrally in the main entrance.

INSET

The subject leader and other staff are given the opportunity to develop their knowledge and skills by attending internal and external INSET. Annually, a staff skills audit is completed by teachers to identify areas of strength and areas for development. Training is then arranged in relevant areas. All EYFS and Key Stage 1 staff are now trained in Read, Write, Inc.

EQUAL OPPORTUNITIES

It is the responsibility of all teachers to ensure that all pupils, irrespective of gender, ability, ethnicity and social circumstances have access to the English curriculum and make the greatest progress possible.

Please refer to school Equal Opportunities Policy.

SPECIAL EDUCATIONAL NEEDS

Children with SEND are included within the Literacy lesson in shared and independent sessions using the support of teaching assistants. Tasks are carefully differentiated and Provision Maps are used to inform planning. Children are withdrawn from whole class sessions to focus on individual targets when appropriate.

Additional reading materials are available for teachers to use to support SEND children. ICT resources and tasks related to the texts are used alongside books.

CROSS-CURRICULAR LITERACY

English is used within all subjects. Speaking, Listening, Reading and Writing opportunities are used where natural links for activities can be made. Examples include the use of Drama in History, specific genres such as instructions in DT and the use of cross-curricular texts within the English lesson. Children are encouraged to transfer skills they have learnt in Literacy when using reading, writing, spelling and handwriting.

INFORMATION AND COMMUNICATION TECHNOLOGY

Pupils are given opportunities to develop and apply their ICT capability in Literacy. A variety of programs are used as a tool to access and support children's learning. For example: Oxford Reading Tree CD Roms; Bug Club Interactive Texts, Lexia and Word Shark.