



We Follow Christ's Footsteps in Love

English Policy February 2019

St. Joseph' Infant and Junior Schools



ENGLISH POLICY FEBRUARY 2019

PHILOSOPHY

We believe that every child in our school should be given the opportunity to reach their full potential in becoming confident communicators in English. The English curriculum aims to develop language skills in four different areas: reading, writing, speaking and listening.

Children are enabled to express themselves creatively and imaginatively as they become enthusiastic and critical readers of stories, poetry and drama, as well as non-fiction and media texts. Children use their knowledge, skills and understanding in Literacy across a wide range of different situations.

We recognise that English skills permeate all areas of the school curriculum and are crucial to each child's academic and social development.

AIMS

St Joseph's Infant and Junior Schools aim to deliver the Programmes of Study for Key Stage 1 and 2 of the National Curriculum in English and to follow the Early Years Revised Framework 2014 regardless of ability, gender, race, socio-economic or cultural background or any special educational needs or disability. In cases of physical or sensory disability, the schools will endeavour to provide specialist apparatus, or, if applicable, computer software so that the pupil may have full access.

Our English Policy aims to ensure that all pupils will:

- develop the necessary skills to use the English language confidently, appropriately and accurately to the best of their ability.
- be able to speak clearly, fluently and with confidence.
- be able to listen to the spoken word attentively, with understanding, pleasure and empathy.
- be able to read a range of materials fluently and with understanding for enjoyment and for information.
- learn about a wide range of cultures through literature available to them. It should be relevant to pupils' interest and enlarge their understanding of other peoples' experience.

- be able to write effectively for a range of audiences and purposes using spelling, punctuation and grammar accurately and confidently.
- receive daily high quality teaching of phonics in Key Stage 1 in line with government recommendations.

We also aim to:

- promote a love of books and reading for enjoyment.
- develop good language skills to enable pupils to express their own needs, feelings, emotions and spirituality and understand other's needs.
- Facilitate children's learning in other curriculum areas, through the confident use of their English skills in speaking and listening, reading and writing.

LEARNING ENVIRONMENT:

At St. Joseph's Infant and Junior Schools we see the learning environment as a crucial tool to support the needs of our learners. Displays, prompts and resources support and promote independent learning.

- Specific displays, including vocabulary boards are used to support learning about features of particular genres during units of work. The teacher models effective use of the learning environment, for example during demonstration writing.
- Reading areas are well presented, promoting the enjoyment of reading. Children are encouraged to read extra library books as well as their weekly reading book.
- Displays of children's writing are used to celebrate achievement.
- Regular Literacy events are organised involving the whole school e.g. Poetry week, World Book Day, book fairs, visits to the Local Library, writing projects and competitions.

PLANNING

All teachers are responsible for planning English lessons which are in line with government recommendations and are appropriate to the needs of individual

children in their class including SEND, EAL, EMO or Gifted and Talented. English lessons will promote equal opportunities for all these groups through careful differentiation, planning and selection of appropriate materials.

Medium term planning outlines the objectives to be taught within particular units of work covering a range of fiction and non-fiction genres and text types. Copies of medium term plans are saved on the school website and school network.

Weekly planning provides details of tasks, differentiated activities, inclusive strategies and adult support. Planning is evaluated each week to inform future planning. Medium and weekly planning is saved on the school network to be available for monitoring by the English Subject Leaders or Head teacher.

TEACHING AND LEARNING

In the teaching of English, the pitch and pace of the learning is sensitive to the needs of the children. Teachers have high expectations enabling all children to make progress. The strong interdependence between speaking, listening, reading and writing underpins planning and provision.

Early Years Foundation Stage:

The Communication and Language, and Literacy curriculum planning is based around children's individual needs, interests and stage of development. When planning children's activities at St Joseph's Infant school, the three characteristics of learning are used to give opportunities to help pupils learn and find out how they learn best, including:

- playing and exploring - children investigate and experience things and 'have a go',
- active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Teachers use the children's interests to plan and guide pupils towards achieving the Early Learning Goals, as well as extending exceeding pupils to ELG+.

Communication and language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children are given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

In Early Years Foundation Stage and key stage 1:

Children will be taught phonics daily using the Read, Write Inc. programme. In addition to these lessons and in accordance with the Read, Write Inc. programme, identified children will also receive 10 minutes daily of 1:1 extra phonics support.

Children who do not pass their statutory Phonics test in Year 1 will be provided with continued support with phonics in Year 2 and Lower Key stage 2 either one-to-one or in small groups.

In Key stage 1 and 2:

- Drama and speaking and listening activities with talk partners and within groups are regularly planned for and are used to develop learning objectives in Literacy and across the curriculum.
- In Literacy lessons children are given the opportunity to work on whole class activities, group work, paired work and individual work.
- In each class individual tasks are differentiated to support as well as challenge different abilities.
- The teaching of English always makes use of the strategies outlined on the EAL inclusive checklist which is included on all planning.
- Additional time is allocated to reading (outside of the one-hour lesson allocation each day) to be used to develop word reading and comprehension skills through guided reading sessions.

- Reading of books in the Infant and Junior School's reading programmes and class stories and texts will provide extra opportunities for reading outside Literacy lessons.
- Each child will receive at least one book to read at home each week.
- The 'Power of Reading' teaching and learning resource will give the opportunity to use high-quality class texts as inspiration for work across the curriculum.
- The teaching of grammar, different sentence structures, vocabulary and punctuation is the basis of the teaching of writing across both Key stages, along with the objectives of the National Curriculum 2014.
- The practise of these core writing skills as well as independent writing is covered in weekly extended 'Big Writing' sessions that are planned to engage pupils creatively.
- Each half term children produce a piece of writing in their 'Golden Writing' book which is passed up each year, to show the development of their writing skills.
- Phonics (in key stage 1) and Grammar objectives in both schools are taught as part of units of work but also as stand-alone-lessons.
- A range of spelling strategies are used with children along with developing an investigative approach to spelling patterns and conventions. Children receive a written spelling test once a week.
- From the Foundation Stage onwards, children will be taught to form letters correctly using continuous cursive script leading to a fluent joined and legible handwriting style.

USE OF ICT

Opportunities to use ICT to support teaching and learning in English are incorporated into the lessons as appropriate e.g. use of film clips, photographs, Internet resources, PowerPoints or ICT programs used as a stimulus for reading and writing. Children will also be given opportunities to research and present information and publish their work using ICT. Each class has an interactive whiteboard and access to individual IPADS which enables easy access to stimulating resources and develops pupil's e-literacy.

ASSESSMENT

Assessment is a vital part of planning and teaching English. Children's progress will be monitored using guidance from the Early Years Revised Framework 2014 in the Foundation Stage and National Curriculum expectations 2014 in Key Stage 1 and 2.

Early Years Foundation Stage:

Assessments are observation based. This involves reaching an understanding of children's learning by watching, listening and interacting as they engage in everyday activities, events and experiences, and demonstrate specific knowledge, skills and understanding. Some will be planned but some will be a spontaneous capture of the moment. Children are assessed formatively throughout the year, with teachers using the Development Matters as guidance to monitor the age/stage pupils are working within. This is then used to inform planning to ensure pupils can achieve their next steps. The Early Years Foundation Stage Profile (EYFSP) is used as a summative assessment at the end of year where children are assessed against the Early Learning Goals (ELGs) to see if they are at expected, emerging or exceeding in Literacy. In making the decisions, teachers refer to the exemplification descriptors which establish national standards. Moderation takes place internally every half term and externally termly, along with other schools in the borough. Teachers in the Foundation Stage also liaise with Year 1 teachers in the summer term to agree standards of work and support their pupils' transition to Year 1.

Key stage 1 and 2:

Marking in Literacy books will use the triangle system and 'level of support' codes as detailed in the Assessment and Marking policy.

Where possible, the marking of children's work can be done in their presence during guided sessions or verbally in order to give them immediate clear and constructive feedback.

Regular targets will be set to help children improve their work. Children will be involved in their own target setting for Literacy by highlighting targets they are working on, which are then signed and dated by the teacher when achieved.

Marking of 'Big Writing' and 'Golden Writing' tasks will use the 'Two Stars and a Wish' system as detailed in the Assessment and Marking policy. Marking codes and target setting is used effectively in the drafting process.

Regular assessments will also help to monitor progress, set targets and inform planning in different aspects of English.

During regular guided reading sessions, teachers provide opportunities for pupils to explore and discuss quality texts in groups. Teachers make notes on pupil's reading development and comprehension to inform ongoing assessment.

In Key Stage 1, PM Benchmark is used once a term to assess children's competency in reading.

In Key stage 2 the 'Renaissance Place' program is used to monitor progress in reading each week through a quiz based on the child's home reading book.

Each term pupils in Key Stage 2 will take progress tests to show how their reading age is progressing from the initial 'Star reading test'.

Teachers assess children against the National Curriculum objectives regularly throughout each unit of work using Classroom Monitor online. Data gathered is used to inform planning and address the needs of pupils within each class to ensure they meet their age-related expectations.

Each term, teachers moderate samples of written work from six pupils in their class who represent different ability groups. Evidence is also collected in reading and speaking and listening to show progress against year group objectives.

Teachers are given regular opportunities to moderate standards in Literacy across both schools as well as cross-moderation with other schools in the borough.

Statutory assessments including the Phonics Screen Check in Year 1, Key Stage 1 and 2 SAT's will be completed for Reading, Grammar, Punctuation and Spelling. These are set in accordance with legal requirements.

INCLUSION:

In St Joseph's Infant and Junior Schools we aim to provide an inclusive learning experience for all children so that they achieve as highly as they can in English according to their individual abilities.

In order to make the curriculum accessible to our pupils, we:

- plan for specific development in skills, knowledge and understanding so that the pupils can be given appropriate tasks.
- remove barriers to participation, e.g. where these apply to pupils with special needs.
- provide opportunities for individual pupils to experience success.
- provide opportunities for higher achievers to extend their learning, allowing them to develop their skills and abilities.

Special Educational Needs & Disabilities

We strive to ensure that pupils with special educational needs or disabilities have access to the same broad and varied English curriculum as their peers. English lessons are planned based on sound knowledge of the pupil's abilities and, where appropriate, linked to IEPs. SEND children have their particular needs recognised and are given appropriate resources to support their learning in English, including adult support when necessary. Work is differentiated appropriately in all lessons.

Academically More Able Pupils

These children are given appropriate challenge by their class teacher, using appropriate resources to extend their reading, writing and speaking and listening skills.

EAL

EAL in Early Years Foundation Stage:

For children whose home language is not English, teachers take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home. Teachers also ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS: ensuring children are ready to benefit from the opportunities available to them when they begin Year 1.

When assessing communication, language and literacy skills, teachers assess children's skills in English. If a child does not have a strong grasp of English language, teachers explore the child's skills in the home language with parents and/or carers, to establish whether there is cause for concern about language delay.

EAL in Key stage 1 and 2:

We are aware that children with English as an additional language may require differentiated work and support in order to access the curriculum. We seek to provide this through using the inclusive checklist techniques and monitor progress through the use of EAL profiles and assessment. Individual EAL targets are set using Classroom Monitor. EAL 'beginners' will be assessed using the EAL 'steps' system and given extra one-to-one support to learn key sight vocabulary, phonics and simple sentence structure. EAL pupils will be guided as they develop their language skills in all areas of the curriculum. There are a range of resources available to support pupils with EAL.

MANAGEMENT

The Literacy Leaders in the Infant and Junior Schools will:

- Take the lead in policy development, support colleagues and monitor progress throughout the school.
- Keep up to date with developments in English education in order to disseminate information and purchase central resources as appropriate.

- Analyse assessment data to monitor progress and take appropriate action to improve standards, including a review of internal and external data or documentation.
- Provide annual reports for Governors and presentations as necessary.
- Regularly monitor and help improve the teaching and learning of the English curriculum.

PARENTAL INVOLVEMENT

Parental involvement in their children's learning is encouraged and welcomed particularly in:

- developing good speaking and listening skills at home.
- hearing children read regularly at home.
- making positive use of their local library.
- monitoring or assisting with homework.
- attending English Curriculum Meetings
- attending planned workshops to support their understanding (e.g. phonics and reading).

RESOURCES

We aim to provide the wide variety of resources that are necessary to implement the English National Curriculum and Early Years Revised Framework 2014.

- These resources should stimulate and encourage children's development in learning, specific to their age group, in both spoken and written forms.
- Resources should incorporate different learning styles.
- Resources should be continually updated and checked to make sure they are appropriate.
- Use of the library and book fairs, to promote reading will be actively encouraged as well as the use of outside facilities such as theatre groups and author visits.
- IPADS and other technologies will be used to support and enhance pupil's skills in Literacy.