

English Policy

The heart of the wise makes his speech judicious and adds persuasiveness to his lips. Gracious words are like a honeycomb, sweetness to the soul and health to the body.
Proverbs 16:23-24



'Feeding Hearts and Minds'

The peace, joy and love of Christ is at the heart of all that we do in our school. Through religious education, school policy and, primarily, our culture of prayerfulness, charity and joy, we seek to share the Gospel with our families, our parish, our community and the wider world.

Using the example of Jesus Christ, we cultivate the skills of heart and mind that allow us to develop our talents and take a shared responsibility for ourselves, each other and the world He gave us. We profess our faith proudly and recognise that we are called to a loving relationship with God through the sacraments, scripture and prayer.

Our school is animated by love and our shared faith and clear values drive our behaviour and our relationships; we are tolerant and respectful of the unique value of each person. Our individual needs and talents are recognised and nurtured in a warm, inclusive environment where we are able to use our gifts for the glory of God and in loving service of others.

We have excellent role models who empower us to believe in ourselves and provide us with an outstanding education and a wide range of opportunities – our aspirations for the future are high and we believe that through God's grace we can grow, learn and realise our full potential.

This policy was developed as part of a consultation process involving pupils, staff, parents and Governors of The Blessed Sacrament Catholic Primary School, based on best practice advice from Lancashire County Council.

This policy should be read in conjunction with the following documents:

- English Reading Policy
- Teaching and Learning Policy
- Marking and Feedback Policy
- Handwriting Policy
- Assessment Policy
- Inclusion Policies

This policy outlines what we are aiming to achieve in respect of pupils' English education. It also describes our agreed approach to the planning, delivery and assessment of the English curriculum.

The National Curriculum (2014) for English describes what must be taught in each key stage. The English taught and the methods used reflect both the statutory requirements and the non-statutory guidance and recommendations outlined in the following documents:

- (A) The Revised Statutory Framework for the EYFS (2012)
- (B) The Development Matters in the EYFS (2012)
- (C) English Programmes of Study: key stages 1 and 2 National Curriculum in England (2013)

This policy provides information and guidance for staff, governors and other interested persons.

ENGLISH STATEMENT OF INTENT

At the Blessed Sacrament Catholic Primary School, we have high aspirations for all of our children in English. We aim for all our pupils to be capable readers, writers, spellers and speakers, who can transfer their English skills to other subjects and who are prepared for the next steps in their learning. We aim for them to be independent, resilient and self-motivated pupils.

We encourage them as readers, who select books for purpose and pleasure. We want them to use their reading skills as an integral part of their learning across the curriculum and we read regularly to children so as to model good practice in reading.

We encourage them as writers, teaching them how to write effectively for a range of purposes and readers as well as writing with interest, commitment and enjoyment.

We encourage them as communicators, enabling them to be able to express their emotions and ideas. We want them to become competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debates.

TEACHING AND LEARNING IN ENGLISH

All classes across the school have a daily English lesson which is planned using the National Curriculum in order to achieve our school aims for English. The Early Years Foundation Stage framework is used

by Foundation Stage practitioners leading on to National Curriculum English objectives for the rest of the school. English should be linked to cross curricular themes wherever possible. The reception class plans for English using the EYFS framework, specifically focussing on the following aspects: language and attention, understanding, speaking, reading and writing. Other year groups plan using the 'key learning' documents for reading and writing from the Lancashire documents. These are used as starting points to build upon and devise our own creative curriculum.

A whole school unit overview is available so that year groups can see which genres they need to cover. This enables progression throughout year groups and allows children to build on the learning from previous year groups. Each year group studies a range of fiction, non-fiction and poetry units. The units develop speaking and listening, reading and writing skills.

ENGLISH IN EYFS

Children begin to develop the skills they need for English at the beginning of the EYFS. Reception children have a daily phonics session working through Letters and Sounds. These sessions are delivered as whole class sessions. Reception staff plan weekly opportunities so the children can practise their reading, writing and handwriting skills. On entry, children take part in phonics activities through everything they do. From the spring term onwards, children begin guided reading sessions, a guided writing session and handwriting through phonics. There are numerous opportunities inside and outside for the children to practise and develop their literacy skills through fun, exciting continuous provision activities.

Activities are also planned around the Communication and Literacy prime area from the EYFS framework. We recognise in school the importance of giving children opportunities to speak and listen in a range of situations, and to develop their confidence and skills in expressing themselves. Children explore English through whole class teaching, consolidating learning through play in continuous provision, teacher led group work and outdoor activities. Evidence of work is recorded in a variety of ways, including observations, oral and written responses, photographs and the use of ICT.

More information about reading can be found in the Reading Policy.

ENGLISH IN KEY STAGE ONE

Teachers plan daily English lessons which last approximately one hour. Children participate in guided writing sessions within the English lesson, but guided reading takes place outside the English lesson. Handwriting is also taught discretely and linked to spelling and phonics.

English units are planned using the phased approach, incorporating a reading, gathering content, writing and presentation phase. Speaking and listening underpins all lessons, with staff encouraging the children to develop both their spoken and written language. Worthwhile outcomes are given to the children to give them a focus for their work. Each lesson introduces three new words to increase use of vocabulary. English lessons are supported by the use of a working wall in class and all units use high-quality, engaging texts. Work is recorded in English books.

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ENGLISH IN KEY STAGE TWO

Teachers plan English lessons which last approximately one hour for five days a week. Spelling is taught as a discrete lesson following the No Nonsense Spelling approach and grammar skills are taught

throughout the school, using the LAPS to ensure content and coverage in each year group. English is also encouraged across the curriculum and links are made with other subjects where appropriate. English lessons are supplemented by a discrete 30 minute daily guided reading session. Children who are not secure in their phonic knowledge when they leave KS1 continue to have phonics lessons throughout KS2, until they become secure at this phase. Handwriting is also taught discretely.

English units are planned using the phased approach, incorporating a reading, gathering content, writing and presentation phase. Speaking and listening underpins all lessons, with staff encouraging the children to develop both their spoken and written language. Worthwhile outcomes are given to the children to give them a focus for their work. Each lesson introduces three new words to increase use of vocabulary. English lessons are supported by the use of a working wall in class and all units use high-quality, engaging texts. Work is recorded in English books.

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PLANNING FOR ENGLISH

Teachers in EYFS plan following the guidelines set out in the Development Matters in the Early Years Foundation Stage. They plan to cover all 7 areas of learning. Teachers produce weekly plans for adult led sessions and continuous provision activities. Teachers plan to cover development statements from Development Matters, which are appropriate to the development of the children in their class/group. Separate plans are created for phonics and guided reading in Reception.

Teachers in Years 1-6 plan follow the guidelines laid out in the National Curriculum.. They plan each unit of work following the phased approach. Objectives from National Curriculum are clearly recorded in planning, as are the different phases, final outcomes, use of ICT and differentiation. Units of work usually last between 2 and 4 weeks, but teachers produce weekly plans, which should then be retained for evaluation and scrutiny. Separate plans are created for guided reading sessions. Planning will be stored on SharePoint and the following are non- negotiable:

- Objective- which part of KLIPS is this from?
- Differentiated activities (by YGE/ KLIPS) – this does not have to go into great detail but should give a feel for what the children will be doing.
- 3 new words that will be introduced in that lesson
- Links to prior assessment
- Role of TA
- Assessment
- Evaluation

For each Unit a cover sheet is written stating what the objectives are that will be covered.

Writing

Within English lessons and across the curriculum, children must complete 8-10 pieces of independent/ extended writing. At the end of each English unit there should be 2 outcomes – Outcome 1 will be scaffolded and Outcome 2 will be independent. Outcome 3 will be cross curricular later on in the half term or term.

- Independent means not heavily modelled or scaffolded but can have planning time, discussion time, access to dictionaries, working walls, helpful word mats and books.

- Opportunities for independent writing should be evident in Phase 1, 2 and 3 including short writing opportunities.
- Children should be given opportunities to write for an extended period of time to develop stamina and application of skills.
- Marking ladders to be used from Year 1 upwards for Outcome 1 and 3.
- GPS to be included in English planning and as a warm up.
- Spelling to be included in planning and be followed 5 times in a 2 week unit.

Each year group uses the Lancashire County Council Suggested Units of Work overviews to ensure children receive a broad and balanced English curriculum, being exposed to a range of texts: narrative, non-fiction and poetry. Progression is ensured by teaching using the yearly objectives set out in the National Curriculum.

English is at the heart of the whole school curriculum. Skills, knowledge and understanding gained in English lessons are planned for and revisited during lessons in other subjects to allow children the opportunity to practise and apply.

Teachers take opportunities to teach other subject areas in English lessons, whilst still ensuring that the Year Group Expectations skills are being taught within that lesson. Work in non-fiction texts is a particularly effective way of ensuring coverage of Foundation subject content when it is linked to topics e.g. Science, History and Geography.

More information about reading can be found in the Reading Policy.

ASSESSMENT IN ENGLISH

Assessment opportunities should be planned for within lessons and used to inform planning, monitor standards and feed back to pupils, parents, teachers and governors.

Reading and writing assessments

Formative assessments in reading and writing occur using the Key Learning in Primary Schools (KLIPS).

Reading assessments: as well as guided read annotations, teachers collect a variety of evidence from across the curriculum which can also add to their teacher assessments. The range of evidence includes: shared reading activities; research based tasks; class novel contributions; drama and role play work with reference to character or setting and home school reading commitment.

EYFS

Formative assessment using Early Learning Goals and Key Skill objectives occur daily through rigorous observations and these are collated into a Learning Journey for each child. Rigorous next steps are then created and actioned to ensure the progress of every child.

For all year groups, data will be collected at three points throughout the school year and teachers will then be asked to complete a gap analysis for their class that will form the basis of a pupil progress discussion with SLT.

STATUTORY NATIONAL ASSESSMENTS

Children in the EYFS are assessed using the Early Learning Goals at the end of Reception year. These results are published to parents and nationally. The Phonics Screening Check is administered at the end of Year One and attainment details are published to parents and nationally. Any child who does not obtain the national pass mark is required to re-sit the test at the end of Year Two.

Standard Assessment Tests take place in Year Two and in Year Six. Children are tested in reading, spelling, grammar and punctuation. Attainment details are published to parents and nationally.

RESOURCES

Resources are kept centrally and in the classroom. English teaching is enhanced through the use of ICT in the form of laptops, PCs and tablets in each classroom. Teachers are able to request additional resources through the Subject Leader and these will be granted according to school requirements and budget.

PROFESSIONAL DEVELOPMENT AND TRAINING

Staff professional development is organised in line with school priorities. Training in phonics, speaking, listening, reading and writing occurs regularly in staff meetings and INSET events. External courses or internal 1:1 support is also arranged for individuals where the need arises. Staff are encouraged to speak with the English subject leader should they require any assistance or clarification in relation to their English teaching.

HEALTH AND SAFETY

As with all the National Curriculum, any English activities undertaken that might be considered a risk to children (such as food tasting) should be risk assessed to ensure any potential hazards can be managed effectively.

ROLES AND RESPONSIBILITIES

The class teacher will:

- Plan and deliver English, Guided Reading and Phonics lessons in accordance with the details within this policy
- Assess phonics, speaking and listening, reading and writing in accordance with the details within this policy
- Ensure that every child is heard reading regularly both at home and at school

The English subject leader in school, with the support of the English Faculty, will:

- Maintain an overview of English teaching and be aware of strengths and areas for development
- Take a strategic lead in subject review and development
- Support and advise colleagues
- Provide a model of good practice
- Keep abreast of new initiatives and disseminate appropriate information to relevant staff.
- Undertake regular monitoring of progress and standards in line with our Monitoring and Assessment policy
- Provide or organise staff professional development in line with school priorities
- Allocate available funding to areas of most need and manage resources throughout the school
- Write and evaluate an annual action plan for the subject which will become part of the school improvement plan.

MONITORING AND EVALUATION

It is the responsibility of the Subject Leader and the Head teacher to undertake regular and systematic monitoring and evaluation across the whole school, in line with our Monitoring and Assessment policy.

Monitoring will take place through:

- Classroom observation
- Planning scrutiny
- Scrutiny of work done in English and other work across the curriculum
- Pupil questionnaires
- Learning walks
- Discussions with staff about English successes and where they feel improvements need to be made
- Analysis of termly assessments and end of Key Stage SAT results.

Regular moderation of reading and writing occurs in Staff Meetings and at Senior Leadership Team meetings (SLT). Teachers and leaders moderate work using the KLIPS and exemplar pieces of work (both externally and internally). Each year group also attends cluster moderation for writing on a termly basis.

INCLUSION

Vision

‘There is neither Jew nor Greek, there is neither slave nor free, there is no male and female, for you are all one in Christ Jesus.’ Galatians 3:28

The Blessed Sacrament Catholic Primary School is founded on faith in Jesus Christ and the life of the school is centred on his presence. At The Blessed Sacrament Catholic Primary School, every member of the school family is regarded as being of equal worth and importance. We endeavour to make sure each class teacher and subject leader understands the meaning of the word inclusion, which recognises differences, meets the needs of individuals and takes positive action, so that everyone has the opportunity to meet their full potential across the curriculum.

SEN

We want all children to have access to the English Curriculum so that they can succeed and make progress. There are many approaches to giving support in English, some of which are detailed below:

- Ensure tasks are differentiated and scaffolded for SEN children to achieve e.g when writing a letter provide a writing frame with key vocabulary and sentence openers.
- Use a variety of ICT resources during the ‘think it-say it-write it-read it’ process e.g. talking tin lids/talking postcards. Children can use these to record sentences before they write.
- Provide collaborative tasks. Ask what role each pupil has taken in the collaborative writing task. Could they work equally well if they changed roles next time?
- Use the Talk for Writing approach e.g practice storytelling orally and with hand gestures and actions to consolidate learning before deciding upon symbols that can support the retelling of the story.
- Use paired talk before and during activities such as shared reading/ writing. This gives pupils the opportunity to reflect on and discuss ideas, before offering them in these contexts.
- Introduce key vocabulary explicitly and ensure this includes verbs as well as nouns – for example, as well as teaching rhythm and symbolism in readiness for writing a literary critical essay, also introduce the common verbs used to develop literary comment, such as depicts, conveys, suggests, evokes etc

Please refer to Inclusion policy for further information.

Able, Gifted and Talented

We recognise the importance of providing challenge for those children who are able and gifted in English in order to ensure continued progression and maintain motivation in the subject.

- Challenging extension activities are offered in class to allow all pupils to succeed at their own level.
- Open questions are used to facilitate higher-order thinking.
- Children are encouraged to make connections in their learning eg. Use ICT to design and create a leaflet from a non-chronological report they have written.

English as an Additional Language

We recognise the importance of providing a rich language based curriculum so that EAL children make progress and can access all aspects of the curriculum. There are many approaches to providing support, some of which are outlined below:

- We use actions, non-verbal gestures, images and simple words to convey messages and meaning.
- Through drama, we explore non-verbal as well as verbal communication, and make use of drama techniques, such as mime, mirroring or tableau (which require no words).
- Plan, teach and display relevant vocabulary (with images if necessary) Vocabulary will need explicitly teaching before a new genre is introduced.
- We think carefully about planning in ability/mixed ability groups of differing sizes. We are careful to ensure EAL children work in smaller groups if appropriate and can listen and converse with children who are fluent English speakers.

Pupil Premium

We recognise the importance of providing rich opportunities for those children who are entitled to Pupil Premium to ensure continued progression and motivation. There are many approaches to providing support, some of which are outlined below:

- Provide opportunities to enrich the curriculum with visits to stimulate enthusiasm, motivation and give first-hand experience.
- Provide rich resources in class and the upper and lower school libraries such as beautifully illustrated stories, electronic stories and listening stations for accessing stories independently.

Mobility

We recognise the importance of welcoming all children to The Blessed Sacrament Catholic Primary School regardless how long the children remain in school. There are many approaches to providing support for Mobile children in English some of which are outlined below:

- Use a visual timetable to help the child feel secure and confident around the school and know what to expect, and when.
- Before new learning begins, revisit prior learning and explain how the new learning fits into this so that the child understands the context of what they are learning.



English Policy

May 2020

The implementation of this policy will be monitored by English Faculty Leader in consultation with the headteacher.

This policy will be reviewed as appropriate by the FCC committee on behalf of The Governing Body.

Intended Policy Review Date – July 2021

Approved by: _____ (Headteacher)

Date: _____

Approved by: _____ (Governor)

Date: _____