



ST.BEDE'S R.C.V.A

PRIMARY SCHOOL

St Bede's is a community
Of faith, love and respect
Inspiring us to achieve

English Policy

Policy Dated- February 2018
Adopted by St Bede's Governing Body
Date next reviewed- February 2020
Headteacher Signed- T Worrall
Chair of Governors Signed- S.Legge

1. Introduction

All children have a statutory entitlement to access to the Programmes of Study for English as set out in the National Curriculum 2014. At St. Bede's we follow the 2014 National Curriculum Framework for Literacy and other guidance to enable quality learning and teaching to take place.

“The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. “

At St. Bede's Primary School we aim for all children to;

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

2. Aims

Spoken language

“The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing.” English Programme of Study Key Stages 1 & 2.

To reflect this, we aim to provide pupils with opportunities to:

- speak in a variety of forms for different audiences, purposes and situations (both formal and informal).
- reflect upon their speech and make appropriate choices.
- talk in group situations, valuing the contributions of others and responding appropriately.
- talk with a partner to share and reflect on their ideas.

Reading

Throughout school we use Literature works. Each class uses a text per half term and whilst reading the class text they are given opportunities to complete both reading and writing tasks. This engages the children and allows them to look deeply at the text they are studying. Each year group looks at a range of poetry, fiction and non-fiction.

We use reciprocal reading throughout school as a way to improve comprehension. Uses a mix of discussion and allows children to discuss what they have read to boost comprehension.

Reading is one of the most powerful tools of learning both in and out of school. It facilitates independence and allows pupils to share experiences they may not otherwise encounter. Reading provides opportunities for pupils to gain both understanding and pleasure from a range of texts. To support them in this, we aim to help pupils to:

- master the basic mechanical skills of reading.
- read with accuracy, fluency and expression.
- develop and use higher order reading skills which will contribute to their overall comprehension of texts.
- understand the value of information texts as an aid to learning.
- develop a love of literature and an understanding of the pleasure reading can bring.

Writing

We use a 2 week timetable which includes opportunities to write both supported and independent usually linked to the class text. Opportunities for cross curricular writing are also used using the current topic in class.

Confidence and competence in the use of the written word is essential to the communication of meaning. A pupil's ability to write effectively affects performance in all areas of learning and living and is very much a developmental process. Staff encourage writing from its emergent start, through developmental attempts to its final, independent stage. Throughout these stages, we aim to provide opportunities for pupils to:

- explore and develop knowledge of the variety of functions and formats of writing.
- communicate meaning effectively through appropriate language choices according to intended purpose and audience.
- understand, value and use the process approach to writing in order to improve the content and presentation of their writing through planning, drafting and re-drafting.
- write individually and collaboratively, experiencing praise and receiving constructive criticism and support.
- experience the pleasure of publishing their writing and sharing it with a wider audience.
- experiment with language play for enjoyment.

Spelling, vocabulary, grammar, punctuation and glossary

We value and encourage children as they move through the developmental stages of learning to spell, but we also recognise the importance of mastering and using accurately conventional spelling in order to convey meaning clearly in writing. To support this goal, we aim to develop pupils' knowledge of:

- sound-symbol relationships.
- regular patterns in words and non-standard forms.
- the structure of words; compound/complex words, prefixes, suffixes, roots and origins.
- high interest words associated with topics and specific curricular areas.
- a variety of strategies to enable independence in spelling, such as word banks, dictionaries, displays, mnemonics etc.
- spelling rules.
- eases the transition from printing to joining.

3. Progression, Continuity and Differentiation

- Progression and continuity are dependent upon teachers' assessment of present achievement in knowledge, skills and concepts as well as previous learning experiences. This knowledge then shapes the planning of future teaching. To this end, assessment, target setting and planning processes are followed by all staff.
- The National Curriculum and the Primary National Strategy's Framework are followed to ensure continuity throughout English.
- Differentiation can be provided in a number of ways: by outcome, by adult support provided, by differentiating resources, by differentiating through planning or by task differentiation.
- Teachers differentiate in short term planning in the way in which is considered most appropriate for the child, group or objective being taught.

4. Inclusion

We are committed to providing effective learning opportunities for all pupils and apply the three principles for inclusion to planning and teaching. Suitable learning challenges will be set for all pupils with the aim of maximizing achievement for all pupils at an appropriate level for each individual. Teachers will respond appropriately to pupils' diverse learning needs and be aware of the needs of differing genders, special educational needs, disability, as well as different cultural, social and ethnic backgrounds. We are committed to the principle of equality of opportunity and this will be reflected in the curriculum offered to pupils and in the conduct of staff and pupils.

5. Assessment, Recording and Reporting

The assessment and recording of literacy is part of the overall assessment of the child and should be seen alongside all the other areas of development. Assessment in English reflects the general principles and procedures laid down in the school's assessment policy. Key elements of our English assessments are:

- written evaluations on weekly planning sheets to identify the next steps for learning for all pupils.
- termly Salford reading tests to provide reading ages for pupils.
- National Curriculum levels of achievement for reading and writing decided on the basis of half termly teacher assessment and tracking.
- Half termly Big Writing assessments
- Half termly Read Write Inc assessments
- SATs results.
- optional standardised tests in non-SAT year groups for SPAG and Reading.

Formal written reports are provided each year and this information is shared with parents. Additionally two other meetings are held each year with parents to discuss progress informally and to share targets for progress.

6. Homework

Children in KS1 are expected to read at home to an adult daily- this is recorded within the reading record book and monitored by the class teacher.

Children in KS2 are expected to read at home independently/ to an adult 5 times per week and update their reading record book with the number of pages read. This is monitored by the class teacher.

Children will also receive spellings once per week that are tested in school. Lists will be differentiated and will follow the programme of study set out in the English Appendix 1: Spelling.

7. Role of Governors

Governors determine, support, monitor and review the school policies. They support the use of appropriate teaching strategies by allocating resources effectively. They ensure that the building and equipment are safe. They monitor pupil attainment across the school and ensure that staff development and performance management promote good quality teaching.

8. Resources

- Reading books for use in class and at home are stored centrally in the library and are selected for the children by a member of staff.
- Supplementary books at appropriate ability levels are stored in individual classrooms.
- A centrally stored library is available for class access to a range of fiction and non-fiction texts. Individual and group access is at the teacher's discretion.
- Class collections of books appropriate to age and ability are available within classrooms for reading enjoyment.
- Topic books and other reading resources are ordered and delivered termly from the School's Library Service and are for use within the classroom by teacher and children.
- All classes display a Literacy wall linked to current class text.

9. Cross-curricular Links

- We recognise the unique position of English as a medium for learning in all areas of the curriculum. Opportunities for children to explore and develop language use in other curriculum areas are identified by teachers at the planning stage.
- Media education provides particularly strong links with English by enabling pupils to analyse the way in which language is used for effect with target audiences. Radio and television programmes, computer software, newspapers, comics, photographs and advertisements are all used on a termly basis as outlined in the National Curriculum and the Primary National Strategy's Framework to ensure pupils receive access to a full range of texts.
- ICT links are also promoted whenever possible to assist and enhance English skills. These include opportunities for pupils to compose, revise and edit texts as well as use desk-top publishing facilities to improve the presentation of work sometimes using Microsoft programmes or Purple Mash..
- Specific English software is also available to develop skills such as spelling, interactive reading etc.
- Access to the Internet is also used when appropriate to enhance research skills.

10. Curriculum Overview

The following grid shows the order of the units taught in each year group:

	Autumn		Spring		Summer	
	1	2	1	2	1	2
Year 1	Read Write Inc					
Year 2	Stories in familiar settings Postcards & Letters Songs and repetitive poems	Traditional Tales Information texts Traditional poems for young children	Traditional tales from a variety of cultures Instructions The Senses	Stories involving fantasy Recounts Humorous poems	Quest and Adventure stories Information texts Favourite poems	Stories by the same author Recounts Really looking! Poems about birds
Year 3	Stories by the same author Instructions and explanations Creating images	Stories from other cultures Information texts Humorous poems	Myths and legends Recounts Traditional poems	Stories about imaginary worlds Non-chronological reports Performance poems	Adventure Stories Persuasive writing Traditional poems	Plays and Dialogues Non-chronological reports Shape poems: Playing with form
Year 4	Fables Instructions Creating images	Stories in Familiar Settings Information texts Poetic form: Syllabic poems	Myths and Legends Recounts List Poems and Kennings	Fairy Stories and Playscripts Non-chronological reports Poems to Perform	Historical narrative Explanations Shape poetry and calligrams	Issues and dilemmas Postcards&letters Poems on a theme
Year 5	Classic fiction Recounts Slam Poetry	Biographies and autobiographies Instructions and Explanations Classic poems	Genre fiction Argument and debate Classic narrative and oral poetry	Drama (Shakespeare) Reports and Journalistic Writing Poetic Style	Classic novels Persuasive writing Debate poetry and poetry that tells a story	Genre fiction-science fiction Non-chronological Reports Power of Imagery
Year 6	Historical Stories Recounts Choral or performance poems	Significant authors Instructions and Explanations Narrative poems	Stories with flashbacks Persuasive writing Free form poetry	Tales from other cultures Report and Journalistic Writing Classic poems	Playscripts/film scripts Discussion Monologue	Folktales Debating skills Poet appreciation