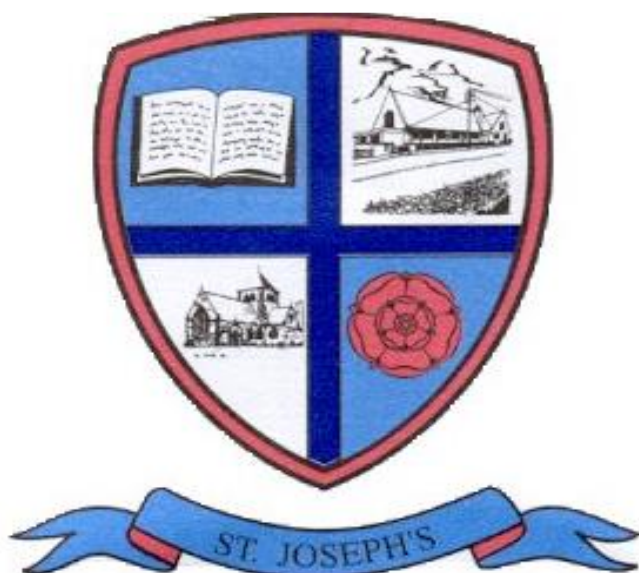


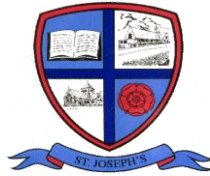
ST JOSEPH'S CATHOLIC PRIMARY SCHOOL



ENGLISH POLICY

**REVIEWED: FEBRUARY 2023
TO BE REVIEWED: FEBRUARY 2025**

St. Joseph's Catholic Primary School
Wrightington
ENGLISH POLICY



‘Living life to the Full’

This policy document has been drawn up in consultation with all staff.

English is the basis of all other branches of learning. It is essential that opportunities are created to develop children’s learning through language. Children come to school with a varied background of language. We need to recognise this and build upon this, providing them with opportunities to extend and develop their use of English.

Aims:

- To provide each child with the knowledge, skills and understanding of the English language, in both written and spoken forms.
- For each child to make best of his/her potential and to reach the level appropriate for their ability as they progress through the school.
- To foster an enthusiasm and love for the language to facilitate its use.

Objectives:

- To teach the children the required learning objectives, as set out in the National Curriculum and the Early Years Foundation Stage.
- To be able to read, write and spell competently.
- To be able to produce legible handwriting, using correctly formed letters.
- To use language in a variety of different situations, e.g. poetry and narrative.
- To be aware of the different genres of writing and, by the end of Key Stage 2, be able to write in these styles.
- To make cross-curricular links where appropriate, for example, report writing in History, non-chronological reports in RE. The different genres may be taught across the curriculum, when appropriate.

Organisation:

- Children to be taught in class groups with appropriate differentiation, using the National Curriculum, age related expectations. Each class will have a daily English lesson.
- In each class, children will be grouped for guided reading and guided writing, according to their ability, not their age. The groups for guided reading and writing do not need to be the same.
- Children will take part in guided reading sessions regularly. Home books are for parents to enjoy with their child and to practise reading with their child. These will be changed weekly. Home reading books will **not** be the same level as the child reads in their guided group. In class, they will be reading at a higher level, although when reading for comprehension children will read at their own level.

- Guided reading books and home readers are organised into coloured bands, so the teacher knows immediately where each child is at.
- In each guided session, a LAPS reading assessment sheet is completed and reviewed half termly for each group (**see subject lead file**). This informs teaching groups and knowledge of reading abilities within class to aid target setting.
- Guided reading stamp to be used in children's reading record book, along with title of text, teacher's signature and date.
- Any child who has not been successful in the Phonics Screening Test will take part in a Phonics intervention programme.
- Any child in Y3, Y4 and Y5 achieving below 'expected' in the age-related expectations for their year group in reading, will take part in; Better Reading Partner intervention for reading; Stile Tiles and Toe by Toe – intervention programmes led by a teaching assistant. They will also read weekly to volunteers (see intervention register)
- When needed, children identified as needing extra help in preparation for their assessments, will receive extra help through the booster classes - led by a teacher.
- Teachers will plan weekly English lessons to cover the National Curriculum objectives, using the specific planning grid. (**see Appendix 1**).
- Teachers will plan guided reading and writing session using the specific planning grids. (**see Appendix 2 and 3**)
- Group reading targets will be taken from the LAPS document and shared with the children in each session. These targets will be made from the 'gaps' apparent on their age related expectation grid. (**see subject lead file**).

All of these intervention programmes will only run, if they are needed with that particular year group.

Inclusion:

Inclusion means providing for effective learning opportunities for all pupils. Teachers need to consider the full requirements of the inclusion statement when planning for individuals and groups of pupils. The inclusion statement sets out three principles for teachers to follow in order that they will plan fully incorporating all pupils, these are:

- Setting suitable learning challenges.
- Responding to pupils' diverse learning needs.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

These are the framework from which all planning should be developed, and teachers should constantly monitor and review pupils' progress to see if planning is appropriate. Teachers should identify if a child has specific needs, and initiate actions and processes that will provide the child with the help needed to aid progression.

Children who are displaying evidence of special needs in English are referred to the SENCO, who keeps a register of such children. The Code of Practice (2014) is followed and these children will each have a Person Centred Plan (P.C.P), designed to meet their needs. This is reviewed termly and the child's parents are informed. Equally, children identified as gifted and talented in English, will be given work that will help maximise their potential.

Display and resources:

- The children should be exposed to a print-rich environment. Key words related to the genre should be displayed.
- English displays should match the genre and topic that is being taught. Working walls should be evident in each room- here children can add genre specific words and sentences.

- Displays should include children's work.
- Each classroom will have a designated English area or box / area, where the children are able to choose from a variety of books and undertake extra English activities – again these activities should be related to the genre.
- Each class has a writing and reading area where each day a group goes during the English lesson and chooses from the appropriate genre and topic - related activities available.
- The targets set for each group, for the term, should be displayed so that the children can use these as reference (non-negotiables taken from the Lancashire KLIPS)

Assessment:

- In Reception we use the Baseline assessment which helps with assessing their starting points in English. At the end of Reception they are assessed against the Early Learning Goals.
- Y1-Y6 undertake half termly assessments and these results are entered onto our school 'brick wall' assessment tracker. This data informs the intervention register.
- Moderation meetings will be held termly with all the staff. Here, teachers will bring pieces of evidence depending on school priorities. This should include Topic work.
- Each child is to have a writing age related expectation grid and this will be highlighted every half term.
- Each child will also have a reading age related expectation grid, which will be highlighted every half term. This will be based on teacher assessment and a review of the guided reading LAPS and assessments done throughout the year, although for the summer term the formal assessments-optional and formal SATs will provide the NC age related expectations.
- Pupils' progress in English is communicated to parents at the Autumn term Parents' Evening, Spring term Parents' Evening and also a written report at the end of the summer term. **Termly reports of the children's progress are also sent home.** Each child's report contains specific targets set by the class teacher. The results of SATs at the end of both Key Stages are sent in writing to parents with explanatory notes. Parents have the opportunity to meet with teachers each month at consultation meetings.
- Some children are specifically targeted within teaching staff Performance Management targets. Assessment information is used in the annual target setting process for Y6 children.

Parental Involvement:

- Parents are expected to assist their children with any reading/writing tasks that are sent home.
- Reading books that are sent home are for parents to enjoy with their children and for them to help their child practise their reading.
- When weekly spellings are sent home, it is expected that parents will help their child to learn them.
- Information evenings for parents will be held to inform parents how they can help their child with particular areas of English.
- In Reception parental observation sheets are sent home for parents to fill in to report back to school about their child's learning at home.
- In Reception and Y1 & Y2 attend an information morning for supporting phonics at home.

Marking of work:

At St. Joseph's we have adopted the "two stars and a wish" approach to marking. This method praises what the child has done well and it also gives them the next step.

Work will be marked according to the lesson's objective. Therefore, if the objective is the use of descriptive language, all punctuation errors may not be corrected. Comments should be short and related to the objective:

Star - adjectives

Star – descriptive language

Wish that - use other adjectives rather than nice and good.

The teachers' wish should be evident in the child's next piece of work. The teachers wish should be taken from their age related expectation descriptors.

Children are given 'Fix It' time in the mornings to complete any corrections from the previous days lessons.

School has a 'Marking and Presentation' Policy.

Phonics / Spelling:

At St Joseph's phonics / spelling is streamlined from EYFS – Y2, including any children in higher years that need to access phonics lessons. All phonics phases are taught through the 'Bug Club' phonics scheme. This is an online programme which includes planning, lessons and resources that teaches systematic synthetic phonics. KS2 children are taught spelling through the Jane Considine Spelling book. This links to the Jane Considine planning that is used throughout school. All children are taught daily by staff in a group that specifically targets which phonics phase / spelling level that the children are working at. Each group is made up of children across school who are working at the same level. Each class takes part in timetabled spelling sessions at the same time; ensuring that no child misses any part of their curriculum

Reading Books:

Reading books are stored centrally in the library. All books are banded according to the National Curriculum. Children working within the phonics phases will read 'Bug Club' phonics books which link to the phases and sounds that they have learnt in class. This enables children to access books that are completely phonetically plausible.

Guided Reading books are also stored in the library in individual boxes, according to colour bands. The children should be reading guided reading books at the colour band above the books that they are taking home, unless they are reading to practise comprehension.

Each child in school will have their own reading chart. This will consist of a list for their home reader level. This will be completed and dated as the children change their books and then passed on to the next teacher.

Teachers have a list of Guided reading books for each group / child.

Each class has a class reading area. This consists of a range of books at the appropriate level, to be used to support teaching and learning within the classroom.

Assessment for Learning:

At the start of each lesson, the objective should be discussed with the children so that they understand what the focus of the lesson is. Success criteria can be compiled together, so that the children are aware of what needs to be included in their work to make it a good piece of work, and use this to help with self-assessment.

Computing:

Pupils should be given opportunities to apply and develop their computing capabilities through use of computing tools to support their learning in English at all stages.

Pupils should be given opportunities to support their work by being taught to:

- Use computer skills to research information from a variety of sources.
- Develop their ideas using computer tools to amend and refine their work and enhance its quality and accuracy.
- Exchange and share information, both directly and through electronic media.
- Completing written work or displaying work on the class Blogs.
- Using iPads to support the English curriculum.

Planning:

Teachers plan from the National Curriculum age related expectations. Key Stage 1 and 2 all plan using Jane Considine planning, which covers all genres, SPAG work and skills. They use the English plan on the server (see Appendix 1, 2 and 3).

Monitoring and Evaluation:

Monitoring and evaluation is carried out by the subject leader to enhance teaching and learning in line with the SDP.

The subject leader is responsible for:

- reporting to the curriculum committee
- The development of the scheme of work
- Ensuring that adequate resources are available.

Monitoring the implementation of the National Curriculum by:

- Looking at planning
- Scrutinising children's books
- Scrutinising children's work and assessment data.
- Interviewing children about what they have learned
- Lesson observations
- Classroom walk through
- Moderation

See also school's policy on "Monitoring and Evaluation" and "Teaching and Learning"

Remote Learning

Teachers:

The responsibilities below relate to where a whole class/bubble is isolating and would be reduced when it is fewer children isolating and the majority of the class are in school.

St Joseph's Catholic Primary School will use Class Dojo to set and receive work.

When providing remote learning, teachers are responsible for:

Setting work:

Teachers will set work for the pupils in their classes;

Daily work set will follow a structure which will broadly follow the usual timetable for the class had they been in school, wherever possible; however in line with new Government Guidance (released on 07.01.21), the amount of remote education provided should be as a minimum:

Key Stage 1: 3 hours a day on average with less for younger children

Key Stage 2: 4 hours a day.

Daily work will be shared by 9am (although it does not need to be accessed at this time);

Teachers will be setting work on *Class Dojo* and providing introductions to lessons via recorded video/ powerpoints with voice over/ links to videos – all uploaded onto Class Dojo.

Providing feedback on work:

Completed reading and writing work, should be submitted at any time during each day to their class teacher. This will be guaranteed a teacher response and comments the same day. Work to be submitted via an individual child's portfolio on dojo.

All curriculum tasks (work other than Reading, Maths and Writing i.e. RE/ Topic/Science) to be submitted weekly and teachers will give feedback weekly;

Teachers will provide feedback on one piece of English daily and on topic once a week. Any other work/ photographs sent through will receive a short comment/ thumbs up.

Please see school's 'Remote Learning Policy' for more details.

St. Joseph's Catholic Primary School Literacy Unit Planner

Class: 1 Yr Group: 6 Term: Spring		Cross-curricular Links:	Unit:	I.C.T. links:-
Continuous work:-	Outcomes:		Class target:	

	Shared reading/writing.	Sentence/spelling work.
1.		
2		
3		
4		
5	WEEKLY SPELLING TEST/ GIVE OUT NEW SPELLINGS	
6		
7		
8		
9		
10	WEEKLY SPELLING TEST/ GIVE OUT NEW SPELLINGS	

	<u>Objectives</u>	<u>Teaching Techniques, teaching resources & outline pupil activities</u>				<u>Guided Reading:</u>	<u>Plenary focus:</u>	<u>Evaluation/next steps:</u>
		METAPHORS (Y6 ENTERING)	SIMILES (Y6 ENTERING)	PRONOUNS (Y5 SECURE)	VERBS (Y4 ENTERING)	<i>(Group name & adult as activity & objectives on separate plan)</i>		
1								
2								
3								
4								
5								
		METAPHORS (Y6 ENTERING)	SIMILES (Y6 ENTERING)	PRONOUNS (Y5 SECURE)	VERBS (Y4 ENTERING)	Guided Writing: <i>(Group name & adult as activity & objectives on separate plan)</i>	<u>Plenary focus:</u>	<u>Evaluation/next steps:</u>
6								
7								
8								
9								
10								

English Policy Appendix 2

GUIDED WRITING WEEKLY PLAN

CLASS ___ Date : _____

	GUIDED GROUP:	GUIDED GROUP OBJECTIVE:	ADULT:	ACTIVITY:	EVALUATION/ NEXT STEPS:
MONDAY					
TUESDAY					
WEDNESDAY					
THURSDAY					
FRIDAY					

GUIDED READING WEEKLY PLAN

CLASS ___ Date : _____

	GUIDED GROUP:	GUIDED GROUP OBJECTIVE:	ADULT:	ACTIVITY:	EVALUATION/ NEXT STEPS:
MONDAY					
TUESDAY					
WEDNESDAY					
THURSDAY					
FRIDAY					