



St Teresa's Catholic Primary School **English Policy**

Mission

In line with our Vision Statement, at St Teresa's we make every effort to ensure all pupils are safe, happy and successful. This policy supports and reinforces the aims of our school, valuing all children equally and the individual gifts they and all other members of our community bring to school life at St Teresa's. We aim to love, respect, value and support everyone in our community. We aim to work and behave as well as we can and are proud of our own and others' successes.

Rationale

The National Curriculum (2014) clearly states that teaching the English language is an essential, if not the most essential role of a primary school.

We aim to develop in the children we teach an enthusiasm for English in all its forms and the confidence to express themselves both orally and through the written word. By developing a comprehensive range of reading skills we aim to foster in the children a love and appreciation of a variety of literature. These skills will enable them to access all aspects of the curriculum.

The policy should be read in conjunction with the Early Years Foundation Stage Framework (2013) and the National

Curriculum (2014). These set out the rationale for teaching each area of the English Curriculum and specify the skills that will be developed for pupils in each year group.

Spoken Language

The National Curriculum states that pupils should be taught to speak clearly and convey ideas confidently in Standard English.

They should:

- Justify ideas with reasons
- Ask questions to check understanding
- Develop vocabulary and build knowledge
- Negotiate
- Evaluate and build on the ideas of others
- Select the appropriate register for effective communication
- Give well structured descriptions and explanations
- Speculate, hypothesise and explore ideas
- Organise their ideas prior to writing

Our aims and connected provision:

We encourage our pupils to speak clearly and confidently and articulate their views and opinions. We teach that children need to express themselves orally in an appropriate way, matching their style and response to audience and purpose. Listening and responding to literature, giving and receiving instructions. They develop the skills of participating effectively in group discussions.

Ways in which we support this include:

- Activities which are planned to encourage full and active participation by all children, irrespective of ability
- Encouraging talk-time at home through 'talk homework'
- School Plays
- School worships
- Events within the community
- School Council
- Class debates
- Talk partners
- Book talk sessions
- Drama / role play
- PSHE and circle time
- Children with specific speech and language and auditory problems will be identified and specialist help sought, where appropriate

Reading

The National Curriculum states that pupils should be taught to read fluently, understand extended prose and be encouraged to read for pleasure. Reading is singled out as of extreme importance since through it 'pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually'. Reading allows pupils to acquire knowledge and to build on what they already know.

The English Curriculum divides reading skills into two dimensions:

- Word reading/ decoding
- Comprehension

We recognise that both these elements are essential to success and we support the acquisition of both sets of skills through various methods. We recognise that these areas are clearly linked to the other aspects of English learning: speaking and listening, writing, grammar and vocabulary. We also understand that reading is a developmental process and part of life-long learning and we encourage and praise children at every stage.

Our aims and connected provision:

Foundation Stage:

The teacher introduces concepts of print and teaches synthetic phonic skills using 'Letters and Sounds' scheme with the whole class on a daily basis. They take home letter sounds and books linked to their phonic phase on a weekly basis and have access to e-books which have a phonic focus. Every child is heard reading individually on at least a weekly basis (more for children who are reading at a level below age expected level).

In Key Stage One:

Using 'Letters and Sounds' the children continue to have daily phonics lessons; children are divided into differentiated groups.

Guided reading sessions are organised weekly; children are divided into differentiated groups to read with a teacher or teaching assistant. The Guided Reading session always has an assessment focus. Children take their Guided Reading books home and supplementary readers to share with their parents. Children continue to have access to e-books through the learning platform.

In Key Stage Two:

The progress made in Key Stage One is built upon. In Guided Comprehension the focus is on developing higher order reading skills such as inference and deduction, skimming and scanning and the ability to read texts critically. Where necessary, specific phonic support is used to develop children's reading skills through the use of interventions. Children continue to participate in

Guided Comprehension sessions regularly. Pupils are encouraged to read widely, through our use of differing class texts, library visits and high quality attractive books in classrooms. In KS2 we choose to study 'quality texts' these extend vocabulary, Grammar and Punctuation Each Year group experiences a Shakespeare text : The Tempest, A Midsummer Night's Dream and Macbeth

Library:

Children have the opportunity to select library books from the school library to read in school or at home. Children are encouraged to choose books, which they are interested in and this helps to promote reading for pleasure.

Writing

The National Curriculum states that pupils should:

- Develop the stamina and skills to write at length
- Use accurate spelling and punctuation
- Be grammatically correct
- Write in a range of ways and purposes including narratives, explanations, descriptions, comparisons, summaries and evaluations
- Write to support their understanding and consolidation of what they have heard or read

The 2014 Curriculum divides writing skills into:

- Transcription (spelling and handwriting)
- Composition (articulating ideas in speech and writing)
- Grammar, vocabulary and punctuation

We recognise that these elements are essential to success and we support the acquisition of these sets of skills through various methods. We recognise that these areas are clearly linked to the other aspects of English learning.

Our aims and connected provision:

We teach children to develop and communicate their ideas clearly in the following ways:

- When new grammar and punctuation concepts are introduced they are taught discretely (whilst being evident in texts studied) ; we then ensure this learning is embedded in our English teaching
- We correct grammatical error orally/ written work (where appropriate)
- We have a systematic approach, we revisit key learning and build upon it in all areas from phonics, through to grammar and spelling
- We use high quality texts, modelling and shared/ collaborative writing to demonstrate good practice
- We use drama, role play and hot-seating to help pupils to help develop their ideas
- We provide writing frames to support the least confident
- We provide time for planning, editing and revising
- We set next steps in order that the children know how to develop their writing further.
- We use checklists for pupils to self assess or peer assess, when appropriate so they can evaluate effectively

We teach and encourage joined cursive handwriting to support spelling and speed in the following ways:

- Weekly handwriting sessions in Foundation
- Daily handwriting sessions in KS1
- In KS2 handwriting lessons continue as required with extra support for children who are struggling to develop a joined style
- We provide support for pupils with learning and motor difficulties

We encourage our pupils to have a wide and growing vocabulary in a number of ways, these include:

- Spelling rule words/ key words to take home and learn
- Spelling focus session weekly
- Display of key words linked to topics and subjects
- Using the correct vocabulary orally
- In-depth word based lessons looking at patterns
- Using dictionaries, thesaurus and similar programmes
- Spelling display boards in classrooms
- Magpie word walls
- Targeted one to one/ small group support, where appropriate

Planning and Assessment

Planning

- Long term overviews for writing genre are provided for Key Stages One and Two
- Planning for each year group is created using the National Curriculum objectives for each year group
- Some pupils are taught in mixed Key Stage Classes and planning shows differentiation by age and ability
- English is planned separately to other subjects however, as part of our creative curriculum cross-curricular links are considered and maximised to engage pupils
- Short term planning is flexible allowing for assessment for learning after each session/ group of sessions
- Pupils may be streamed by ability for some sessions/ types of homework/ support

Assessment

- Staff assess pupils learning during and as part of every English session, they adapt their practice accordingly
- Phonics are assessed at least termly and Year 1 are assessed using the Year 1 Phonics Screening Test.
- During Guided Reading pupils are assessed at each session against the reading focus
- Formal assessments of reading comprehension ability are carried out, tracked and monitored at least termly
- Writing levels are assessed using assessment sheets outlining the skills required for WT/ARE/GD and age-related benchmarks
- Staff attend moderating sessions within county including the local cluster
- End of Key Stage Assessments are analysed by the English Leader and Head teacher and feed into the school SEF, development plan and performance management

Professional development

- The English Leader or delegated member of staff will attend training from the LEA. Training and information will be cascaded to members of staff
- Staff may be asked to attend relevant courses during the school year to support their development
- Moderation takes place in house, within the cluster and with support from the LEA

Specific groups

- Analysis of English achievement is carried out termly, pupils who are not making expected progress are discussed and plans made

- Pupils entitled to pupil premium are given additional English support and this is monitored for effectiveness termly
- Pupils with EAL are given additional support in all aspects of English when required
- Pupils who are gifted and talented receive appropriate differentiation of the curriculum
- Pupils with SEN will, where necessary, have English based targets on their SEN Support Plan and additional provision is agreed with the class teacher and SEN team. These are reviewed termly

Associated Policies

- SEND
- Equality Scheme
- Teaching and learning
- Assessment