



St. Edmund's Catholic Primary School

'Together we learn and grow through worship and celebration'

English Policy

Committee responsible for policy	Curriculum and Achievement
Coordinators	Deborah Miles Vicky Juniper
Statutory/Non-statutory	Non STATUTORY
Frequency of Review	Free to determine – every 3 years or earlier if required
Date of last review Approved by Staff/ SLT/Committee/FGB	September 2015
Date of next review	September 2018
Purpose of policy	To outline the requirements of the curriculum subject
Consultation	Staff
Links to other policies	All other subject policies Curriculum, Marking, Planning

The Importance of English

We believe that English:

- is fundamental to all learning
- equips pupils with the skills, knowledge and concepts to access all learning and make progress across the curriculum
- provides opportunities for pupils to express themselves in spoken and written form in a variety of contexts
- leads to pupils formulating and organising their thoughts

Aims:

- To provide a planned curriculum which is consistent with the Early Years Foundation Stage Curriculum and the National Curriculum.
- Plan and deliver a broad and balanced curriculum for Speaking and Listening, Reading and Writing and recognise how these support one another
- Pupils will be given the opportunity to consolidate Literacy skills across the curriculum

We aim for children to be able to:

- Speak confidently, fluently and accurately using vocabulary and grammar of spoken English
- Formulate, clarify and express their ideas
- Listen, understand and respond appropriately
- Read with accuracy, fluency, understanding and enjoyment
- Understand and respond to a wide range of literacy texts
- Analyse and evaluate a range of texts
- Retrieve and extract information from a variety of texts
- Formulate opinions based upon a range of texts and select evidence to support their ideas
- Construct and convey meaning in standard written English
- Write with confidence, fluency and accuracy
- Develop an increasing range of compositional and presentational skills
- Write in a variety of forms, for a variety of purposes, for a variety of audiences

Planning and Organisation

Long term planning is based on the guidance from the Early Years Foundation Stage curriculum and the National Curriculum. Long term plans include details of key texts, expected writing outcomes and grammar and punctuation objectives for each term, for each year group. Teaching of spelling is based on guidance from the Letters and Sounds programmes for EYFS / KS1. In KS2 spelling is taught based upon the New 2014 National Curriculum framework. Throughout KS2 small groups of children may work with TAs continuing with the appropriate phase of Letters and Sounds, or interventions such as Read, Write Spell Inc, where phonic knowledge is not yet embedded. Long term, medium term and weekly plans provide consistency, continuity and progression of skills.

Thorough planning of English is vital to produce English lessons that are suited carefully to the needs of the individuals within a particular class. Details of our long, medium and short term plans can be found in class Planning Folders and on the staff server.

The planning for continuity and progression in English is embedded within the St Edmund's planning process. Long term planning is structured so that pupils can build upon previous knowledge and skills learnt. The teaching of English is linked to a specified high-quality, key text and is planned to coincide with relevant topics being studied in other subjects to enable a wide range of cross curricular links. This planning structure offers teachers opportunities to differentiate objectives and activities to extend the skills of more able children and support those who do not progress as quickly, to ensure they are able to progress according to their particular skills and attributes.

During the planning process, teachers carefully consider the most appropriate method for delivering a learning objective in English for the pupils in their class. This will include taking account of various learning styles and abilities of different children.

Teachers at St Edmund's use a wide range of teaching methods to allow the children to access the English curriculum.

Most English lessons are structured in three parts:

- Whole class introduction – word, sentence or text level work
- Group work / activities
- Plenary

Some English lessons take the form of extended writing / reading comprehension, particularly in the latter part of Key Stage 2.

Speaking and Listening

Teachers at St Edmund's will:

- Encourage children to speak confidently, fluently and accurately using the vocabulary and grammar of spoken English
- Act as a good role model for verbal communication
- Provide regular opportunities to develop communicative skills through drama and role play (at least one planned speaking and listening / drama lesson per fortnight)
- Help children to speak appropriately in different contexts, situations and with a range of people
- Encourage the children to formulate, clarify and articulate their ideas
- Help children to adapt their speech towards a wider range of circumstances and demands
- Encourage children to listen, understand and respond appropriately to others
- Provide a role play area in their classroom to encourage creative thinking and speaking and listening opportunities

Reading

Reading is taught to the children through whole class shared reading. In addition, children access books from the school reading scheme to share with their parents/carers. Books are changed twice a week in R. 3 times a week in Y1 and 2. Children are encouraged to re-read books to understand characters, storyline, inferred text and a love of reading. Constructive/ developmental comments are recorded in their reading log and we encourage the parent/carers to do the same.

Teachers, particularly in Foundation Stage, will ensure that children are heard read by an adult at least twice a week. Additionally children may be heard read by other adults including Parent Helpers who are invited to training to ensure they support the children appropriately.

Children in Y1 are heard to read 1:1, a minimum of once every two weeks by their teacher and/or teaching assistant. They are also assessed in their reading through daily phonics sessions and whole class reading lessons.

Children in Y2- Y6 extend their reading skills through ability-grouped guided reading sessions or whole class reading lessons. These sessions enable the teacher to work closely with each group every week. Guided reading books are levelled and stored in the Resource Room. In Key Stage Two, children are encouraged to become more independent in their choice of personal reading books. With teacher guidance, they are encouraged to select their own reading book from the books available in class and in the school library or they may choose to bring a suitable reading book from home. Teachers hear the children read through guided reading sessions, whole class reading and 1:1 with their individual reading books at least once every 3 weeks. The children are expected to read every day for homework, which is recorded in their homework diaries. Children are expected to have their current reading book in class every day.

Writing

As with reading, the Primary National Curriculum, 2014, provides the objectives that form the basis of writing at St Edmund's.

Teachers will:

- Train children to become independent writers and develop their writing skills through demonstration, modelling and support
- Encourage children to read their work to other children, adults and classes where possible
- Encourage skills of self-assessment and editing
- Provide opportunities for writing for a purpose
- Use additional resources to texts to stimulate and motivate ideas including use of film, drama, music and art
- Ensure the children are provided with a clear focus for their writing
- Ensure a specific purpose for extended writing eg. to publish their work in a book, to present to the class, to create a display, contribute to a class newspaper, form part of a debate, etc
- Encourage the children to set realistic writing targets and evaluate regularly to ensure the children are working towards them
- Use guided writing sessions, as appropriate within the lesson, to target specific children's writing needs

Teachers will always ensure that they have high expectations of presentation from the children.

Strategies for Teaching Spelling and Handwriting

The Early Years Foundation Stage and the Primary National Curriculum, 2014. provide teaching objectives for spelling and handwriting.

Teachers at St Edmund's will:

- Make every effort to link spelling and handwriting together
- Help children to make transition from pencil to handwriting pen when the individual child is ready
- Provide spelling practice times where appropriate from the Literacy lesson time, homework time and in other curriculum time
- Ensure children will be taught to learn spellings using the 'Look, Cover, Write, Say, Check' method amongst other strategies including looking for words within words, applying know spelling rules...
- Ensure children in Foundation Stage and Key Stage One will be taught spelling using the 'Letters and Sounds – Principles and Practice for High Quality Teaching of Phonics' program published by the DFE
- Ensure children in EYFS / KS1 will have daily discrete phonics lessons, in addition to the Literacy lesson
- Encourage children to transfer their spelling skills across the curriculum

- Ensure children will be taught handwriting using the school script (a copy of which can be found in the appendix)
- Avoid over reliance of the use of worksheets for the teaching of spelling

Teachers will always encourage children to 'have a go' at spelling and mark according to the guidelines to the appendix.

Differentiation

Each class will be grouped in ability groups and work is planned to meet the children's needs. These groups are not 'set in stone' and children may move between groups throughout the term according to how they are coping with their work. Work should not always be planned for ability groups, opportunities should be made for mixed ability activities.

Teachers differentiate the content of English lessons to meet the needs of pupils of varying ability. The Inclusion and Literacy co-ordinators are willing to support the planning of work if requested. Additional support is targeted at borderline L3/4 pupils in Year 6 through the use of a classroom assistant. Children with identified reading ages of below their chronological age are targeted by teachers to participate in a reading program that ensures they read to and receive additional help from an adult in school every day.

Children who have Special Educational Needs are supported by the Code of Practice in line with our SEN Policy and have an Individual Educational Plan (IEP) and / or statement, which may include targets for English. Their attainment will be monitored closely and according to the individual need they may require:

- Additional time with classroom assistant
- Support teacher
- Outside agency support

A Literacy Room is available to take small groups of children requiring additional support.

Homework

English homework is set as stated in the Homework Policy.

Assessment, Record Keeping, Reporting and Target Setting

Assessment is consistent with the school's policy. The reasons why we assess can be found in the Assessment policy.

Short-term assessment is a planned part of lessons and is an important aspect of the plenary. Assessments are closely matched to the lesson objectives and made through careful questioning, marking and observation. They are used to check that the pupils have grasped the main teaching points and address any misunderstandings. These short-term assessments are recorded in marking, comments in children's books, in a mark book or as comments in the class assessment file. Children are encouraged to assess their own and each others' work.

Medium term assessments are focussed on key objectives from the Primary National Curriculum, 2014. These assessments are used to record progress through the STAT Sheffield assessment system and individual or group targets set termly.

Long-term assessments are undertaken annually and are shared with parents in the form of an end of year report. Teacher Assessment is used to track pupils' progress. Evidence of achievement and

attainment are recorded on the STAT Sheffield Assessment system or the Integris system for the EYFS. These records are passed on to the next teacher and are shared with parents.

Reading is regularly assessed by the class teacher. In addition, the Rising Stars Programme and STAT Sheffield assessment system are used to assess children's reading levels on a termly basis.

Children complete a piece of independent writing at least once every half term to build up a portfolio of writing across the academic year. Teachers level the children's writing. Gaps in the children's achievement are used to set individual and group writing targets. Parents are encouraged to be aware of their child's target and support them at home.

Target Setting

Teachers will follow target setting procedures for English as laid out in the Assessment Policy.

Cross Curricular Links

As literacy skills are necessary to communicate in the majority of subjects we endeavour to make strong cross-curricular links when planning our literacy sessions. ICT is used to enhance the learning of literacy skills across the curriculum with teachers making use of Interactive Whiteboards, laptops and film regularly in their Literacy lessons.

Equal Opportunities

All children have equal access to the English Curriculum and resources, regardless of gender, race, ethnicity, religion or ability. Displays and references to English in society show positive role models of gender, race, ethnicity and disabilities.

Literacy Resources

Resources specific to a year group are kept in the classroom. General Literacy resources are stored in the Resource Room.