



St Peter's C.E. Primary School

## English Policy

Date of policy: November 2016

## **Mission Statement**

In this distinctive, inclusive, Christian school, where everyone matters, we nurture and develop opportunities for life long learning. We come together in a vibrant, creative community that also develops our spiritual and cultural lives through:

- Love
- Trust
- Care
- Respect
- Joy

ensuring that everyone successfully achieves their full potential.

## **Background to the Policy**

The use of English in spoken and written form is the foundation of all learning. At St Peter's CE Primary school we believe that literacy and communication are key life skills and that through the English curriculum using cross curricular links where appropriate we should help children develop the skills, knowledge and thinking skills that will enable them to communicate effectively and creatively with the world at large.

### **1 Aims and objectives**

English offers children many opportunities to:

- Develop a positive attitude to speaking and listening and use language confidently in a range of contexts adapting how and what is said to suit the purpose and audience.
- Participate in conversation, listening to others and responding appropriately.
- Become aware of the characteristic of standard spoken English and understand that language varies through dialect and purpose.
- Develop an enthusiasm and love of reading for life.
- Read a wide range of texts.
- Use speaking and listening, reading and writing as essential tools in developing thinking.
- Write for a real purpose, so that it is interesting and enjoyable,
- Write in a range of genres in fiction and poetry, developing an understanding of how narratives are structured through setting, character and plot.

- Write in a range of non-fiction genres, structuring the text in a style to suit a purpose.
- Use grammar and punctuation accurately.
- Develop their phonic knowledge, skills and understanding of spelling conventions and use them to spell and read accurately.
- Develop a fluent, neat and joined handwriting style by the end of KS1.

## **2 Statutory Requirements**

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Document 2014, as well as in the Communication & Language and Literacy section of the Early Years Foundation Stage Curriculum (2012).

### **2.1 In the Foundation Stage**

Children entering school in reception may have already had a wide range of experiences in literacy and we value and build upon these individual experiences using role play, writing areas, the outdoor area and book corners to develop these skills.

The Early Learning Goals for Communication and Language, as a prime area and Literacy, as a specific area in the Early Years and Foundation Booklet underpin all work in this area.

By the end of the Reception year most children will be able to:

- Listen attentively in a range of situations
- Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions
- Give their attention to what others say and respond appropriately, while engaged in another activity
- Follow instructions involving several ideas or actions
- Answer 'how' and 'why' questions about their experiences and in response to stories or events
- Express themselves effectively, showing awareness of listeners' needs.
- Use past, present and future forms accurately when talking about events that have happened or are to happen in the future
- Develop their own narratives and explanations by connecting ideas or events
- Read and understand simple sentences
- Use phonic knowledge to decode regular words and read them aloud accurately
- Read some common irregular words

- They demonstrate understanding when talking with others about what they have read
- Use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words
- Write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible

## **2.2 In Key Stage 1**

By the end of Key stage 1 most children will be able to:

- Speak clearly, fluently and confidently to different audiences
- Listen to, understand and respond appropriately to others
- Work as a member of a group taking into account different views and negotiating roles
- Participate in a range of drama activities
- Read a variety of fiction and non fiction texts
- Use a variety of strategies in working out unfamiliar words when reading including: phonic clues, contextual clues, syntax and grammar and reading on for meaning
- Read with fluency, accuracy and expression
- Read on sight the 'common exception' words from the year 1 and 2 word list
- Know and understand the alphabetical system and be able to use simple dictionaries
- Communicate in narrative and non narrative forms and to write for a purpose
- Use appropriate and interesting vocabulary
- Develop and extend ideas in a sequence of sentences
- Use capital letters, full stops and question marks
- Use correct spelling for monosyllabic words
- Recognise phonemes and graphemes and to use this knowledge when attempting words
- Use accurately formed consistently sized cursive handwriting that ideally should be joined

## **2.3 Key Stage 2**

By the end of Key stage 2 most children will be able to:

- Speak with confidence in a wide range of contexts, adapting their speech as appropriate
- Listen attentively to, understand and respond appropriately to others identifying key features of language used for a specific purpose e.g. to persuade or instruct
- Work as a member of a group qualifying or justifying an opinion and to take up and sustain different roles

- Participate in a wide range of drama activities
- Read a range of more challenging and demanding reading material fluently, accurately and independently
- Interpret meaning beyond the literal
- Ask and answer questions about a text and express opinions, supporting a view by reference to the text
- Use library skills to locate books and reference skills to find specific information
- Use appropriate reading strategies when seeking information e.g. use of chapters, headings, skimming text
- Write in a lively and thoughtful way in a range of forms
- Sustain and develop ideas in an interesting ways
- Organise writing for purpose and to engage and sustain readers interest
- Use effective vocabulary, selecting words with precision to create a desired effect
- Use increasingly complex, grammatically correct sentences to extend meaning
- Organise sentences into paragraphs
- Use increasingly accurate spelling
- Use appropriate punctuation, including commas, apostrophes and inverted commas
- Use fluent, legible cursive handwriting which is ideally joined

### **3 English Curriculum Planning**

The school uses the Foundation Stage Curriculum, National Curriculum 2014 and the school's English overview as the basis of its curriculum planning.

We carry out our curriculum planning in English in two phases (long-term and short term). The long term planning tries to make links between areas of the curriculum so that the children experience a connected curriculum that gives literacy a purposeful setting.

The class teacher is responsible for writing the weekly and daily plans for lessons (short-term plans). These should always be shared with support staff. These plans list the specific learning objective/ big question of each lesson and should be on the St Peter's format (found on the network). The plan should be displayed on the wall in the classroom and annotated and altered each day. They are then filed in a planning folder which should always be available in the classroom for SLT scrutiny.

Each genre/unit of English planning should be centred around a specific book or other media used as a stimulus (film clip, sound recording, object). This should be referred to in most lessons within that series of lessons and provide a 'hook'. These stimuli can relate to the topic planning whenever possible.

#### **4 The contribution of English to teaching in other curriculum areas.**

English underpins the whole curriculum as children are both using and reinforcing their skills of speaking and listening, reading and writing in every area of the curriculum. Our connected curriculum allows us to teach and apply these skills across all subjects.

It is particularly important that teachers include ICT in their planning. Children are taught to:

- Use ICT to develop their ideas and to record their creative work.
- Communicate with the wider community using e-mail.
- Develop their research skills and decide what information is appropriate for their work, making notes as reference.
- Begin to question the plausibility and quality of information.
- Learn how to amend and present their work in different ways.

#### **5 Inclusion**

**5.1** At our school we teach English to all children, whatever their ability. English forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our English teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected judgements. Teachers use target cards (based on the National Curriculum) in reading and writing as continual assessment and to inform future planning and targets. Opportunity will be found for more able children to extend their understanding. Intervention programmes will be used with children who are finding it more difficult to access the English curriculum where appropriate

**5.2** When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors, including classroom organisation, teaching materials, teaching style, and differentiation. This gives staff the opportunity to take some additional or different action, if necessary to enable the child to learn more effectively. This ensures that our teaching is matched to each individual child's needs.

**5.3** We enable pupils to have access to the full range of activities involved in learning English. Where children are to participate in activities outside the classroom, for example, a trip to a museum, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

## **6 Assessment and recording**

**6.1 Assessments** are made in line with the school assessment policy and are made at the end of each half term, in line with the national curriculum and the use of target cards.

**6.2** In addition Formal assessments of writing are made each half term. SATs testing is still in place for Year 2 and 6 in the Summer term.

**6.3** Children's progress is reported to parents at parent's evenings and in reports that are issued mid yearly and at the end of the school year in the Summer term. SAT results are given to parents in the end of year reports.

**6.4** Individual records (target cards and class data lists) are on -going and are kept by the class teacher. The Assessment co-ordinator inputs half termly reading and writing levels onto SIMS, which are analysed by teachers and SLT members. Any children believed to be underachieving are given support through interventions, individual targets and booster groups.

**6.5** Half termly pupil progress meetings with Headteacher and class teacher are used to identify any children believed to be underachieving. They are then given support through interventions, individual targets and booster groups.

## **7 Resources**

Teachers have access to a wide range of resources.

The school:

- is committed to reviewing the position and use of English resources
- will ensure the efficient deployment of existing resources
- is committed to updating and renewing their replacement when necessary, considering further purchasing to meet future needs

## **8 Monitoring and review**

**8.1** It is the responsibility of the English co-ordinator to monitor the standards of children's work and the quality of teaching in English. The English co-ordinator is also responsible for supporting colleagues in the teaching of English, for being informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school.

**8.2** The English co-ordinator gives the Headteacher an annual summary report, an action plan and a set of curricular targets in which s/he evaluates strengths and weaknesses in the subject and indicates areas for development.

## **9 The role of the co-ordinator**

It is the responsibility of the English subject leader to:

- Write and update the curriculum policy for English;
- Produce and monitor the long-term curriculum map to ensure coverage of the scheme of work for English;
- Monitor and review medium-term plans for English to ensure progression;
- Aid colleagues with the planning and delivery of lessons when required;
- Maintain a portfolio of children's work and use these to demonstrate what the expected level of achievement is in each age group in the school;
- Monitor and review standards of English teaching through e.g. lesson observations, coaching techniques;
- Produce an annual report reflecting on the standards of provision for English and to set targets accordingly;
- Review and order resources to enable the delivery of the English curriculum.

The Governing Body will review this policy every three years. However it may be reviewed earlier if new government regulations are introduced, or if the Governing Body receives recommendations on how the policy might be improved.

**Signed:**

**Date:2016**

**Review due:** Spring term 2019