

St Joseph's Catholic Primary School

Policy: English



Mission Statement:

At St Joseph's we welcome all
as members of our school family.
We learn and care for each other as brothers and sisters; enriched by
the teachings of Jesus.

We encourage creativity;
valuing our unique talents and skills as gifts from God.
Working alongside pupils and parents/carers,
we can all succeed and realise great things.

Serving the communities within the Parish of St Joseph's and St Francis
and beyond,
we reach out to all.
We respect each other, our different cultures and faiths; celebrating our
richness and diversity.

Through worship and prayer we show our love; striving to achieve our
very best

Aims:

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

At St. Joseph's Literacy has a key place in the education of children here. It is both an important subject in its own right and the medium for accessing the whole curriculum. A child's ability to communicate is vital to all aspects of their learning.

Our aim is for all our children to be confident and enthusiastic speakers, readers and writers, so we provide a broad range of daily activities for children to develop and apply their speaking, listening, reading and writing (including grammar and punctuation) skills.

Daily coverage of curriculum :

Key Stage 1	Key Stage 2
Quickwrite 10 mins daily	Quickwrite/sentence level work 10 mins daily
Phonics/SPAG 20 mins daily	SPAG 20 mins daily
Literacy Lesson 1 hour daily	Literacy Lesson 1 hour daily
Guided reading/independent reading 20 mins daily	Guided reading/independent reading 20 mins daily
Handwriting 10mins 3 x weekly	Handwriting 10mins 3 x weekly
Shared reading daily 10 minutes (teacher reading to class)	Shared reading daily 10 minutes (teacher reading to class not necessarily linked to the topic)

Reading

Children become successful readers by learning to utilise a range of strategies to access texts, focusing on the meaning, structure and visual aspects of text.

In the Early Years reading skills are introduced through a rich story based curriculum to develop rich oral language structures and a love of books. Phonics teaching is used to develop the skill of decoding words. Children are taught 'Letters and Sounds', use a structured, multi-sensory approach and a variety of stimulating, appropriately levelled texts.

In KS2 children develop their comprehension skills further and refine their inference and deduction skills.

Books, graded into Book Bands, are taken home on a regular basis and reading record books provide communication on progress between home and school. Independent reading books are available from the school library.

At St. Joseph's, guided reading sessions take place daily outside the Literacy lesson. Children are grouped by ability and work in either teacher led, teacher directed activities or independently.

Structured systems are in place for children who need long or short term support.

Intervention

For those children in Year 1 and 2 working below age related expectation (ARE) two interventions are available. Reading Recovery is a reading and writing intervention taught by a trained Reading Recovery teacher. Children receive daily ½ hour 1:1 sessions. Fisher Family Trust is a similar intervention carried out by a trained Teaching Assistant. Children receive 15-20 minutes 1:1 per day.

Writing - composition

The use of engaging, relevant and high quality texts is central to our writing curriculum. From Reception to Year 4 we use Talk For Writing techniques to develop the children's understanding of story and their oral storytelling skills. Through teacher modelling, shared and guided writing children are taught the writing process in order for them to become independent writers. Children write for purpose and meaning wherever possible and are given opportunities for independent writing to apply skills learned in shared and guided writing. Grammar and punctuation is taught both discretely and within English lesson.

Quick Write

As a school we have developed "Quick Write" which is carried out on a daily basis in every class. Quick write is designed to improve basic sentence writing skills. It removes the need for composition skills and focuses on the secretarial skills of a sentence. It is a 10 minute session, almost a warm up or review of skills to prepare for the actual literacy lesson.

Handwriting

At St. Joseph's children learn to develop an effective, cursive style of handwriting, which is legible and easy to produce. Children in Reception learn to write and recognise letters in printed style. Children begin to develop cursive style in Year 2.

By the end of key stage 2 - Handwriting is legible and fluent handwriting is usually maintained when writing at efficient speed. The children make some choices about shape, size and joining to reflect the purpose of the text.

Assessment

Assessments are made in line with the school assessment policy.

Teachers use effective assessment for learning to ensure planning is based on prior attainment and that pupils know what they need to do to achieve the next steps. Group or individual targets are set accordingly. Marking is in line with the school marking and feedback policy.

Analysis of assessment data is used to set targets. Class targets are derived from the school's key skills and are regularly reviewed. Where applicable, school issues are addressed through targets linked to Appraisal.

We make medium-term assessments to measure progress against the key objectives, and to help us plan the next unit of work. We use the class record of the key objectives as the recording format for this on the D-Tracker assessment scales to track and plan children's individual progress and stages of achievement throughout the year.

Monitoring and review

The coordination and planning of the English Curriculum are the responsibility of the subject leaders who also:

- support colleagues in their teaching, by keeping informed about current developments in English, and by providing a strategic lead and direction for this subject;
- gives the headteacher an annual summary report from which the strengths and weaknesses in English can be evaluated, and areas for further improvement identified;
- uses specially allocated regular management time to review evidence of pupil's work .

The quality of teaching and learning in English is monitored and evaluated by the Headteacher along with subject leader as part of the school's agreed cycle of monitoring and evaluation.

A named member of the school's governing body, Alison Childs, is briefed to oversee the teaching of English. The English governor meets regularly with the subject leader to review progress.

This policy will be reviewed every year or sooner if necessary.

Staff Development

Teachers are expected to keep up to date with subject knowledge and use current materials that are available in school or online.

Training needs are identified as a result of whole school monitoring and evaluation, performance management and through induction programmes. These will be reflected in the School Development Plan. The English subject leaders will arrange for relevant advice and information, such as feedback from courses or newsletters, to be disseminated. Where necessary, the English subject leaders organise school based training.

Additional adults who are involved with intervention programmes will receive appropriate training that may be school based or part of central training.