

**ST PAUL'S R.C PRIMARY  
SCHOOL**



**POLICY FOR ENGLISH**

## ENGLISH POLICY

### 1 Aims and objectives

1.1 The study of English develops children's abilities to listen, speak, read and write and perform 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 recognise 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

2.1 At St Paul's Primary School we use a variety of teaching and learning styles in English lessons, as recommended by the New National Curriculum. Our principal aim is to develop children's knowledge, skills, and understanding in English. We do this through a daily lesson that has a mixture of independent, paired, group and whole-class teaching and learning. Objectives from the curriculum are selected and addressed according to pupils' needs. At St. Paul's we aim for a balance of activities through each week to ensure that children's different learning styles are catered for and that English lessons are tailored to meet group and individual needs. Children have the opportunity to experience a wide range of texts, including electronic formats and they use a range of resources such as dictionaries and thesauruses to support their work. Every classroom has a computer and an interactive whiteboard with a range of software and internet access. This enables every teacher access to a wide range of stimulating resources. In KS2 Learner Response Systems (Paul Pods) are used regularly to both enhance and assess learning. Wherever possible we

encourage children to use and apply their learning in other areas of the curriculum.

- 2.2** There are a range of ability levels in all classes at St. Paul's Primary School. We recognise this fact and provide suitable learning opportunities for all children by differentiating 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 independent or supported 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.

### **3 English curriculum planning**

- 3.1** English is a core subject in the New National Curriculum and we use this as the basis for implementing the statutory requirements of the programme of study for English. These objectives are taught discretely as part of English lessons and are applied across the curriculum.

- 3.2** We carry out the curriculum planning in English in three phases (long-term, medium-term and short-term). The New National Curriculum details what we teach in the long-term. Our yearly teaching programme identifies the key objectives in literacy that we teach to each year.

- 3.3** Our medium-term plans, which we try to link to our cross-curricular units of work, give details of the main teaching objectives for each term. These plans define what we teach and ensure an appropriate balance and coverage of objectives across each term. The English subject leader is responsible for keeping and reviewing these plans.

- 3.4** Class teachers complete a weekly (short-term) plan for the teaching of English. This lists the specific learning objectives for each lesson and gives details of how the lessons are to be taught. It also includes details of what each group of children will be learning and which children the teacher (or learning support assistant) will be targeting.

### **4 The Foundation Stage**

We teach English in foundation classes as an integral part of the school's work. Following the New Foundation Stage Curriculum, we relate the English aspects of the children's work to the objectives set out in the Early Learning Goals and Early Years Outcomes which underpin the curriculum planning for children from birth to five. Children are encouraged to mark make in a variety of situations, using a range of resources. 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, and to practise and extend their range of vocabulary and communication skills. They have the opportunity to explore, enjoy, learn about, and use words and text in a range of situations. All children are fully supported to develop the skills necessary to meet the Early Learning Goals.

### **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. For example, in KS2 the children have written newspaper reports detailing a Viking raid.

## **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. Younger children use ICT as a source of information and as a way of enabling them to present their completed work effectively. Older children use the Internet when searching for information about a different part of the world, or when using desktop publishing to design a class newspaper. Children use the planning and proofing tools in a word processor when checking their draft work. iPads are used across the school as a stimulus for creative writing and to reinforce learning in Phonics. 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 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 addition role-play is often used as part of our behaviour management programme. 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 collaboratively 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. Paul's RC 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 Personal Centred Plans (PCPs). Teachers provide help with communication and literacy through use of:

- texts that children can read and understand;
- visual and written materials in different formats;

- ICT, other technological aids and taped materials;
- alternative communication such as signs and symbols;
- translators and amanuenses.

## **7 Assessment, Recording and Target Setting**

**7.1** Teachers assess children's work in English in three phases. Children have individual short-term targets, which are regularly reviewed and updated. The short-term assessments that teachers make as part of every lesson help teachers to adjust their daily plans and assess each child's progress against their own targets. Teachers match these short-term assessments closely to the teaching objectives and feedback to individual children. 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 summarise 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 long-term assessments are made using end-of-year tests and teacher assessments. Children undertake the national tests at the end of Year 2 and Year 6.

**7.2** Teachers meet regularly, both internally and externally, to review and moderate individual pieces of work. Through regular meetings and training teachers continuing to develop expertise in the use of the STAT Sheffield assessment materials to help them track and level the progress of individual children in Reading, Writing and SPaG. This is enabling teachers to become increasingly skilled in identifying next steps for individuals and groups of pupils and is used to inform ongoing planning. All staff members adhere closely to the school's marking policy.

## **8 Resources**

**8.1** There are a range of resources to support the teaching of English across the school. All classrooms have dictionaries and a range of age-appropriate small apparatus. All classrooms have a selection of fiction and non-fiction texts. Every classroom has an interactive whiteboard and internet access. Children have access to the Internet through the use of iPads, laptops and classroom computers.

## **9 Monitoring and review**

Monitoring of the standards of the children's work and of the quality of teaching in English is the responsibility of the English subject leader. The work of the subject leader also involves supporting colleagues in the teaching of English, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The subject leader gives the head teacher an annual summary report in which she evaluates the strengths and weaknesses in the subject, and indicates areas for further improvement. The leader has specially-allocated regular management time in order to enable him/her to review samples of the children's work and undertake lesson observations of English teaching across the school. The named governor responsible for literacy meets regularly with the subject leader in order to review progress.

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