



## ST. CATHERINE'S C of E PRIMARY

### ENGLISH POLICY

#### **AIMS**

We aim to develop pupils' abilities within an integrated program of Speaking & Listening, Reading & Writing. Pupils will be given opportunities to develop their use, knowledge and understanding of spoken and written English within a broad and balanced curriculum, with opportunities to consolidate and reinforce taught English skills.

Pupils at St Catherine's Primary School will leave Year 6: reading and writing with confidence, fluency and understanding, using a range of independent strategies to self-monitor and correct; with a love of reading and a desire to read for enjoyment; with an interest in words and their meanings; developing a growing vocabulary in spoken and written forms; understanding a range of text types, media types and genres; able to write in a variety of styles and forms appropriate to the situation; using their developing imagination, inventiveness and critical awareness; having a suitable technical vocabulary to articulate their responses.

#### **STATUTORY REQUIREMENTS**

Statutory requirements for the teaching and learning of English are laid out in The 2014 National Curriculum in England Document and in the Communication and Language and Literacy sections of the Statutory Framework for the Early Years Foundation Stage (2012).

In the Foundation Stage (Reception) children are 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 opportunities to communicate.

At Key Stage One (Years 1 and 2), children learn to speak confidently and listen to what others have to say. They learn to read and write independently and with enthusiasm. They learn to use language to explore their own experiences and imaginary worlds. Use of story-telling and drama enhance their experiences.

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

The Governing Body, in particular the English Governor, receive regular reports on the progress of English provision from the designated subject leaders.

## **SUBJECT ORGANISATION**

### **Foundation Stage**

In Reception children have regular phonics sessions and as they progress are integrated within the KS1 RWI ability groups. Children have opportunities to develop their communication, language and literacy skills on a daily basis in both adult led and child initiated activities.

### **Key Stage 1**

In Key Stage 1 daily phonics lessons continue and are taught in ability groups. Children take part in both guided and individual reading sessions and have regular story times to develop a love of reading. English skills are developed across the curriculum. Provision is made for children who require extra support through intervention programs and differentiated class teaching.

### **Key Stage 2**

In Key Stage 2 Children have daily English Lessons including grammar for writing. Additional English sessions include guided reading, handwriting and RWI spelling; English skills are developed across the curriculum. Provision is made for children who require extra support through intervention programs and differentiated class teaching.

## **APPROACHES TO SPEAKING AND LISTENING**

Speaking and Listening is experienced through four main areas: Speaking; Listening; Group Discussion and Interaction, and Drama which 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. Opportunities to develop these skills include: debating and discussion, class assemblies, talk partners, drama and our Christian services. Children who require extra support in speaking and listening benefit from small group sessions lead by an ELKLAN trained Teaching Assistant and draw on the expertise of a Speech and Language Therapist who develops programs delivered by our Teaching Assistants.

## **APPROACHES TO READING**

Teachers model reading strategies during shared reading sessions, whilst children have the opportunity to develop reading strategies and to discuss texts in detail during guided reading sessions. Independent reading provides time for both assessment and 1-1 teaching. Daily RWI phonics lessons in FS and KS1 enable children to decode efficiently. This is continued into KS2 where necessary along with Rapid Phonics and Engage Literacy.

Our Book Banded Reading scheme is used to support readers both in school and at home. Teachers, Teaching assistants and volunteers support reading activities to ensure that children have more frequent opportunities to read with adults.

Many exciting and rewarding activities are arranged in school to promote the pleasure and knowledge that can be gained from books, i.e. 'Book Week'. We also include visits by published authors, skilled story tellers from many cultures, performances by professional theatre groups, making books, using drama, dance and music to illustrate texts.

Children in Year Four and Six are also involved in judging the Book Trust Book Awards, giving them the opportunity to read acclaimed recently published texts.

Children in the Foundation Stage and KS1 classes take home a book from the Book Banded Reading Scheme as well as RWI books. In addition to this children have the opportunity to choose a book from the infant library. Each child has a reading folder and a home school reading record that teachers and parents can use to share information about a child's reading. Parents are encouraged to read with their child daily. Information is given on how to support their child in reading at reading workshops, phase meetings and also in curriculum letters.

In Key Stage 2 children choose books to take home and read. We also have a selection of books in each book corner or the school library from Years Three to Five to support appropriate text choices. Those children still learning to read have access to the 'Rapid' series of books to help these children to continue to grow in confidence as readers with a text that appears appropriate for their age group.

We still encourage all readers to share a book at home with their grown-ups. We believe that this not only helps to develop inferential skills, but also supports a lifelong love of reading. Throughout the Key Stage children become more independent in recording what they have read.

We recognise the value of adults (both in school and at home) reading aloud to children, in order to improve their grasp of story language, enthuse them with a love of books and inspire them as writers.

### **APPROACHES TO WRITING**

We aim to develop the children's ability to produce well structured, detailed writing in which the meaning is made clear and which engages the interest of the reader through an approach known as "Storytelling" for fiction writing and "Talk for Text" for non-fiction writing. Attention is paid throughout the school to the formal structures of English, grammatical detail, punctuation and spelling. To support our teaching of writing we use a variety of strategies:

Teachers model writing strategies and the use of phonics and spelling strategies in shared writing sessions. Guided writing sessions are used to target specific needs of both groups and individuals, whilst children have opportunities to write at length in extended independent writing sessions within their units of work.

The children are given frequent opportunities in school to write in different contexts using quality texts as a model and for a variety of purposes and audiences.

There are many opportunities for children to improve their writing inspired by drama techniques and film clips. They may be asked to produce their writing on their own or as part of group. Children will also be given the opportunity to use ICT for their writing. We help children develop fluent, clear and legible joined up writing. Children work hard to achieve a pen for written work, this encourages them to take care in their presentation and pride in their work.

## **CROSS-CURRICULAR ENGLISH OPPORTUNITIES**

Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practice and apply the skills, knowledge and understanding acquire throughout English lessons to other areas of the curriculum.

## **THE USE OF ICT**

We recognise the important role ICT has to play in our school in the development of English skills. ICT is used on a daily basis to enhance the teaching of literacy and to give all children the opportunity to experience, read and write multimodal texts and develop visual literacy.

## **ASSESSMENT AND TARGET SETTING**

Work will be assessed in line with the Assessment Policy. Teachers also link up with partner year group teachers to moderate assessments between the three town schools on a termly basis.

## **INCLUSION**

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. 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.

## **EQUAL OPPORTUNITIES**

St Catherine's has universal ambitions for every child, whatever their background or circumstances. Children learn and thrive when they are healthy, safe and engaged.

In order to engage all children, cultural diversity, home languages, gender and religious beliefs are all celebrated. Our curriculum includes a wide range of texts and other resources which represent the diversity and backgrounds of all our children.

We believe in 'valuing what the child brings to school' and recognise the importance of supporting a child's first language, not only to foster self-esteem, but to assist in the learning of English.

## **ROLE OF SUBJECT LEADER**

The Subject Leader is responsible for improving the standards of teaching and learning in English through:

- monitoring and evaluating English
- pupil progress
- provision of English
- the quality of the Learning Environment, taking the lead in policy development, auditing and supporting colleagues in their CPD, purchasing and organising resources
- keeping up to date with recent English developments.

## **PARENTAL INVOLVEMENT**

We aim to involve parents directly in the life of the school, and thus in the development of children's skills, knowledge and understanding in English. Parents are involved in hearing children read, and are encouraged to discuss books with them.

There are opportunities when parents can discuss their children's progress with their teacher. Year Group Booklets shared during Meet the Teacher sessions provide information about the English curriculum and how parents can support their children. They also emphasise the importance of reading. Parents are encouraged to read both with and to their children at home in order to promote reading. Parents are welcomed into school to support reading in the classroom.

Strategies for supporting children are shared at phase meetings and reading workshops as well as at parent helper training sessions.

End of Key Stage results are published in accordance with Government legislation.

This policy will be reviewed annually by the subject leader or in the light of changes to legal requirements.