

St Winefride's Catholic Primary School

English Policy

1 Aims and objectives

1.1 The study of English develops children's abilities to listen, speak, read and write for a wide range of purposes, so using language to learn and communicate ideas, views and feelings. It enables children to express themselves creatively and imaginatively, as they become enthusiastic and critical readers of stories, poetry and drama, as well as 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 The aims of English are:

- to enable children to speak clearly and audibly in ways which take account of their listeners;
- to encourage children to listen with concentration in order to be able to identify the main points of what they have heard;
- to enable children to adapt their speech to a wide range of circumstances and demands;
- to develop children's abilities to reflect on their own and others' contributions and the language used;
- to enable children to evaluate their own and others' contributions through a range of drama activities;
- to develop confident, independent readers through an appropriate focus on word, sentence and text-level knowledge;
- to encourage children to become enthusiastic and reflective readers through contact with challenging and lengthy texts;
- to help children enjoy writing and recognize its value;
- to enable children to write with accuracy and meaning in narrative and non-fiction;
- to increase the children's ability to use planning, drafting and editing to improve their work.

2 Teaching and learning style

At St Winefride's Catholic Primary School we use a variety of teaching and learning styles in English lessons, as recommended by the Primary Framework. Our principal aim is to develop children's knowledge, skills, and understanding in English. We do this through a daily lesson that has a high proportion of whole-class and group teaching. In KS1, children participate in daily Ruth Miskin Literacy (RWI) lessons in order to improve reading levels. There is a strong focus on developing the children's capacity to listen, concentrate and discriminate between sounds. Its carefully constructed teaching programme, alongside carefully matched resources and books, provides a lively, structured, and above all, rigorous approach to the teaching of phonics - and literacy as a whole. In year 2 children who have finished the RML scheme have CLPE lessons. CLPE enhances teachers' and children's pleasure in reading, and raises children's achievement through teachers' knowledge of literature and its creative use in the classroom.

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In KS2 we follow the I-read and CLPE schemes. We develop children's knowledge, skills, and understanding through a daily lesson in which children experience a reading or writing activity, a focused word or sentence activity, a guided group or independent activity, and a whole class session to review progress and learning. Children have the opportunity to experience a wide range of texts and use a range of resources such as dictionaries, thesauruses and phonic material to support their work. Children are encouraged to participate in a structured speaking and listening activities. Children use ICT in English lessons where it enhances their learning, as in drafting their work and using multimedia to study how words and images are combined to convey meaning. Wherever possible we encourage children to use and apply their learning in other areas of the curriculum.

- 2.2** There are children of differing ability in all classes at St Winefride's Catholic Primary School. We recognise this fact and 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 other lessons 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 the needs of individuals. We use TAs to read on an individual basis with children in KS1 and years 3 and 4 each week.
- 2.3** In the Foundation Stage language and literacy development are incorporated in all areas of learning. Opportunities are provided for children to communicate thoughts, ideas and feelings. Purposeful role-play is used to develop language and imagination. Children are given opportunities to share and enjoy a wide range of rhymes, songs, poetry and books. An environment is provided which reflects the importance of language through signs, notices and books. Children are provided with opportunities to see adults writing and they can experiment with writing themselves. Children receive daily phonic sessions.

3 English curriculum planning

- 3.1** Literacy is a core subject in the National Curriculum and we use the National Primary Framework for Literacy as the basis for implementing the statutory requirements of the programme of study for Literacy. We carry out the curriculum planning in Literacy in three phases (long-term, medium term/ short term).
- 3.2** The National Primary Framework details what we teach in the long term, while our Curriculum map identifies the key objectives in literacy that we teach with purposeful cross-curricular links with other subjects. Our medium-term/short term plans are adapted from the framework and give details of the main teaching objectives for each unit. These plans define what we teach, and ensure an appropriate balance and distribution of work across each unit covering a range of genres. These plans include weekly short term planning details the objectives and the differentiated activities, including support, where appropriate. This is followed through with teacher assessment against the learning outcomes.

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- 3.3** After the short term weekly plans are evaluated they are saved on the schools MLE system for weekly monitoring by the Literacy coordinator and the Deputy Head Teacher. Feedback on planning is given at staff meetings.
- 3.4** We include a weekly Big Writing session which covers different genres and allows children to re-visit writing objectives. This is levelled against a criterion scale and time is built in for children to evaluate their work against their targets.
- 3.5** Guided reading occurs daily outside the literacy session and is based on a rotation during the week within the class. Children are grouped according to ability and when not reading with the children are given a purposeful activity to do independently e.g. spelling games, comprehension questions and follow-up activities.
- 3.6** All teachers have high expectations in the presentation of work in all areas of the curriculum. Handwriting plays an important part and is taught once a week. This is based on the spelling patterns/phonics children have been learning. When children have reached a good standard of handwriting in all areas of their work, they receive a handwriting pen from their teacher.

4 The Foundation Stage

- 4.1** We teach Literacy in the Foundation Stage as an integral part of the school's work. We relate the Literacy aspects of the children's work to the objectives set out in the Early Learning Goals and Foundation Stage Curriculum Guidance, which underpin the curriculum 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 to practise and extend their vocabulary and communication skills to explore words and texts.

5 Contribution of English to teaching in other curriculum areas

- 5.1** The skills that children develop in English are linked to, and applied in, every subject of our curriculum. The children's skills in reading, writing, speaking and listening enable them to communicate and express themselves in all areas of their work in school.
- 5.2 Mathematics**
English contributes significantly to the teaching of mathematics in our school. Children in the Foundation Stage develop their understanding of number, pattern, shape and space by talking about these areas with adults and other children. Children in Key Stage 1 meet stories and rhymes that rely on 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.
- 5.3 Information and communication technology (ICT)**
The use of ICT enables children to use and apply their developing skills in English in a variety of ways. ICT is used to deliver daily lessons through use of the IWB for the I-read and RML schemes. All children use ICT as a source of information and as a way of enabling them to present their completed work effectively. Most children are able to use the Internet to search for information

about a different part of the world, or use a desktop publishing programme. Children use the planning and proofing tools in a word processor when checking their draft work. We encourage all children to use ICT as a resource for learning, whenever they feel it is appropriate.

5.4 Personal, social and health education (PSHE) and citizenship

English contributes to the teaching of personal, social and health education and citizenship. We encourage younger children to take part in class and group discussions on topical issues. In their science work they talk about things that improve their health and about rules for keeping them safe around the school. Older children research and debate topical problems and events. They discuss lifestyle choices and meet and talk with many visitors who work within the school community. Planned activities within the classroom encourage children to work together and respect each other's views.

5.5 Spiritual, moral, social and cultural development

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

6 Teaching English to children with special needs

6.1 At St Winefride's Catholic Primary School we teach English to all children, whatever their ability. English forms part of the school curriculum policy to provide a broad and balanced education to all children. Teachers provide learning opportunities matched to the needs of children with learning difficulties. Work in English takes into account the targets set for individual children in their Individual Education Plans (IEPs). All staff provides help with communication and literacy through:

- using texts that children can read and understand;
- using visual and written materials in different formats;
- using ICT, other technological aids and taped materials;
- using alternative communication such as signs, symbols and gestures;
- using translators and amanuenses.
- RWI sessions for junior children with reading difficulties

7 Assessment and recording

7.1 Teachers assess children's work in English in three phases. The short-term assessments that teachers make as part of every lesson help teachers to adjust their daily plans. Teachers match these short-term assessments closely to the teaching objectives. They use medium-term assessments to measure progress against the key objectives, and to help them plan for the next unit of work. Teachers make long-term assessments towards the end of the school year, and they use these to assess progress against school and national targets. With the help of these long-term assessments, teachers are able to set targets for the next school year and summarize the progress of each child before discussing it with the child's parents. The next teacher also uses these long-term assessments as the basis for planning work for the new school year. These

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long-term assessments are made using end of year written test results in conjunction with teacher assessments (APP for writing and guided reading records). Children undertake the national tests at the end of Year 2 and Year 6, plus the optional national tests at the end of Years 3, 4 and 5.

- 7.2** The subject leader takes in samples of levelled writing along with guided reading records throughout the school year to monitor. This demonstrates what the expected level of achievement is in English in each year of the school. Teachers meet regularly to review individual examples of work against the national exemplification material produced by the QCA and the DfCSF.

8 Resources

- 8.1** There is a range of resources to support the teaching of English across the school. All classrooms have dictionaries. Each classroom has a speaking and listening microphone recorder. All classrooms have a selection of fiction and non-fiction texts. Children have access to the Internet through their classroom computer and ICT suite. There is a range of software used in the delivery of Literacy lessons. The library area contains a range of books to support children's individual research. There is a guided book area in the school for the teachers to access levelled reading material to read with the children each morning.

9 Roles and Responsibilities

9.1 Head Teacher and Governing Body

- support the use of appropriate teaching strategies by allocating resources effectively
- ensure that the school buildings and premises are best used to support successful teaching and learning
- monitor teaching strategies in the light of health and safety regulations
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment
- ensure that staff development and performance management policies promote good quality teaching

9.2 Subject Coordinator

- To have an impact on raising standards of attainment for Literacy across the whole school.
- Ensure the effective implementation of the Statutory National Curriculum for English.
- Adapt and use the Primary Framework for Literacy across the whole school that meets the needs of our children.
- To monitor the whole school and individual needs to be able to assess individual
- Professional development opportunities and needs.
- To maintain the availability of high quality resources.
- To maintain an overview of current trends and developments within the subject.
- To ensure, together with the Head Teacher, a rigorous and effective programme of lesson observation monitoring.
- To ensure a regular and effective programme of analysis of children's work sample monitoring is in place.
- To ensure a regular and effective programme of analysis of short-term planning is in place.
- To ensure there is regular reviewing and monitoring of Layered Curriculum Targets.
- To effectively manage any funding designated to Literacy.

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9.3 Class Teachers

- Ensure the effective implementation of the Statutory National Curriculum for English.
- Adapt and use the Primary Framework for Literacy across the whole school that meets the needs of our children
- Make effective use of Assessment for learning within Literacy.
- To ensure work is differentiated to enable all children to reach their full potential.

9.4 Teaching Assistants

- To support the class teacher in the effective implementation of Literacy.

9.5 Parents / Carers

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- holding termly parents' evenings to discuss children's progress
 - sending an annual report to parents in which we explain the progress made by each child and indicate how the child can develop their learning
 - explaining to parents how they can support their children with homework
 - holding coffee mornings to explain relevant developments in their child's education
- We believe that parents have the responsibility to support their children and the school in implementing school policies. We would like parents to:
- do their best to keep their child healthy and fit to attend school and ensure that their child has the best attendance record possible
 - ensure that their child is equipped for school for taking part in activities
 - inform us if there are matters outside school that are likely to affect a child's performance or behaviour at school
 - promote a positive attitude towards school and learning in general

Signed:

**English Co-ordinator – Miss Emma Rogan
Head Teacher – Mr Paul Underwood**

Date: December 2012