



English Policy 2016-2017

Living, loving and learning together in partnership following Jesus' example.

*'I have come so that they may have life and have it to the full'
John 10:10*

Introduction:

We at St. Elizabeth's Catholic Primary aim to provide a lively, stimulating environment in which staff are committed to encouraging individual, group and class activities which promote rich and appropriate speaking, listening, reading and writing experiences.

Children come to our school with varying levels of language skill which we extend and deepen through a variety of language experiences. All English teaching will contribute to skill development in the following areas:

- Speaking and Listening
- Reading
- Writing

Our Vision:

We believe that English is a fundamental life skill enabling children to develop their speaking, listening, reading and writing for a wide range of purposes. The knowledge and skills involved in speaking and listening, reading and writing are vital to success within all areas of education.

We believe that sound English skills are a necessary preparation to allow our pupils to effectively engage in adult life. English also

fosters the ability to use language purposefully and creatively, to encourage powers of imagination and to promote spiritual, moral and cultural understanding.

The development and progress through our reading schemes provides the opportunity for our children to read using increasing and more advanced reading skills, to develop the ability to read accurately, fluently and with expression and to also comprehend the written text. Our schemes include both fiction and non-fiction reading materials. We uphold and strongly emphasise the main purpose of writing, which is to convey meaning as a result of learning and to use and apply the basic skills of writing, vocabulary, grammar, spelling and punctuation.

Our Aims:

Speaking and Listening

We aim that children will:

- Think critically and logically.
- Order their thoughts and express them clearly.
- Develop skills of oracy giving the children confidence and understanding, equipping them for work and leisure.
- Express and justify their feelings and opinions with increasing clarity and effectiveness and respect the opinions of others.
- Communicate with ease in many varied circumstances for different audiences and purposes.
- Have suitable technical vocabulary to articulate their responses.

The above aims are developed through:

- Providing a range of opportunities for children to talk and listen in formal and informal settings.
- The use of drama and role play to explore imaginary situations.
- Class discussion and debates on topical issues.
- Show and Tell sessions or News Sharing when children are encouraged to speak to their classmates.
- Interviewing, speaking in role, hot seating carried out as part of a topic or project.
- Participation in class assemblies, school productions etc.

Reading

We aim that children will:

- Read with confidence, fluency and understanding.
- Be able to use a full range of reading strategies, e.g. phonics, word recognition, graphic knowledge, picture or context clues.
- Have an interest in books and read for enjoyment which provides them with a wealth of texts and story patterns for their own writing.
- Develop the skill of sustained reading.
- Develop imagination and critical awareness through reading experiences of the best examples of traditional and modern literature.
- Have knowledge of a range of authors, poets and playwrights.
- Have experience of group, shared and individual reading.

Reading skills are developed through:

- Providing a wide range of reading material and opportunities for children to select from, for information and entertainment.
- Use of structured reading schemes – Bug Club, Project X, Out of this World, Collins Big Cat and Oxford Reading Tree.
- Additional reading support for all children who are not at the expected stage of attainment. (Additional reading sessions provided by TA's, reading volunteers and Bean Stalk initiative)
- A daily programme of word recognition development in Early Years, Key Stage 1 and Key Stage 2 where necessary – Jolly Phonics/Letters and Sounds.
- Regular Guided Reading sessions throughout the school.
- Home Reading.
- Annual Book Week/ Poetry Week.
- A whole school emphasis on reading for pleasure, involving all staff, parents and children.

Writing

We aim that children will:

- Have an interest in words, their meanings; developing a growing vocabulary in spoken and written forms.
- Understand a range of genres – be able to write in a variety of styles and structures appropriate to the audience and purpose.
- Be developing the powers of imagination, inventiveness and critical awareness.
- Have suitable technical vocabulary to organise their responses.
- Produce independent pieces of writing using correct punctuation and sentence construction.
- Write extended pieces of text.
- Have knowledge of a range of authors, poets and playwrights.
- Develop fluid and well-formed handwriting.

Writing is developed through:

- A wide range of contexts for writing from role play to assembly productions. Writing skills are applied both in English lessons and through our Learning Challenge curriculum.
- Once a term the whole school engages in a Big Write Week, focussing on a particular theme or genre.
- At KS 2 all classes participate in an English Carousel of tasks: an additional 30 minutes of English skills- handwriting, spelling, grammar, guided reading and silent reading tasks.
- Punctuation, grammar and spelling which are taught on a regular basis.
- Providing opportunities for collaborative writing.
- Shared writing as modelled by class teachers and TA's.
- Use of ICT to stimulate opportunities for writing.

Phonics and Spellings are developed through:

- Sound-symbol relationships.
- Letters and Sounds taught daily.
- The teaching of regular spelling patterns and non-standard forms as set out in the New National Curriculum.
- The structure of words; compound/complex words, prefixes, suffixes, roots and origins.
- Vocabulary associated with topics and specific curricular areas.
- The marking of work and feedback to pupils.
- A variety of strategies to enable independence in spelling, such as word banks, dictionaries, displays, spelling journals etc.
- Learning of spelling lists according to Statutory Requirements.

- Weekly homework, spelling lists given out on a Monday and tested on a Friday.

Handwriting is developed through:

- Use of Collins Handwriting Scheme to support a structured and consistent teaching programme.
- The number of teaching and practice/application sessions reflects the key stage and needs of the children. At Key Stage One weekly handwriting sessions apply. At KS 2 all children complete 30 minutes of handwriting practice during English Carousel sessions.
- Consistent reinforcement through modelling and marking.
- Introduction to the use of pens from Year 5, with the aim of all children to be writing in pen by the end of Year 6.

Role of Subject Leader and English Working Party (EWP)

- Scrutiny of planning, ensuring it meets the requirements of the New Curriculum Programmes of Study. Weekly plans monitored ensuring tasks are differentiated appropriately.
- Organise opportunities for in school reading and writing moderation.
- Monitor children's books giving appropriate feedback to pupils and staff.
- Arrange discussions with pupils about English, regularly, following lesson observations.
- Learning walks across whole school per term.
- Attend co-ordinator meetings.
- Attend moderation meetings regarding SATs.
- Keep up to date with new initiatives.
- To lead regular staff meetings and provide, when necessary, inset training.
- Organise whole school Big Write Week, Book Week and Poetry Week, when possible arranging visits from Authors and Poets.
- Review new materials for use in school, buying new resources
- Write termly/annual reports for the Governors.

Teaching and Learning

Our children are taught in an English rich environment where the all encompassing nature of English will be reflected in the cross-curricular links for reading, writing and speaking and listening. The English curriculum draws on a variety of teaching/learning approaches and we strive for a balance between those that concern the child's individual

developing use of language and those that concern the knowledge about language and literature. The mode of working in English is a balance between whole class teaching, teacher directed group work and independent working.

TA's are used in English to assist:

- In the classroom, by hearing children read on a one-to-one context if necessary and supporting reading skills.
- In guided reading/writing.
- On outings and visits by fostering discussion and questioning among small groups.
- In individual or small group special needs teaching.
- Providing specific reading/writing intervention programmes.

Subject Delivery

At St. Elizabeth's Primary School we use a variety of teaching and learning styles in our English lessons in order to meet the needs of all our pupils. Our principal aim is to develop children's knowledge, skills, and understanding. In Key Stages 1 and 2 we do this through a daily one hour lesson in which children experience a reading or writing (including SPAG) or Spoken Language activity. 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. Members of staff have high expectations that all children can achieve their full potential. Wherever possible, TA's work in class, supporting all ability groups, specific individuals or groups of children, ensuring that work is matched to the needs of the child.

Phonics

EYFS, Key stage one and lower key stage 2 (where necessary) follow the Letters and Sounds documentation for phonics. This involves teaching a daily four-part lesson with the children learning their phonics in 'phases' outside of the English hour. The foundation stage follows Jolly Phonics and Letters and Sounds. Both schemes adopt the synthetic approach to teaching phonics, as advocated by the Rose report.

Pupils in the Foundation Stage also access English during their planning time, with CL and L being planned for in the different areas of learning. All pupils have the chance to use the library, ICT suite and role play / Communication Friendly Spaces during their 'Enquiry time'. These designated times give the pupils the opportunity to take ownership of

their learning and choose which direction they want it to go. Staff are there to guide and support as well as observe, with such observations feeding into pupil assessment.

Spelling

Spelling is developed through the Liverpool LA Spelling Toolkit Scheme, which links directly to the Spelling Appendix of the New Curriculum. Spellings are taught during Monday's lesson and spelling patterns are reinforced during homework tasks and English Carousel sessions (30 minutes additional English each day.) Half termly English Progress Tests (Rising Stars) will be used to assess grammar, punctuation and vocabulary.

Grammar

Grammar is developed using the Nelson/ Oxford Grammar Scheme of work. All pupils in Years 1 and 2 have pupil work books. KS 2 children complete grammar tasks in their English book and Daily Skills Book which is used during English Carousel sessions. Years 2-6 complete weekly Hammer Grammar tests.

Resources

It will be the responsibility of the English Subject Leader to purchase, store and maintain new English resources. All staff members will be involved in identifying the needs for new resources and will inform the English Co-ordinator of any areas in which resources could be improved.

There is a wide range of resources to support the teaching of English across the school. Resources listed as follows-

- Each classroom has a store of books for a class library or reading area.
- All classrooms have dictionaries and Y2 – 6 have thesauruses.
- Each classroom displays subject specific vocabulary which pupils are encouraged to use regularly.
- Each class has an English display board.
- Children have access to the school library containing a variety of fiction and non-fiction reading material, as well as ethnicity, culture and gender.
- Book banded guided reading books are stored in the library and Rainbow Room.
- A wide range of Spelling, Grammar & Punctuation board games are available for both Key Stages.

- All Years have access to flash cards, phoneme frames, word fans and magnetic letters to support the teaching of phonics.
- Lap tops and ipads are available for use in classrooms and the whole school setting.

Planning

The co-ordinator and EWP take responsibility for reviewing weekly plans, planning is collected in weekly and reviewed termly.

Long term and medium term planning

Teachers are encouraged to plan their units of work in a way that supports good cross-curricular links, using high quality texts, enhanced by our Learning Challenge Curriculum. This is used alongside the units as set out in the Primary National Curriculum Framework, to ensure coverage.

Short term Planning

Each year group produce weekly English planning sheets, which identify the weekly focus in genre and text, along with the daily objectives (WALT's.) These plans show differentiation where appropriate and progression over the week. VCOP activities, shared, guided and independent activities and a plenary relating to the focus are also identified.

Teachers plan to include a range of teaching strategies ensuring a balance between audio, visual, and kinaesthetic techniques. Plans are shared with TA's and are annotated and adapted in the course of a unit in response to on-going assessments.

Time Allocation

English is taught using Government guidelines, on a daily basis with each class allocating teaching time to the subject. It has been agreed that additional time throughout the week is given to phonics, spelling, guided reading, handwriting and independent reading. In KS1: phonics is taught daily for 20 minutes; in KS2: spelling is taught both discreetly as well as being reinforced through English Carousel sessions. Each child is provided with a 20/30 minute guided reading session per week.

In the EYFS Communication Language and English (CLL) is carefully planned so that it permeates all aspects of the child's day.

Homework

We acknowledge and value the effect that input from home has on a pupil's motivation and attainment. Homework includes:

- Daily reading which is recorded by a parent/adult in the child's Reading Record and monitored by the class teacher.
- A list of spellings given out on a Monday and tested on a Friday.
- An English task related to topic or SPAG.

The emphasis in our teaching of English is in extending pupils' knowledge about language, starting from what children can do, from their positive achievements in language and from the implicit knowledge about language that all children possess. We work together in order to make the learning experience of our pupils as smooth and continuous as possible and as diverse and exciting as possible.

Equal Opportunities

- All pupils irrespective of gender, race, religion or disability, are entitled to a broad and balanced English curriculum. We have high expectations of all our pupils.
- Attainment of boys and girls as well as the achievement of other groups (i.e. SEND, EAL, Pupil Premium, CLA) is carefully monitored.
- Children access the curriculum at the appropriate level, thus ensuring progression and differentiation.
- Suitable resources and learning environments will be made available to enable children to access the learning required.

Inclusion Provision

Interventions for children who are not making expected progress are discussed and planned for during Pupil Progress meetings. Sessions are delivered in specific areas (reading, writing, spelling, handwriting) for a

focused period of weeks. All interventions are timetabled and monitored using Intervention Trackers.

Special Needs

SEN Children (EHCP) have their particular needs recognised and are supported in the classroom by their class teacher and TA. When necessary, additional interventions and 1-1 sessions are implemented to support the needs of particular children.

EAL

We are aware that children with English as an additional language may have specific challenges that may require tailored support in order to access the curriculum.

Gifted and Talented

These children are given additional support by their class teacher. Again, appropriate interventions are delivered and monitored using Intervention Trackers.

Target Setting

Children will be made aware of their own individual termly targets in English in discussion with the teacher.

Targets are discussed with children and set at the beginning of each term and reviewed termly.

Writing targets relate to the Ros Wilson Standards for Writing Criterion Scale and are highlighted and recorded in their Writing Target Passport placed inside their English book.

Reading targets are highlighted in the Reading Target Passport and then reviewed at the beginning of each new term.

Monitoring

Monitoring is undertaken in various ways:

- The SLT observes lessons usually with a focus that is a whole-school issue or area for development.
- Learning walks undertaken by the English co-ordinator and EWP.
- Regular scrutiny of planning and pupils' work undertaken jointly by English co-ordinator, EWP and SLT.
- Scrutiny of teachers' planning.
- Scrutiny of pupils' work.
- Monitoring pupil performance during Pupil Progress Meetings, which are held termly, post-assessments.

Assessment

Assessment is a vital part of planning and teaching English. It is both formative and summative.

Formative

Formative assessment, carried out by the class teacher, is an integral part of their role and is used on a regular basis to inform future planning. It involves identifying children's progress against teaching objectives, determining what a child has already achieved and moving them on to the next stage of learning.

Summative

This provides end of term / year information on pupils' progress.

- Statutory Teacher Assessment in English are undertaken in Year 2.
- In Year 6 SATs tests are set in accordance with legal requirements at the end of KS2.
- At the end of Foundation Stage children are assessed in line with EYFS 0-5 criteria under statutory regulations.

From September 2015 all pupils, years 1-6, will complete the following assessments:

Reading will be tested half-termly using Rising Stars Reading Tests.

Writing will be assessed termly using the Ros Wilson Standards for Writing Criterion Scale.

Spellings will be tested against the spelling conventions set out in The Spelling Toolkit Scheme.

Grammar will be tested half-termly using Rising Stars Grammar Tests.

These assessments will relate to a stage:

Emerging

Emerging+

Secure
Secure+
Exceeding
Exceeding +

Progress will be tracked using these stages.

Cross Curricular Links

The skills developed in the teaching of English are generic. It is a component of all other subjects. This will be particularly true of computing and Foundation Subjects and in our Topics.

We use a Learning Challenge Curriculum which often has cross-curricular links to English and provides regular opportunities for reading through research and extended writing.

Marking and Presentation

All English work is marked in line with the school's 'Marking and Presentation' Policy.

Reporting to Parents

Parents are given the opportunity to discuss English with their child's teacher through Parents Evenings and annually through a written report. Reporting in English will focus on each child's progress in all areas of the subject.

Review of Policy

This policy was written by Angela Tarrington, September 2016.

The policy will be reviewed in 2017.

Sign_____

Date_____