

St Mary's & St Peter's C of E Primary

ENGLISH POLICY

This policy also should be read alongside the new National Curriculum in England (published September 2014) and other documents from the Standards and testing Agency.

Our Curriculum overview, medium and short term planning can help support this policy, as well as these relevant schemes of work:

- Phonics- Letters and Sounds
- Spelling programme

MISSION STATEMENT

Our school is a Church of England School and works in partnership with our two local parish churches, St Mary with St Albans and St Peter and St Paul's. We aim to reflect the values, traditions and beliefs of the Christian Faith and therefore our Spiritual Values underpin everything that we do.

We believe high standards of care and love are an integral part in the quality of teaching and learning across the whole curriculum. Our school Christian vision of 'Life in all its fullness' applies to all areas of our school, including the English curriculum. The two great commandments given by Jesus will underwrite the life of our school; they are to 'love God' and to 'love your neighbour as yourself'. It is our aim for both of these instructions to be evident in the whole life of the school, in the relationships between all members of the community, pupils, staff and parents, and also in our safeguarding responsibilities.

At St Mary's & St Peter's C of E Primary School we believe that it is the right of every child to become a competent and confident user of the English language. We aim to deliver high quality teaching which takes different learning styles into account, and to support and encourage all children to achieve their full potential whilst feeling valued and respected for their efforts. We strive to cultivate a real enjoyment of reading and writing with our school Christian vision of 'Life in all its fullness' in mind.

Our English curriculum is guided by the new National Curriculum (2014).

AIMS

Our aim is that, by the end of year 6, our pupils will:

- 1) Be able to read and write with confidence, fluency and understanding.
- 2) Be able to communicate effectively in speech and writing using a broad vocabulary.
- 3) Be interested in and show an appreciation of books, read with enjoyment and be able to evaluate and justify their preferences.
- 4) Have an interest in words and a suitable technical vocabulary to articulate their responses.
- 5) Acquire a wide vocabulary, an understanding of grammar and an understanding of linguistic conventions for reading, writing and spoken language.
- 6) Be able to write in a range of genres using suitable and appropriate vocabulary, spelling, punctuation and grammar
- 7) Be able to listen carefully with understanding and empathy.
- 8) Be developing the powers of imagination, inventiveness and critical awareness.
- 9) Have fluent and legible handwriting.

Policy Statement

At St. Mary's and St Peter's we believe that English is fundamental to the overall development of the child and their access to the curriculum in all its aspects. Through the study of English children will develop the ability to express themselves creatively and imaginatively and to communicate effectively with others.

3 Curricular Aims

The study of English should enable pupils to:

- Be surrounded by and take advantage of a language rich environment that promotes a culture of reading and writing
- Be able to speak clearly, fluently and audibly in way which take account of their listeners
- Listen to the opinion of others, reflect and evaluate on what has been said and respond appropriately
- Use a full range of reading strategies to develop as independent, keen and reflective readers
- Have the confidence, desire and ability to express their views and opinions both orally and in writing
- Be able to write effectively for a range of audiences and purposes using spelling, punctuation and grammar accurately and confidently.
- Be able to increase children's ability to use planning, drafting and editing to improve their work
- Value and celebrate diversity in culture and language
- Develop fluent, legible handwriting and neat presentation.

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.
- We use drama and hot-seating to help pupils to think about another point of view.

Our aims and connected provision

We encourage our pupils to speak clearly and confidently and articulate their views and opinions. We teach children 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. Children develop the skills of participating effectively in group discussions.

Ways in which we support this include:

- 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.
- Encouraging talk-time at home through reading and talking about books.
- School Plays and class assemblies.
- Class debates.
- Events within the community.
- School Council.
- Talk partners.
- Drama/role play.
- PSHE and circle time.

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 as it provides pupils with '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).

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 their reading journey.

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, guided reading, and reading at home.
- Pupils develop skills in reading for understanding using a number of colour banded books which we have in school e.g. Bug Club, Rigby Star, Floppy's Phonics, Oxford Reading Tree. We adapt which books we use to meet the needs of our pupils. In guided reading children read books which are more challenging than those which they might be able to read independently. They may then use these books for various tasks including comprehension, writing, and speaking and listening tasks.
- Pupils are encouraged to read widely, through our use of differing class texts, recommended reading lists, 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, using PM Benchmarking.
- Pupils are exposed to a range of texts from their literacy heritage during their school career.
- Key Stage Two pupils benefit from reciprocal reading during guided reading sessions. This approach incorporates speaking and listening as well as comprehension skills.

Children who are working towards the expected standard in reading and phonics benefit from extra reading and phonics intervention sessions delivered on a regular basis.

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.
- We correct grammatical error orally/written work (where appropriate).
- 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 provide story maps and writing frames to support the least confident.
- We provide time for planning, editing and revising.
- We mark extended pieces of work in detail and set targets with the pupil.
- We use checklists for pupils to self-assess or peer assess, when appropriate so they can evaluate effectively.
- We encourage joined handwriting to support spelling and speed.
- We provide support for pupils with learning and motor difficulties.

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.
- Be progressive/systematic.
- Involve making links from known words.
- Develop understanding of shades of meaning.
- Include 'instruction verbs' used in examinations.
- Be 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.
- Displays of key words linked to topics and subjects.
- Using the correct vocabulary orally.
- In-depth word-based lessons looking at patterns in language.
- Using dictionaries, thesaurus and similar resources.
- Carrying out systematic testing and providing feedback to pupils.
- Targeted one to one/small group support, where appropriate.
- Weekly spelling carousel and dictation

Planning and Assessment**Planning:**

- Long term overviews can be found online for Early Years and Key Stages One and Two.
- Medium term (half –termly) planning is stored centrally.

- Short term planning is flexible allowing for assessment for learning after each session/group of sessions. Planning shows differentiation by ability. 'Letters and Sounds' is followed to ensure a systematic and developmental approach to phonics learning, building on prior knowledge.
- Pupils may be streamed by ability for some sessions/types of homework/support.
- Pupils entitled to Pupil Premium funding will be given additional English support, where necessary, which is tracked and monitored termly.
- Pupils with English as an Additional Language (EAL) will be given additional English support which is tracked and monitored termly.

Assessment:

- Staff continuously assess pupils' learning during and as part of every session, adapting their practice accordingly.
- Regular 'Exciting Writing' tasks are assessed and progress is tracked, using Target Tracker KPI's.
- Formal assessments of reading comprehension and spelling, punctuation and grammar (SPaG) ability are carried out, tracked and monitored, at least termly.
- Writing attainment is assessed termly based on Target Tracker KPIs.
- Staff attend regular moderation sessions.
- End of Key Stage Assessments are analysed by the Co-ordinators and Head Teacher and feed into the school Self Evaluation Form (SEF), development plan and performance management.

Professional development

- The English Co-ordinators attend training as required, and report back to all staff.
- Staff are expected to attend relevant courses during the school year.
- Moderation takes place in house, with local schools and with support from the Local Authority.
- A writing moderation file is held with the assessment coordinator for consultation.

Specific groups

- Analysis of English achievement is carried out termly, pupils who are not making expected progress are discussed and plans made for appropriate support and interventions.
- Pupils entitled to Pupil Premium are given additional English support, if required, and this is monitored for effectiveness termly.
- Pupils with EAL are given additional support, if required, in all aspects of English.
- Pupils who are considered gifted and talented receive additional support, if required alongside a differentiated curriculum.
- Pupils with SEN will have English based targets on their SEN Support Plan. These are reviewed termly.

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Subject Leaders for English

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