



POLICY FOR ENGLISH

Date: June 2020

MISSION STATEMENT:

*We Show Our Love For Jesus In All We Do And Say
We Celebrate Everyone's Gifts and Talents
As We Enjoy Learning Any Playing Together
We Will Try To Follow The Example Of St. Patrick
Within Our School Community*

Our Mission Statement underpins all the English work carried out in our School.



PURPOSE OF THE POLICY

English is a core subject in the National Curriculum. This policy will form the basis upon which we outline the purpose, nature and management of how English is taught and learned in our school and will inform new teachers of expectations.

We believe that English and communication are key life skills. Through the English curriculum, we will help children develop the skills and knowledge that will enable them to communicate effectively and creatively through spoken and written language and equip them with the skills to become lifelong learners. We want children to enjoy and appreciate literature and its rich variety.

At St. Patrick's we use The Power of Reading and other resources in line with the guidelines set out in the New National Curriculum, we also use other resources as required to supplement the planning and teaching of English across the school.

THE ROLE OF ENGLISH

At St Patrick's we believe that the English Curriculum plays a central role in children's development, enabling them to:

- formulate and organise their thoughts
- to express ideas
- to communicate and interact with others
- to explore meanings and interpret experiences
- to promote a shared love and understanding of English
- to establish an entitlement for all pupils
- to establish high expectations for teachers and pupils
- to promote continuity and coherence across the school

AIMS AND OBJECTIVES

At St Patrick's we aim to:

- encourage children to be effective, competent communicators and good listeners
- express opinions, articulate feelings and formulate responses to a range of texts both fiction and non-fiction using appropriate technical vocabulary
- foster an interest in words and their meanings, and to develop a growing vocabulary in both spoken and written form
- 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 English
- use grammar and punctuation accurately
- understand spelling conventions
- produce effective, well-presented written work
- build on and value the language experiences the pupils bring with them from their homes and communities
- value each pupil's ability and plan for their individual needs

EXPECTATIONS

By the time children leave St Patrick's, we expect them to communicate through speaking and listening, reading and writing with confidence, fluency and understanding and in a range of situations. We want every child to take pleasure in reading across a range of genres and have a strong motivation to read for a variety of purposes.

- by the end of key stage one, the majority of children will meet the age appropriate Expected Standards
- by the end of key stage 2 the majority of children will meet the age appropriate Expected Standards

PLANNING

The new National Curriculum 2016 forms the basis of teaching and learning. All children receive at least the minimum entitlement of a daily English lesson.

Teachers work towards independent learning and plan for different working groups. Teachers employ a range of generic teaching strategies.

Teachers use the National Curriculum and The Power of Reading for creating their English plans. These plans follow the five key aspects of English teaching: familiarisation with the genre and text type; capturing ideas; teacher demonstration; teacher scribing through supported and guided writing and finally, independent writing to create a teaching sequence.

The length of a unit may vary depending on text type, length and year group. Teachers plan closely with year group colleagues to ensure consistency of opportunity for all children.

Clear objectives are set for each session and are shared with pupils. Teachers plan according to the needs of the pupils. Intervention programs are used for individual children and small groups as and when needed.

English is encouraged and developed across our curriculum and links are made where appropriate. Additional adults are used to support the teaching of English. They work under the guidance of the teacher with small groups of children or individuals.

WRITING

Teachers promote writing and look for ways to inspire and motivate pupils so that they see themselves as ‘writers and publishers’. Teachers establish the purpose and audience for writing and make teaching objectives explicit to pupils so they know why they are studying a particular text type, the kind of writing activities they need to undertake and what the expected outcome will be.

Aims

Children should learn to:

- write in different contexts and for different purposes and audiences
- be increasingly aware of the conventions of writing, including grammar, punctuation and spelling
- plan draft and edit their writing to suit the purpose
- form letters correctly, leading to a fluent joined and legible handwriting style, giving increasing regard to presentation according to The Nelson handwriting scheme

Entitlement

Pupils have access to a wide range of writing opportunities that include:

- shared writing
- guided writing
- independent writing
- writing different text types and narrative styles
- writing in different curriculum areas
- handwriting practice
- writing related to own experiences and enjoyment
- writing from a variety of stimuli
- planning, drafting, editing and presenting

READING

Teachers promote and value reading as an enjoyable activity and a life skill. We promote a love of reading throughout the school through the use of the school library, reading clubs, quiet reading time, exciting book corners and the use of quality and engaging texts within lessons and class book for pleasure. Children are taught explicit comprehension strategies which they then use across the curriculum.

Aims:

To enable children to:

- develop a love of reading
- develop positive attitudes towards reading so that it is a pleasurable and meaningful activity;
- use reading skills as an integral part of learning throughout the curriculum;
- read and respond to a variety of texts whilst gaining increased level of fluency, accuracy, independence and understanding
- develop different strategies for approaching reading and be able to orchestrate the full range of strategies

Entitlement:

Pupils have access to a wide range of reading opportunities that include:

- guided reading (Foundation – Year 3)
- shared reading (Year 4 – Year 6)
- daily independent reading
- home/school reading – children will have access to a range of books from the reading program that are banded and matched to their level based on teacher assessment

- phonically decodable book linked to phonics teaching are sent home to support phonics objectives (foundation- Year 1)
- hearing books read aloud on a daily basis
- children will have opportunity to choose a book from the library on a regular basis

PHONICS

From Foundation to Year1, phonics is taught daily following the RWI Phonics programme. Pupils work within ability groups which are defined by their performance on R.W.I. phonic tests. Pupils are re-tested during the year and the groups are reorganised accordingly. Where required, children will receive phonic intervention in Year 2. Phonically decodable book linked to phonics teaching will be sent home to support phonics objectives (Foundation- Year 1)

Aims:

- apply the skill of blending phonemes in order to read words
- segment words into their constituent phonemes in order to spell words
- learn that blending and segmenting words are reversible processes
- read high frequency words that do not conform to regular phonic patterns
- read texts and words that are within their phonic capabilities as early as possible
- decode texts effortlessly so all their resources can be used to comprehend what they read
- spell effortlessly so that all their resources can be directed towards composing their writing

Delivery of Phonics:

- initial sounds are to be taught in a specific order
- sounds taught should be ‘pure’ ie ‘b’, not ‘buh’ as this is central to phonic teaching and ability to recognise sounds in words
- blends are to be segmented. eg bl is two specific sounds
- children are to be taught that the number of graphemes in a word always corresponds to the number of phonemes. This greatly aids spelling
- set 2 sounds are to be taught after Set 1 (initial sounds)
- letter names are to be introduced with Set 3

GUIDED READING – Foundation – Year 3

Guided Reading is planned for separately and occurs daily outside the English session and is based on a rotation during the week within the class and is incorporated into the RWI Phonics program after children have reached Phase 6. In the specified year groups children are grouped according to ability and when not reading with an adult the children are given a purposeful activity to complete independently. Each Guided Reading session lasts approximately 30 minutes.

All children will be given the opportunity to:

- develop as confident, motivated, independent readers
- read at different levels and for different purposes
- read for interest and enjoyment
- read as part of a group in guided reading sessions across all year groups

SHARED READING – Year 4 – Year 6

Shared reading is planned for separately and occurs daily outside the English session. Shared reading follows a whole class teaching approach where the focus is on developing comprehension skills. Teachers are encouraged to focus on retrieval, inference and developing vocabulary within each session. Children then discuss and answer questions based on variety of text types. Each session lasts approximately 30 minutes.

All children will be given the opportunity to:

- develop as confident, motivated, independent readers
- read at different levels and for different purposes
- read for interest and enjoyment
- be exposed to higher level vocabulary

- to develop reading skills to enhance understanding and knowledge of the text

HANDWRITING

All teachers have high expectations in the presentation of work in all areas of the curriculum.

At St Patrick's children are rigorously taught correct letter formations from the very beginning of their time in school. As soon as the children are ready, they should be taught to sit properly in order to have the correct posture for writing, hold a pencil in the correct tripod grip and develop a legible and joined handwriting style. The school follows the Nelson handwriting program. Handwriting lessons take place weekly.

GRAMMAR, PUNCTUATION AND SPELLING

Children should be encouraged to consider grammar and punctuation when writing. Grammar is taught within English lessons and as an explicit session when required. Grammar and punctuation coverage is in line with the current national curriculum expectations.

Children should be made aware of how to spell words and should be encouraged to use word banks and dictionaries to help. It is important that children investigate spelling strategies and rules as this will help them to remember. Each year group provides weekly spellings as an additional homework task. Spelling words are taken from the national curriculum word lists.

SPEAKING AND LISTENING

Aims:

- encourage the children to be confident effective communicators
- provide opportunities to speak for a range of purposes and audiences
- provide a secure atmosphere which encourages and values the dialect individual pupils bring with them to the classroom
- introduce the children to the importance of Standard English with appropriate sensitivity
- encourage the children to listen with increased attention and concentration and respond appropriately and effectively, in a variety of learning contexts and using a variety of resources
- drama opportunities are provided within The Power of Reading program and across foundation subjects
- The Foundation Stage curriculum will build on the language experiences the children bring with them to school. The specific needs of this age group have informed the planning of contexts and experiences for the Foundation Stage classes. (See Early Years Policy.)

ASSESSMENT

Assessment in English should be:

- an on-going and integral part of class practice including pupil self-assessment
- a means of providing the teacher with information about where a child is at and where to go to next – assessment of learning and assessment for learning through both formative and summative assessments
- a means of providing information to the pupil, parents and school

This is achieved in the following ways:

Foundation Stage:

- Individual baseline assessment on entry following EYFS (Early Years Foundation Stage) guidance.
- Foundation Stage Profile booklet completed at end of year on a 9 point scale.
- Foundation stage on-going assessment profiles

KS1:

- Half termly RWI phonics assessment
- End of year national phonics screening test
- Termly formative assessment through the use of Pira and GAPs
- Half termly writing moderations taken from independent writing

- Pupil progress is updated Half termly on Sims tracking program
- Records are kept of children's reading progress on home/school reading cards and individual/guided reading record sheets
- End of Key Stage SATs

KS2:

- Termly formative assessment through the use of Pira and GAPs
- Half termly writing moderations taken from independent writing
- Pupil progress is updated Half termly on SIMS tracking program
- Records are kept of children's reading progress on home/school reading cards and individual/guided reading record sheets
- SATS preparation half termly (Year 6)
- End of Key Stage SATs

CHILDREN WITH SPECIAL NEEDS

Where a child is identified as having special educational needs, including EAL support arrangements will be made in line with the SEN Policy and IEP's.

Intervention groups are organised accordingly for phonics and children Working Towards the Expected Standard in Year 1 for reading. Designated intervention teachers are used to support the teaching and learning within Year 6.

Provision for more able pupils will be made through differentiation, with an aim of achieving Greater Depth.

Within Year 6 arrangements are made during the Spring Term for 'booster classes' to reinforce SATS related work.

CONTRIBUTION TO PUPIL'S SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT

As a Catholic school, we seek to educate the whole child, academically, socially, morally and spiritually, through a curriculum based on Christian principles. Through language and literature we aim to create the opportunity for children to discover and realise their own potential, enabling them to develop inter-personal skills which respect the opinions of other cultures, religions and ways of living.

PUBLISHED RESOURCES USED

- Power of Reading
- A range of selected comprehension resources including: CGP, Nelson and Reading Explorers
- Rising Stars
- RWI phonics
- Nelson Handwriting
- National Curriculum

ROLES AND RESPONSIBILITIES IN RELATION TO ENGLISH

It is the role and responsibility of the English curriculum manager to:

- develop an English Policy
- monitor and organise resources
- attend inset courses and report back to staff and hold internal inset as required
- advise colleagues
- organise language-related activities, e.g. book week, library visits etc
- monitor the teaching of English through classroom observations and team teaching
- monitor continuity and progression through
- monitor overviews and planning
- book look

This policy was agreed by the Governing body on _____

It will be reviewed in _____.