

St Peter's Catholic Primary School

English Policy

Mission Statement

Through loving God, everyone at St Peter's school is committed to creating a happy, loving and secure environment for learning, which has Christ at the heart of its community, where everyone is valued, included and shows respect for each other.

Reviewed and Amended May 2017

Aims/Rational:

At St Peter's school we aim to develop in our pupils the ability to communicate effectively in speech and writing and to listen with understanding. We aim to make them enthusiastic, fluent and responsive readers who can learn within a literate environment and gain pleasure from the written word.

Objectives:

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;
- encourage them to use the vocabulary and grammar of standard English whenever appropriate.

To develop our pupils as readers we:

- teach them to read accurately and fluently using a range of strategies;
- help them to understand and respond, verbally and in the written form, to what they read using inference and deduction where appropriate;
- encourage them to read a wide range of fiction and non-fiction books;
- encourage them to read independently and with enjoyment;
- teach them how to seek information and learn from the written word.

To develop our pupils as writers we:

- teach them to write effectively for a range of purposes and a range of readers, adapting their vocabulary and style as appropriate;

- encourage them to write with interest, commitment and enjoyment;
- show them how to write in a variety of forms such as stories, poems, reports and letters;
- show them how to evaluate and improve their own writing;
- to understand basic grammar and sentence structure
- show them how to use punctuation to make meaning clear to their reader;
- give them the knowledge and the strategies to become confident and accurate spellers
- teach them a fluent and legible style of handwriting, promoting an understanding of how to present work appropriately.

To add to our pupils' knowledge about the English Language we:

- make them aware of the way our language varies and in this context explain the importance of standard English;
- draw their attention to features of standard English grammar which differ from local speech;
- introduce them systematically to the conventions of spelling and punctuation;
- encourage them to extend their vocabulary
- explain features of English grammar using correct terminology and apply in own writing

I.C.T

Children are shown how information technology can be applied in their English work and will be given opportunities to explore these possibilities.

English Skills

The separate skills of English are best developed through work, which integrates and links these skills across other areas of the curriculum. We provide weekly writing opportunities, to practise and apply these skills, which are interesting and **motivating**,

and lead to worthwhile outcomes. Such activities provide the best context for increasing children's knowledge about the English language and include opportunities for speaking, listening and reading. It is also necessary to focus separately on aspects of knowledge about the language at times so that children learn what they need to know in a systematic way.

Planning and Organisation

Long-term planning

English in the National Curriculum is delivered through the Lancashire Scheme of Work which includes a detailed and progressive set of key learning objectives for each year group. In addition, Foundation and KS1 use *Read Write Incorporated (RWI)* to skill the children in reading and writing until they achieve the expected standard.

Medium-term planning

These are for a term and are taken from the Lancashire scheme of work. In Foundation Stage ELGs are used to inform curriculum content. We have adopted and adapted the principles of Pie Corbett's Talk for Writing and Book Talk. The Talk for Writing process of Imitation, Innovation and Independent application is used for different text types. Opportunities for applying reading and writing skills across the curriculum are planned and linked to topics when and where appropriate.

Short-term planning

These provide the objectives, outcomes and success criteria which are to be taught. The short term plans include cross-curricular links and ICT. They include differentiation and support.

English is taught daily. Pupils in Foundation and KS1 are taught in groups according to ability and progress is measured half termly and groups are rearranged accordingly.

Spelling

Spelling is taught throughout EYFS and KS1 within the RWI programme, however there is emphasis on CEW/high frequency words. From year 2 onwards it is taught using No Nonsense Spelling and other resources as appropriate.

Handwriting

See Appendix 1.

Assessment

We make clear to children the qualities we are looking for in their work. Children are given opportunities to evaluate and reflect on their own work in order that they may develop their own sense of quality. Teachers give clear feedback to children so they know where they have succeeded and what they need to do to improve further. This is achieved using Assessment for Learning strategies: Success criteria and individual targets.

Each teacher keeps their own record of progress in reading and writing and this is recorded termly on the Lancashire Tracker. Each teacher uses the standard reading targets to assess and record progress in reading. Evidence of writing is gathered from a variety of children's work and used to assess progress in writing. At the end of each term we assess pupils' progress towards achieving year group expectations. New individual targets are set termly using the KLIPs which are then shared with the pupils. Parents are informed of progress and individual targets at the Parent Consultation Meetings and on the termly reports.

Special Needs

I.E.Ps are set to address areas of development. Teachers specify target words or word patterns on the IEPs/provision maps using *Codecracker*, *MUW*, catch up lists or *Stareway*. Pupils who are underachieving are given intervention and the impact is measured and monitored. (See Resources) During lessons objectives are differentiated where necessary to meet the individual needs of all our pupils.

Equal Opportunity

It is the responsibility of all teachers to ensure that all pupils irrespective of gender, ability including gifted pupils, ethnicity and social circumstances have access to the curriculum and the progress expected from them.

Homework

Homework is used throughout school to support literacy in the classroom through tasks such as:

- reading with parents and responding to a text
- spelling activities
- comprehension exercises
- research activities
- specific word and sentence level activities
- pieces of written work

Role of the English Subject Leader

- Take the lead in policy development and the production of schemes of work designed to ensure continuity and progression in Literacy throughout the school
- Support colleagues in their development of detailed planning and implementation of the schemes of work and in assessment and record keeping activities
- Monitor progress in literacy and provide the Head Teacher/Governors with an overview of the action needed.
- Take responsibility for the purchase and organisation of central resources for literacy
- Keep up-to-date with the developments in literacy education and disseminate information to colleagues as appropriate.
- Monitor standards through lesson observations, learning walks and book scrutinies.

Resources

Classroom:

- Big books
- Listening centres
- Pie Corbett sentence books
- Pie Corbett reference and ideas books (numerous)
- Individual white boards
- Group readers
- Text books Letts, Models for Writing, Fast Forward etc
- Government publications eg, Grammar for Writing
- Dictionaries/thesauri
- Oxford Spelling
- No Nonsense Spelling Scheme (Raintree)
- Collins Big Cat
- Jelly and Bean

Central:

- Read Write Inc
- Read Write inc spelling
- Read write Inc Fresh Start
- Oxford Reading Tree
- Big Books

- Sue Palmer Skeletons for writing- Grammar, Writing, Non-fiction, Genres
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- Intervention Resources
- Codecracker
- Accelerate, Accelewrite
- Stride Ahead
- Turnabout
- Stareway
- Toe by Toe

ICT:

- Digital Projectors and I.C.T Technology Interactive whiteboards
- Visualisers
- Purple Mash
- Speaking Starspell 2001
- My First Incredible Amazing Dictionary
- Activity Bank English
- National Tests at 7 and 11
- Oxford Reading Tree - Disks and Web Site
- Clicker
- Textease
- Lancashire Literacy Site.
- Espresso
- Camcorders
- Digital cameras
- MP3 recorder
- Scanners
- Laptops
- I pads and apps
- Recordable whiteboards
- Recordable photo books
- Talking Tins/tubs
- Wordshark

Review date: May 2019