

# **St. Oswald's Catholic Primary School – English Policy –**

## **September 2017**

**Love Jesus, Love Learning, Love Each Other**

**As a school we ensure that all children and staff are treated fairly and equally. All children have equal rights to access all areas of the curriculum, regardless of race, gender and disability. Within this subject area, the SLT and all staff endeavour to provide the appropriate provision for this to occur. This policy follows the guidelines and practices that are stated and outlined in St. Oswald's Equality Scheme.**

### **Purpose**

The National Curriculum for English describes what must be taught in each Key Stage. At St. Oswald's Catholic Primary School we follow the new National Curriculum 2014.

At St Oswald's we aim to encourage children to:

- read and write with confidence, fluency and understanding
- enjoy word play and poetry
- be able to orchestrate a full range of reading cues to monitor their reading and correct their own mistakes
- understand the sound and spelling system and use this to read and spell accurately
- listen attentively and with understanding
- have fluent and legible handwriting
- have an interest in words and their meanings and a growing vocabulary
- know and understand and be able to write in a range of genres in fiction and poetry, and understand and be familiar with some of the ways in which narratives are structured through basic literary ideas of setting, character and plot
- understand, use and be able to write a range of non-fiction texts
- plan, draft, revise and edit their own writing
- have a suitable technical vocabulary through which to understand and discuss their reading and writing
- be interested in books, read with enjoyment and evaluate and justify their preferences
- through reading and writing, develop their powers of imagination, creativity, inventiveness and critical awareness

## **Rationale**

At St. Oswald's Catholic Primary School, we value the importance of cross curricular teaching, and learning opportunities that develop children's creativity to the full. We feel that English teaching is at the heart of this process and our creative curriculum framework is rich with purposeful reading, writing and speaking and listening opportunities. English is one of the most important tools that children will ever need; it is a vital way of communicating in school and in public life, therefore at St. Oswald's, it is our aim to make children competent in a key number of English skills and give them the opportunity, support and disposition to use them in a diverse curriculum.

## **The School's Aims**

Our aim is for children to have equal access to the New National Curriculum. It is important that the norm set for the children is differentiated according to age and ability. We go beyond the context of the requirements of the New National Curriculum to provide extension material where appropriate. At St. Oswald's we believe that all children should learn, apply and refine the essential skills in a widening range of contexts. It is our aim for children to speak, read and write with confidence, fluency and understanding, enabling them to become independent, confident and creative learners. Through our enthusiastic teaching of English, we aim to foster in children a love for books in their own right. Therefore, it is our philosophy that children should engage in a curriculum that inspires their reading, writing and spoken language.

## **Oracy**

It is our aim for the children to:

- be encouraged to develop a wide range of vocabulary and the ability to use language in different situations: recounting, describing, reporting, discussing and presenting
- be encouraged to listen attentively and improve aural discrimination
- use language to create, adapt and sustain different roles through drama
- listen, understand and respond to others asking relevant questions where appropriate

## **Reading and Writing**

We aim to enable every child to:

- experience success from the earliest possible stage
- be interested in books, reading with enjoyment and evaluating and justifying their preferences
- read for meaning using inference and deduction, looking for meaning beyond the literal
- be able to orchestrate a full range of reading clues (phonic, syntactic, graphic, and contextual) and to monitor their reading, correcting their own mistakes
- understand the sound spelling systems and etymological root of words, using this to read and spell accurately

- use their reading skills to retrieve information as part of their learning throughout the entire curriculum
- study language usage and use models of good writing to develop their own skills
- value their own work and that of others, discuss their writing with peers and adults
- write for a variety of audiences and purposes, using a range of genres and standard formats in fiction, poetry and non-fiction texts
- know how written Standard English varies in degrees of formality
- read more challenging literature, broadening their reading horizons

## **Curriculum Organisation and Planning**

English is taught as a subject within its own right. English skills are taught as a discrete subject, and these skills are used in all other curriculum areas. Each year has group as a medium term plan with identified genres through which variety of oracy, reading, writing, grammar and spelling objectives will be taught. Units of work are to be planned reflecting the 'Core Teaching Sequence' of read, analyse and write. Consequently, pupils are taught to read as readers, read as writers and write for the reader. Wherever possible, links should be made to other areas of the curriculum, for example topic or science developing and drawing upon pupil's knowledge and understanding.

During the writing phase it is expected that a writing task will take place over several days within the week and form an extended piece of writing. Each session will include significant periods of AFL, including self & peer assessment, where pupils will be reviewing writing against success criteria and improving identified vocabulary/sentences/paragraphs.

In addition, independent writing tasks will be set within English sessions so pupils have the opportunity to write at length, frequently and revisit known genres.

Planning should wherever possible be based upon an exciting stimulus, whether a book, film, poem or other text. This will help to develop an engaging context in which children will be able to innovate or invent writing.

Phonics is the cornerstone of learning to read. As such, pupils in KS1 have a daily diet of Letters and Sounds progressing to the spelling objectives, which are taught using the Read, Write Inc. spelling programme. Additional phonics support is given in both KS1 and KS2 through the Soundswrite Programme and delivered by specially trained Soundswrite teaching assistants.

In addition, handwriting is taught explicitly through English lessons as well as a focused session.

Children in the Foundation Stage experience English through speaking and listening in both formal and informal situations and for different purposes. They experience reading through a range of simple texts and books and are encouraged to write for a variety of purposes through play/free choices activities. Phonics and handwriting skills are also taught formally at this stage

through activities planned in line with the Early Years Foundation Stage Profile.

In addition, children at every stage are given the opportunity to hear adults read aloud from a range of literature as part of story time/class novel.

## **Roles and Responsibilities**

*It is the role of the Governors to:*

- have a strategic overview and agree the English policy, ensuring the policy is known to staff and parents
- monitor English targets and ensure that they take account of national and local targets
- monitor the teaching and learning in English including the standards attained at the end of each Key Stage
- include a English development plan as a feature of the school improvement plan
- appoint a English governor to liaise with the school English Subject Leader(s)
- ensure that the English governor is able to fulfill his/her role description

*It is the role of the Headteacher to:*

- oversee monitoring and evaluation procedures
- provide support for the Subject Leader(s)
- be accountable to governors so that they can fulfill their monitoring role

*It is the role of the Subject Leader for English to ensure that:*

- teachers have secure subject knowledge of English
- English resources are adequate and accessible
- there is equality of opportunity with regards to race, culture, gender, physical abilities and learning needs
- initiatives and information are disseminated to staff
- methods of assessment, recording and reporting are effective and in line with school practice
- the English policy, scheme of work and guidance material are updated
- they are the lead professionals in monitoring and exemplifying standards and practices
- they evaluate the teaching of English in the school and use this analysis to identify effective practice and areas for improvement

*It is the role of teachers to ensure that:*

- medium and short term plans are readily available and set out in accordance with an agreed format
- where applicable, teaching assistants are involved in English planning and training sessions and are fully briefed prior to the lessons
- homework is set on a regular basis
- issues pertaining to low/exceptional achievement in English are communicated to the subject leader and Inclusion Manager as appropriate
- English is taught according to the learning styles of the children in the class
- regular and appropriate assessment and recording is undertaken
- they keep up to date with current thinking, informing Subject Leader(s) of training requirements

## **Equal Opportunities and Inclusion**

All pupils are entitled to English regardless of race, creed, gender, physical abilities, special needs or where English is a second language. Where a child requires help in accessing the subject, assistance will be given via adult intervention, scribes or ICT. If a child is performing below the national expectations, it is the responsibility of the teacher to inform the Inclusion Manager and Subject Leader and set appropriate English targets on the child's Individual Education Plan.

## **Differentiation**

The teachers' knowledge of individual children allows for differentiation by input, activity and outcome. Some years grouped are grouped dependent upon ability.

Children are grouped for Phonics across EYFS and Key Stage One.

## **Learning Resources**

Learning resources are differentiated to match the needs of the pupils and are purchased according to requirements and within budgetary constraints. Children's individual reading books come from a variety of published reading schemes and are categorised into phonic levels/ colour levels and bands using the standardised levelling and colour coding system of Oxford Reading Tree. Big books suitable for both Key Stages are available. Each year group has access to sets of guided reading materials. Interactive whiteboards are used in each classroom and provide access to a range of English resources. Teachers and pupils use various software such as Smart Notebook, PowerPoint, Espresso, and the Internet to support children's learning.

## **Assessment, Recording and Reporting**

The following methods for assessment, recording and reporting are used at St. Oswald's:

- Baseline assessments are carried out during the autumn term for the Foundation Year, and again at the end of the year.
- The Foundation Stage profile is completed and inputted onto Target Tracker. It is analysed by the Early Year's Leader and English Subject Leader.
- Targets are set, monitored and assessed for reading, writing and spelling.
- Ongoing monitoring of sounds and English high frequency words in reading and spelling takes place until no longer needed.
- Weekly spelling tests are administered, and results are monitored on a termly basis by the subject leader.
- Teachers' reading files containing relevant checklists and Guided Reading records are monitored by subject leaders.
- From Subject Leader Analysis children are identified if they have failed to achieve targets or make progress from the previous year and their English work is monitored carefully. These children receive interventions where necessary.

- SATs at the end of Key Stage 1 and SATs at the end of Key Stage 2 are undertaken.
- Formal day to day assessments take place to ensure that planning and teaching effectively meet the needs of the children.
- Throughout the year, results are inputted onto Essex Target Tracker, and overall school analysis is conducted and reported back on.
- Effort and achievement in English is formally reported to parents three times a year. This includes a summative report given to parents in the summer term which outlines the child's achievements and sets future targets, and 2 interim reports with gradings on, provided for parents in the Autumn and Spring Terms. There are also three parent evenings, where targets and achievements are discussed. These are attended by pupils from Y2 – Y6.

### **Monitoring, Evaluation and Review**

Monitoring is an important way of maintaining quality and standards. The close scrutiny of planning, children's work and pupil interviews ,along with detailed termly analysis procedures, is an effective means of monitoring and accessing good practice within the school. The English subject leader and the Senior Leadership Team carry out regular focused observations of English. These ensure continuity, progression and maintenance of standards across the school. Children are also encouraged to evaluate their own work and set appropriate individual targets, using greens pens in their books.

St. Oswald's makes use of the Raiseonline, FFT and Keypass data, identifying key areas that were particular strengths and areas for future development from the Key Stage 2 SATs. This information is reported to all staff, so that they are aware of key areas in need of development that can be addressed through their teaching.

Evaluation of Key Stage 1 SATs and Key Stage 2 SATs results allow for whole school target setting. Targets are set two years in advance in conjunction with the School Improvement Partner. Whole school staff meetings, Subject leader and year group teacher moderation meetings, as well as Cluster moderation meetings, all ensure that our judgements of writing are sound.

This policy will be reviewed and discussed annually.

Date

Signed