



ENGLISH POLICY

**English Policy
for
St Mary's C.E. School**

First agreed by Governing Body:	March 2003
Last revised and updated:	April 2014
Person responsible:	Katy Welsh

English Policy

1 Introduction

English is a core subject in the National Curriculum. This policy outlines the purpose, nature and management of English taught in St Mary's. It reflects the consensus views of all of the staff and has been approved by the Governing Body. The implementation of this policy is the responsibility of all staff for it reflects the entitlement our children have to a soundly planned curriculum.

This policy should be read in conjunction with the New Curriculum 2014 documentation which sets out in detail what pupils will be taught in different year groups as of September 2014.

2 Policy Statement

At St. Mary's we believe that English is fundamental to the overall development of the child and their access to the curriculum in all its aspects. Through the study of literacy children will develop the ability to express themselves creatively and imaginatively and to communicate effectively with others.

3 Curricular Aims

The study of English should enable pupils to:

- Be surrounded by and take advantage of a language rich environment that promotes a culture of reading and writing
- Be able to speak clearly, fluently and audibly in way which take account of their listeners
- Listen to the opinion of others, reflect and evaluate on what has been said and respond appropriately
- Use a full range of reading strategies to develop as independent, keen and reflective readers
- Have the confidence, desire and ability to express their views and opinions both orally and in writing
- Be able to write effectively for a range of audiences and purposes using spelling, punctuation and grammar accurately and confidently.
- Be able to increase children's ability to use planning, drafting and editing to improve their work
- Value and celebrate diversity in culture and language
- Develop fluent, legible handwriting and neat presentation.

4 Leadership and Management Roles

The co-ordinator is responsible for:

- Understanding the requirements of the subject order

- Preparing policy documents, curriculum plans, schemes of work etc for the subject
- Modelling good practice
- Encouraging staff to be aware of pupil's diverse learning needs, provide effective learning opportunities and set suitable learning challenges to ensure development and progress
- Overcome potential barriers to learning and assessment for individual and groups of pupils
- Ensure a consistent approach to recording and assessment
- Keeping informed about developments and new initiatives to support the teaching of language and literacy and ensure staff are informed
- Training staff in teaching and learning of literacy to enable colleagues to develop their subject expertise
- Organising and monitoring professional development in literacy
- Supporting teachers in planning and using resources
- Updating the school policy when necessary
- Organising and advising on the contribution of a particular subject to other curriculum areas including cross-curricular and extra-curricular ones
- Working with SENCO, as required.

Organisation

English is delivered using the Primary National Strategy framework. The Foundation stage profile is followed to ensure continuity and progression from the Foundation Stage through to the National Curriculum. Pupil provision is related to attainment, not age.

Each class undertakes daily English lessons. Some aspects of English such as spelling, handwriting and guided reading are taught outside of that lesson. All children are taught in year groups. They have the opportunity to work independently or co-operate in mixed ability or ability groups if appropriate.

In Reception the daily routine will include planned and spontaneous activities that include:

- A wealth of opportunities to develop and experience speaking and listening
- Experiences that develop gross and fine motor skills through play and handwriting activities
- Sharing and enjoying a range of rhymes, songs, stories and books
- Immersion in a print rich environment with opportunities for oral language and written communication, e.g. differentiated phonic activities
- Focus activities that teach children early communication language and literacy skills
- Daily phonics activities using letters and sounds
- Reading groups which are central to the week
- Big book activities with a shared reading and writing focus each week

Each year group from Years 1-6, plan units of work from the National Primary Framework. Each literacy unit will cover outcomes for speaking and listening, reading and writing. Writing is a staggered and progressive process which involves writing in stages, planning, editing, and improving so that by the end of each unit children will aim to have a well organised, well presented, high quality piece of

writing. Literacy lessons will also cover the teaching and learning of sentence type and level work as well as VCOP.

Phonics:

We use synthetic phonics to help children to read. With synthetic phonics, children start by learning individual sounds. In Reception we teach these initial sounds using actions taken from the 'Jolly Phonics' programme. Once they have a firm grasp of these individual sounds we teach children to blend sounds together to read simple words, like c-a-t, b-o-x and f-r-o-g. Children also learn to read groups of letters by saying the sound they represent, like ee in f-ee-t and ai in r-ai-n. Gradually they will learn to match sounds to letters which will then support them in their writing and spelling.

English is complicated and there are many ways to represent the same sound e.g. ay/ ai/ a_e (day, rain, cake) etc. Children are taught all of these different ways in their phonics lessons during Key Stage 1.

Speaking and Listening:

To develop our pupils as speakers and listeners we:

- Give them opportunities to express their ideas to a range of audiences.
- Give them opportunities to take part in group discussion and drama activities.
- Encourage them to listen and respond appropriately to others.
- Help them to understand the need to adapt their speech to different situations.
- Give them opportunities to evaluate and reflect on their own speech

Teachers provide opportunities for children to talk, both formally and informally within the classroom across the whole curriculum. Children are taught that different modes of expression, as well as language, may be appropriate in different situations. Opportunities are given for children to carry out different types of speaking, e.g. predict, reflect, recall and imagine.

Reading

To develop our pupils as readers we:

- Teach reading accurately and fluently using a range of strategies.
- Help understanding and respond to what they read using inference and deduction where appropriate.
- Encourage reading of a wide range of fiction and non-fiction books.
- Encourage reading independently and with enjoyment.
- Teach to seek information and learn from the written word.

The materials we provide will be of high quality and differentiated to cater for the individual needs of the children in our school. They will be chosen to promote positive role models.

Children will be encouraged to take books home. Home Reading Diaries are given to each child in Reception and Key Stage 1, and parents/guardians are encouraged to read with their children.

Guided reading sessions take place throughout the week outside the literacy hour,

for a period of approximately twenty minutes. The teacher will read with a different group of children during each session, asking questions, discussing the text, and teaching reading and comprehension strategies. Teachers model and demonstrate extracting meaning from text. On the days when the children are not reading with the teacher they work independently on a range of English based activities.

The school reference library has a variety of texts, in addition are the topic books that are borrowed from each term. Displays, posters, signs, labels, worksheets, textbooks, computer software, the internet and Smart boards are all an integral part of school life and all demand different levels of reading.

Writing

To develop our pupils as writers we:

- Teach children to write effectively for a range of purposes and a range of readers, adapting their vocabulary and style as appropriate
- Encourage children to write with interest, commitment and enjoyment
- Show children how to write in a variety of forms such as stories, poems, reports and letters
- Show children how to evaluate and improve their own writing
- Show children how to use spelling, punctuation and grammar to make meaning clear to their reader
- Give children the knowledge and the strategies to become confident and accurate spellers
- Teach children a fluent and legible style of handwriting, promoting an understanding of how to present work appropriately

Teacher expectations are high. Children are given opportunities to evaluate and reflect on their own work in order that they may develop their own sense of achievement. Teachers give clear feedback to children so they know what next steps to take in their learning.

Children are given opportunities to write in a wide range of genres and become familiar with the features of each. As part of the Primary Framework for Literacy teachers use a range of strategies including modelled writing or shared writing.

Word and Language games:

Talk game and activities are used to:

- Stimulate and develop vocabulary (VCOP)
- 'warm up' the imagination, stimulate creative thinking (VCOP, story starters)
- Orally develop characters and settings
- Re-enforce grammar and spelling patterns

Role-Play and drama

Techniques from the primary framework are used for example, hot seating and conscience alley to help develop children's creative ideas for writing.

5 Staffing

The class teacher is responsible for timetabling to ensure that each unit of work is covered. Teachers will use a balance of:

- teacher-prepared materials
- published resources

- practical tasks
- visitors, e.g., parents, experts, etc
- educational visits
- Homework tasks.

6 Assessment, Recording and Reporting

- Foundation stage profile is completed at the end of the academic year
- Key Stage 1 SATs tests at end of Y2
- Key Stage 2 SATs tests at end of Y6, including spelling, punctuation & grammar (Y6)
- Optional SATs are used in years 3, 4 and 5
- Parallel spelling tests
- Phonics Screening Check Year 1

Teachers record information about pupil progress on a weekly, termly and annual basis. This information is used to measure pupil progress, identify strengths and weaknesses and determine where pupils need support or extension. Having clear learning objectives displayed in literacy lessons and recorded in literacy books helps in this process. Teachers use this information when in discussion with parents and colleagues.

Class teachers continually assess pupils' work through marking process. Worked in marked to the learning objective and green and yellow highlighters are used to identify quality aspects of literacy and areas for improvement. This is further supported through the use of next steps marking.

Progress in literacy is reported informally through open evenings and other contact with parents/guardians. A formal report is presented to parents annually, detailing progress made, indicating areas needing support and giving targets for improvement if appropriate.

Individual pupils are given targets for writing.

Monitoring

The teaching and learning of the Literacy is closely monitored by the literacy coordinator. The coordinator also supports colleagues in teaching literacy, keeping up to date in current developments in the subject, and providing a strategic lead and direction for the subject. Scrutiny of work takes place throughout both key stages during the year. Teachers provide pieces of differentiated writing which is shared and levelled amongst staff in order to monitor and maintain a consistent approach to levelling.

7 Inclusion

Children with special educational needs and the more able

The school has an equal opportunities policy. In addition to applying this, we will ensure that:

- All children cover the content made statutory by the programmes of study within the National Curriculum

- Children access the curriculum at the appropriate level, thus ensuring progression and differentiation
- Children with learning difficulties are diagnosed and provision is made for individual needs
- Appropriate learning opportunities will be provided for children who have been identified as gifted in literacy
- Suitable resources and learning environments are available

Equal Opportunities

St Mary's CE School is committed to valuing diversity and to equality of opportunity. We aim to create and promote an environment in which pupils, parents and staff are treated fairly and with respect, and feel able to contribute to the best of their abilities.

The Governing Body recognises that it is unlawful to take into account anyone's gender, marital status, colour, race, nationality, ethnic or national origin, disability, religious beliefs, age or sexual orientation. Full consideration has been given to this during the formulation of this policy as it is the governors' aim that no-one at St Mary's school should suffer discrimination, either directly or indirectly, or harassment on any of these grounds.

8 Safe Practice and Risk Assessment

The school's Health & Safety Policy outlines the safe codes of practice for our school and provides the necessary guidance on the response and the reporting of all incidents.

A Risk Assessment will be completed for any educational visit.

9 Cross-Curricular Links

Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through literacy lessons to other areas of the curriculum.

10 ICT and E-safety

The use of the ICT room, and an interactive whiteboard in every classroom have ensured that ICT resources and use will be imbedded in the teaching and learning of literacy.

Before lessons the class teacher will remind children about how to use the internet safely and refer to the poster on display. They will monitor and report e-safety incidents in line with the AUP (Acceptable Use Policy).

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