



## ENGLISH POLICY

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### 1. MISSION STATEMENT

Our Catholic school of St Ignatius' puts the faith and uniqueness of Jesus Christ at the centre of our vision for our children. We all strive to treat every person with respect and understanding. We know that no matter who we are or what our backgrounds, in school we will be listened to and valued. We are all children of God. We are totally committed to providing every opportunity for all of our children to develop intellectually, socially, physically and spiritually through a working partnership with home, parish and other local faith communities so that our children are prepared for further opportunities, responsibilities and experiences.

We work in an atmosphere of reconciliation where we all learn to forgive each other and to start each day afresh.

We acknowledge our great responsibility to help all our children on their individual faith journeys guided by our belief in the Word of God. The diversity of faiths in our school challenges us to teach our children -

- to live together
- pray together
- and play together.

**This is our school.**

**This is our community.**

**Here we all are, Lord!**

## 2. AIMS

We aim to develop pupils' abilities within an integrated programme of speaking and listening, reading and writing. Pupils will be given opportunities to interrelate the requirements of English within a broad and balanced approach to the teaching of English across the curriculum, with opportunities to consolidate and reinforce taught literacy skills.

At St Ignatius' Catholic Primary School we strive for children to be a 'Primary Literate Pupil' By the end of year six we aim for a child to be able to:

- read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct.
- have an interest in books and read for enjoyment
- have an interest in words, their meanings; developing a growing vocabulary in spoken and written forms.
- understand a range of text types and genres - be able to write in a variety of styles and forms appropriate to the situation.
- be developing the powers of imagination, inventiveness and critical awareness.
- have a suitable technical vocabulary to articulate their responses.

## 3. STATUTORY REQUIREMENTS

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Document (2014) and in the Statutory Framework for the Early Years Foundation Stage (2021)

**In the Early Years Foundation Stage (Nursery and Reception)** children should be given opportunities to:

- speak and listen and represent ideas in their activities;
- use communication, language and literacy in every part of the curriculum;
- become immersed in an environment rich in print and possibilities for communication.

**At Key Stage One (Years 1 and 2)**, children should learn to speak confidently and listen to what others have to say. They should begin to read and write independently and with enthusiasm. They should use language to explore their own experiences and imaginary worlds.

**At Key Stage Two (Years 3-6)**, children should learn to change the way they speak and write to suit different situations, purposes and audiences. They should read a range of texts and respond to different layers of meaning in them. They should explore the use of language in literary and non-literary texts and learn how the structure of language works.

## **THE GOVERNING BODY**

Regular reports are made to the governors on the progress of English provision and to our Literacy Governor, Lyndon Jones.

This policy will be reviewed every two years or in the light of changes to legal requirements.

## **4. SUBJECT ORGANISATION**

The English Curriculum is delivered using the New Curriculum (2014) and in conjunction with the Lancashire planning documents.

The Early Learning Goals are used to ensure continuity and progression from the Early Years Foundation Stage through to the National Curriculum.

Teachers produce a weekly plan which forms part of a curriculum unit. The Unit plans support and enhance the learning of all subjects as they are part of the Lancashire planning documents. In Key Stages 1 and 2 teachers complete their plans on a given format which is regularly reviewed and updated. Planning is submitted to the Headteacher each week. The teachers also produce a medium term and long term plan on a set format. All documents are available in the teacher's planning files. In EYFS and Nursery the expectation as above but the planning format is slightly different to accommodate the prime and specific areas.

## **5. APPROACHES TO SPEAKING AND LISTENING**

The Four Strands of Speaking and Listening: Speaking; Listening; Group Discussion and Interaction, and Drama permeate the whole curriculum. Interactive teaching strategies are used to engage all pupils in order to raise reading and writing standards. Children are encouraged to develop effective communication skills in readiness for later life.

Speaking and listening opportunities are at the forefront of our curriculum and children are expected to participate in group and class discussions as well as whole school assemblies.

## **6. APPROACHES TO READING**

Reading is key to our learning approach at St Ignatius', as much of our topic work is based around good quality texts. Reading remains a key area for development on our school development plan.

Creating a love of reading in pupils is potentially one of the most powerful ways of improving academic standards in school. Always remember that reading should be a joy not a chore. Reading involves two main elements - word recognition and language comprehension. Beginner readers are taught to use their phonic knowledge to recognise phonemes and blend them together to read words. As this becomes automatic, readers are then able to focus more upon comprehension. Beginner readers are taught how to decode by blending phonemes together to 'sound out' words. A systematic and structured phonics programme is key to this skill. Letters and Sounds, The National Strategy programme, is a well-structured, effective programme - and lots of fun!

When reading becomes automatic, the emphasis shifts to understanding, interpreting and responding. Reading analysis, in order to inform writing, is also part of the reading curriculum, but it should not replace or dominate reading for readings sake.

We provide the children with many opportunities as outlined below.

- Shared reading
- Guided reading (daily from EYFS - year 6)
- Independent reading
- Phonics (Foundation - Year 2 5x 20mins per week)
- Quality resources including staff who receive regular CPD
- Links to parents - including homework, Reading Record books
- Wider reading (including Library; class novel etc)
- Home Reading

The Classroom environment should reflect a positive learning experience and where:

- reading for pleasure is the main driving force;
- there is a rich reading environment;
- the teachers are committed to extending their knowledge of children's literature;
- the teachers are excited about books, authors and reading;
  
- the children are involved in a range of reading activities;
- the children are involved in decision making about the selection of texts;
- the library and information gathering skills are central to planning, teaching and learning activities;
- the reading corner is inviting and motivating;
- the classroom book collection contains a wide range of genres and formats which are updated as often as possible;
- the children feel good about themselves as readers.

Home reading should be an opportunity where children practice skills learned in school and further extend their love of reading. All children from foundation to year 6 are provided with a home/school reading diary. The expectation is that all children will read every night and get their books signed by an adult. Teachers and TAs will monitor this on a daily basis and acknowledge parents' comments with a signature.

## **7. APPROACHES TO WRITING**

Writing remains a key area for development on our school development plan. Writing therefore is core to our teaching methods across the school and opportunities are highlighted for as much quality cross curricular writing opportunities as possible, these include:

- Phonics and spelling
- Grammar
- Shared Writing

- Guided Writing
- Short/Incidental Writing
- Independent Writing
- Handwriting

We use the Lancashire KLIPS documents to inform or planning and ensure progression is evident, see Non-Negotiables for Writing.

Children will be exposed to a range of writing genres and taught the skills to engage an audience. They will write for real-life purposes and build on skills previously taught across all key stages. See Strategies document for advice regards each genre.

### **Handwriting**

Handwriting is taught using an agreed letter formation. In Early Years Foundation Stage, children's fine motor skills are developed, and letter formation is taught as graphemes are introduced in phonics sessions. Pre-cursive is introduced in Year One, with cursive fully introduced in Year Two. In Years One to Six short handwriting sessions are taught weekly.

## **8. CROSS-CURRICULAR LITERACY OPPORTUNITIES**

Teachers will seek to take advantage of opportunities to make cross-curricular links including visits and visitors. They will plan for pupils to practice and apply the skills, knowledge and understanding acquired through literacy lessons to other areas of the curriculum. The Lancashire planning documents assist teachers in providing quality cross curricular links as well as following needs of children in that cohort and the relevance with regards to the St Ignatius' Curriculum.

## **9. THE USE OF ICT**

Opportunities to use ICT to support teaching and learning in Literacy will be planned for and used as appropriate. All classrooms are equipped with interactive whiteboards with i-pads and laptops timetabled.

## **10. ASSESSMENT AND TARGET SETTING**

Work will be assessed in line with the Assessment Policy. Teachers submit their data onto a whole school tracking system each term which also monitors the progress of specific groups including gender, ethnicity, pupil premium and birthday (summer born).

## **11. INCLUSION**

We aim to provide for all children so that they achieve their potential in English. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. Gifted children will be identified and suitable learning challenges provided.

Using the assessment methods and robust tracking systems we are able to identify groups of children who need additional support or stretch and challenge.

## **12. INTERVENTION PROGRAMMES**

Interventions are reviewed and analysed in terms of their success before being used to meet the need of groups of children.

## **13. EQUAL OPPORTUNITIES**

All children are provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

## **14. ROLE OF SUBJECT LEADER:**

The Subject Leader should be responsible for improving the standards of teaching and learning in Literacy through:

Monitoring and evaluating Literacy:-

- pupil progress
- provision of Literacy (including Intervention and Support programmes)
- the quality of the Learning Environment;
- the deployment and provision of support staff
- Taking the lead in policy development
- Auditing and supporting colleagues in their CPD
- Purchasing and organising resources
- Keeping up to date with recent developments in English and literacy

## **15. PARENTAL INVOLVEMENT**

Parents are supported through a series of workshops and open afternoons where they can attend to receive ideas and coaching of how to best support their child and their learning journey. Parents are provided with a home /school reading record and can relay any concerns. We will also produce regular help sheets and support parents through our school website.

## **16. CONCLUSION:**

This policy also needs to be in line with other school policies and therefore should be read in conjunction with the following school policies:

Teaching and Learning Policy

Assessment and Record Keeping

Responding to pupils' work / Feedback /Marking policy

Special Educational Needs Policy

ICT Policy

Equal Opportunities Policy