



St William's Catholic Primary School

English Policy

2017/2018



"By following Jesus' example, standing side by side, we will nurture each other to fulfil our hopes and dreams"

1 Aims and objectives

- 1.1 The study of English develops children's ability to listen, speak, read and write for a wide range of purposes, including the communication of their ideas, views and feelings. Children are enabled to express themselves creatively and imaginatively as they become enthusiastic and critical readers of stories, poetry and drama, as well as of non-fiction and media texts. Children gain an understanding of how language works by looking at its patterns, structures and origins. Children use their knowledge, skills and understanding in speaking and writing across a range of different situations.
- 1.2 Our objectives in the teaching of English are:
- to enable children to speak clearly and audibly, and to take account of their listeners;
 - to encourage children to listen with concentration, in order to identify the main points of what they have heard;
 - to show children how to adapt their speech to a wide range of circumstances and demands;
 - to teach children effective communication, both verbal and non-verbal, through a variety of drama activities;
 - to help them to become confident, independent readers, through an appropriate focus on word, sentence and text-level knowledge;
 - to develop enthusiastic and reflective readers, through contact with challenging and substantial texts;
 - to foster the enjoyment of writing, and a recognition of its value;
 - to encourage accurate and meaningful writing, be it narrative or non-fiction;
 - to improve the planning, drafting and editing of their written work.

2 Teaching and learning style

- 2.1 At St William's School, we use a variety of teaching and learning styles in our English lessons, as recommended by the National Curriculum 2014. Our principal aim is to develop the children's knowledge, skills, and understanding. We do this through daily English lessons using units with 3 distinct phases: Reading, Collecting and Writing. Whilst there is a high proportion of whole-class and group teaching, independent activities give an opportunity to talk and collaborate, and so embed and enhance their learning. Students are consistently exposed to quality literature and are offered a variety of resources, such as dictionaries, thesauruses, word banks and internet sources to support their English work. Children also use ICT in English lessons where it enhances their learning, as in drafting their work and in using multimedia as a presentation tool. Wherever possible, we encourage children to use and apply their learning in other areas of the curriculum.
- 2.2 In all classes, children have a wide range of abilities, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies. In some lessons, we do it through differentiated group work, while in others, we ask children to work from the same starting point before moving on to develop their own ideas. We use classroom assistants to support some children, and to enable work to be matched to

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the needs of individuals. SEN children, when appropriate, will access different year group objectives to ensure their individual needs are being met.

3 English curriculum planning

- 3.1 English is a core subject within the National Curriculum. We use the National Curriculum 2014 as the basis for implementing the statutory requirements of the programme of study for English.
- 3.2 We carry out the curriculum planning in English in three phases (long-term, medium-term and short-term). Teachers use the Lancashire LPDS National Curriculum Support Materials to inform their planning. English units are taught within half termly topics (Long term planning).
- 3.3 Our medium-term plans, which we also base on the National Curriculum 2014 and the Lancashire LPDS National Curriculum Support Materials, give details of the main teaching objectives for each term. Each unit outlines the 'Reading', 'Collecting' and 'Writing' phases within topics that are varied and engaging. Class teachers must ensure that all year group objectives, that are outlined in the 2014 English Curriculum, are encompassed within these units.

These plans define what we teach, and ensure an appropriate balance and distribution of skills and year group objectives across each term.

- 3.4 Class teachers complete daily session (short-term) plans for the teaching of English. This lists the specific learning objectives and child friendly 'Can I' learning challenges and gives details of how the lessons are to be taught. It also includes details of what each group of children will be learning and the support they will be given i.e. by the class teacher or use of resources.
- 3.5 We plan the activities in English so that they build on the children's prior learning. While we give children of all abilities the opportunity to develop their skills, knowledge and understanding, we also plan progression into the scheme of work, so that there is an increasing challenge for the children as they move up through the school.

4 Reading

4.1 AIMS:

Pupils should be able to:

- Develop as independent readers who read accurately and fluently.
- Experience the pleasure and satisfaction to be had from reading.
- Develop the ability to read from a variety of sources/ text types for a variety of purposes.
- Learn the specialist knowledge and language needed to read in particular subject areas.
- Develop reading strategies appropriate for a range of reading activities including both fiction and non-fiction.
- Develop comprehension skills to respond to questions on a variety of genres.

4.2 This can be created by:

- Providing opportunities for literacy elsewhere in the school with importance given to information boards, interactive displays, 'working walls', posters, notices and examples of pupils' work in a variety of styles.

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- Within the school, a wide variety of quality texts of different genre, format and sophistication are used immersing pupils in aspirational vocabulary and language.
- Providing exciting and stimulating collections of books with each year group having a specific class author.
- Having a range of texts with appropriate interest levels for more able young readers.

4.3 Every class has a designated time to access the school library, which is regularly updated with high quality fiction and non-fiction texts.

4.4 Hearing children read aloud 1:1

Within Key Stage 1, children should be heard to read on a 1:1 basis at least once a week. In Key Stage 2, assessment and tracking should be used to identify children who need to access 1:1 reading; it is the class teacher's responsibility to identify the level of intervention required for individual pupils (daily/weekly).

4.5 Guided Reading

Children should be grouped according to ability. Groups should follow the whole school Guided Reading scheme. Each group should access a minimum of 1 session per week aiming to last for approximately 20-30 minutes. The member of staff facilitating the Guided Reading session will also make assessments of the students against appropriate year group reading objectives.

When possible and appropriate, children should be given follow up activities that can be completed independently.

4.6 Phonics

Teachers within Key Stage 1 should plan and deliver "Letters and Sounds" on a daily basis, this should be identified on their weekly timetable. Children should be grouped in phases according to ability.

4.7 Reading Strategies

A variety of strategies are taught so that pupils are not reliant on one particular strategy. To make sense of texts, pupils have to see all available cues.

These are:-

Semantic cue (meaning cues) - using knowledge and experience of stories and of written texts to predict events and above all, to make a text make sense e.g. meaning is input by the reader as well as output from reading. We use this system and we begin to interrogate the text. It gives us the chance to generate an understanding which matches the authors understanding. When we discuss inference, character motive, or predict the ending, we are applying this cue.

Syntactic cues (language cues) - drawing on knowledge and experience of patterns in oral and written language to predict text e.g. reading and listening are receptive processes and the language user is responding to the rules of grammar and the structures of language to determine meaning. When we refer to language contact cues we are talking about syntactic cues.

Grapho-phonetic cues (print cues) - using knowledge and experience of relationships between sounds and symbols to read particular words e.g. it is what enables us to identify flash cards or any words or phonic elements presented in isolation. It is the cues we refer to when we talk about initial sounds, letter blends etc.

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4.8 Opportunities for reading - a balanced programme:

A variety of reading experiences should be provided:

Reading aloud: Teachers read aloud to the whole class or to groups of pupils. This is where teachers can demonstrate the pleasure and enjoyment to be gained from reading. Teachers can draw children into a story; they will invite them to comment and to predict.

Group reading: Collaborative reading in small groups enables teachers to create a mutually supportive context for children's reading. This may involve sharing copies of the same book, reading plays or working as a group with information books. Group reading may also take place with the talking stories on the computer or involve the use of a listening centre.

Individual reading: Teachers listen to pupils read on an individual level on a regular basis. This may be as part of a book being read in a Guided Reading session, a text being studied within an English lesson or a book that the child is showing an interest in. Individual reading may also be accessed using the school's online reading programs.

Big books/EBOOKS: This introduces the practice of shared reading in a systematic way into the infant classroom. Big books are used regularly so as to enable pupils to see the print as they take part in reading aloud sessions. It is also a useful way in which to encourage pupils to focus analytically on print and look for features in the text.

Paired reading: This reading involves pupils in sharing a book together. Often, but not always, one child is more fluent and takes on the role of tutor.

Home/school reading: This is an important part of our reading programme. All pupils are issued with a folder/wallet containing a reading record and a reading book. Each class teacher keeps a record of the progress of home reading. This should include the child's name, level of book band and the date the book was changed.

Reading for information: Pupils are encouraged to interact with a wide range of information books including topic books, newspapers, dictionaries, thesauruses and encyclopaedia. They are taught how to use content and index pages and are encouraged to use these materials independently to inform their work.

4.8 Planning

Guided reading sessions should follow the whole school Guided Reading scheme. Session objectives and the age related objectives being covered should be clear and shared with pupils in a child friendly manner. Key Questions should be evident and any written/ verbal activities should be well resourced. Staff will also use assessment grids to track a student's progress against the objectives covered within that session.

4.9 Assessment

Assessment of reading should be on-going using tracking grids within Guided Reading sessions alongside scores from more formal comprehension assessments.

4.10 Intervention

As previously outlined above, children who are working well below year group objectives as stated by the National Curriculum 2014 should receive additional reading support. Tracking should be used to identify children who need to access 1:1 reading - it is the class teachers responsibility to identify the level of

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intervention required for individual pupils (daily/weekly). Regular reading 1:1 is statutory for children who are working well below year group expectations.

5 The Foundation Stage

5.1 We teach English in reception classes as an integral part of the school's work. The format for the daily lesson is flexible. Enhanced opportunities are created for the application of key skills in all areas indoor and outdoor provisions. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the English aspects of the children's work to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five. We give all children the opportunity to talk and communicate in a widening range of situations, to respond to adults and to each other, to listen carefully, and to practise and extend their vocabulary and communication skills. They have the opportunity to explore words and texts, to enjoy them, to learn about them, and to use them in various situations.

6 Contribution of English to teaching in other curriculum areas

6.1 The skills that children develop in English are linked to, and applied in, every subject of our curriculum - underpinned by the Lancashire LPDS National Curriculum Support Materials. The children's skills in reading, writing, speaking and listening enable them to communicate and express themselves in all areas of their work at school.

6.2 Mathematics

The teaching of English contributes significantly to children's mathematical understanding, in a variety of ways. Children in the Foundation Stage develop their understanding of number, pattern, shape and space by talking about these matters with adults and other children. Children in Key Stage 1 meet stories and rhymes that involve counting and sequencing. Children in Key Stage 2 are encouraged to read and interpret problems, in order to identify the mathematics involved. They explain and present their work to others during plenary sessions, and they communicate mathematically through the developing use of precise mathematical language.

6.3 Personal, social and health education (PSHE) and citizenship.

English contributes to the teaching of PSHE and citizenship by encouraging children to take part in class and group discussions on topical issues. Older children also research and debate, topical problems and events. They discuss lifestyle choices, and meet and talk with visitors who work within the school community. Planned activities within the classroom also encourage children to work together and to respect each other's views.

6.4 Spiritual, moral, social and cultural development.

The teaching of English develops skills through which our children can offer critical responses to the moral questions they meet in their work. Their understanding and appreciation of a range of texts bring them into contact with their own literary heritage and with texts from a diverse range of cultures. The organisation of our lessons allows children to work together, and gives them the chance to discuss their ideas and results.

7 English and ICT

7.1 The use of ICT, with clear learning objectives, will promote, enhance and support the teaching of English at word, sentence and text levels. It also offers ways of impacting on learning which are not possible with conventional methods, e.g. interactive and non-linear stories.

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7.2 ICT is used at whole-class, group and independent levels. The screen projection of text enables it to be read and shared. The projection of a word processor permits the writing process to be modelled effectively. Groups can work on a laptops/iPads and input text via standard or overlay keyboard. Software/ programs are used to support independent reading (text to speech) and writing (predictive word processors, word banks and spell checkers). A range of software is used to develop specific grammatical and spelling skills. Lessons can focus on what pupils have achieved using ICT, or ICT can provide the means of presenting their outcomes. EBooks/iPads should be used when appropriate and relevant.

8 English and inclusion

8.1 At our school, we teach English to all children, whatever their ability and individual needs. English forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our English teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language. We take all reasonable steps to achieve this. For further details, see separate policies: Special Educational Needs; Disability Discrimination; Gifted and Talented Children; English as an Additional Language (EAL).

8.2 When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors - classroom organisation, teaching materials, teaching style, and differentiation - so that we can take some additional or different action to enable the child to learn more effectively. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected stages. This ensures that our teaching is matched to the child's needs.

8.3 Intervention through School Action and School Action Plus will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to English.

8.4 We enable all pupils to have access to the full range of activities involved in learning English. Where children are to participate in activities outside the classroom (a theatre trip, for example) we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

8.5 Teaching assistants provide help by using:

- texts that children can more easily read and understand;
- visual and written materials in different formats;
- ICT, other technological aids such as iPads and taped materials;
- alternative communication, such as signs and symbols

Inclusion

The school ensures all children have an entitlement to English, including those with SEN&D and those identified as being gifted and talented. For additional information see SEN&D policy.

9 Assessment for learning

9.1 Teachers assess children's work in English in three phases. The short-term assessments that teachers make as part of every lesson help them to adjust their daily plans - teachers are strongly encourage to make informal notes on their plans. They match these short-term assessments closely to the teaching objectives. Written or verbal feedback is given to help guide children's progress. Older children are encouraged to make judgements about how they can improve their own work. Children are encouraged to positively evaluate their peers work.

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- 9.2 Teachers use on-going assessments to measure progress against the key objectives, and to help them plan for the next unit of work.
- 9.3 Teachers make long-term assessments towards the end of the school year, and they use these to assess progress against school and national year group expectations and targets. With the help of these long-term assessments, we are able to set targets for the next school year, and to summarise the progress of each child before discussing it with the child's parents or carers. The next teacher then uses these long-term assessments as the planning basis for the new school year.
- 9.4 These long-term assessments are based on end-of-year tests and teacher assessments. Children undertake the national tests at the end of Year 2 and Year 6. Reporting of teacher assessment is also statutory in these year groups.
- 9.5 The SLT moderate samples of children's work termly - this is taken from a range of subjects to secure consistency and consolidated application. Key stage moderations also take place throughout the year, this supports teamwork. Teachers are encouraged to enlist the support of their colleges when making judgements.
- 9.6 Staff are keen to improve their subject knowledge and the subject leader takes an active role in disseminating best practice and making recommendations for staff development. Effective resources are shared and update meetings are arranged to monitor progress.

10 Resources

- 10.1 There is a range of resources to support the teaching of English across the school. All classrooms have dictionaries and thesauruses and a variety of age-appropriate apparatus. All classrooms have a selection of fiction and non-fiction texts. Children have access to the Internet through laptops and iPads. The library contains a range of books to support children's individual research and a wide variety of books that can be loaned by pupils to encourage their independent and home reading. Children also have access to online reading programs that they can access both in school and at home.

11 Monitoring and review

- 11.1 The coordination and planning of the English curriculum are the responsibility of the subject leader, who also:
- Supports colleagues in their teaching, by keeping informed about current developments in English and by providing a strategic lead and direction for this subject;
 - Gives the Headteacher an annual summary report in which s/he evaluates the strengths and weaknesses in English and indicates areas for further improvement;
 - Uses specially allocated regular management time to review evidence of the children's work, to observe English lessons across the school, carry out learning walks and conduct pupil voice interviews.
- 11.2 A named member of the school's governing body is briefed to oversee the teaching of English. The literacy governor meets regularly with the subject leader to review progress.
- 11.3 This policy will be reviewed at least every two years.

Review of the Policy:

This policy will be reviewed every two years or in the light of changes to legal requirements.

Subject Leader:

Date:

Headteacher:

Date:

Chair of Governing Body:

Date:

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Signed:

Date:

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