

ST JOSEPH'S RC PRIMARY SCHOOL ENGLISH POLICY

To be read in connection with the following policies:

Marking and Feedback
Equality
SEN

1. AIMS

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 literacy skills.

Our aim is that when the pupils at St Joseph's RC Primary leave Year 6 they:

- read and write with confidence, fluency and understanding, using a range of Independent strategies to self-monitor and correct;
- have a love of reading and a desire to read for enjoyment;
- have an interest in words and their meanings; developing a growing vocabulary in spoken and written forms;
- understanding a range genres and media types;
- are able to write in a variety of styles and forms appropriate to the situation; using their developing imagination, inventiveness and critical awareness;
- have a suitable technical vocabulary to articulate their responses.

2. STATUTORY REQUIREMENTS

Statutory requirements for the teaching and learning of English were laid out in the National Curriculum English Document (2000) leading to the New Curriculum (2013) and in the Communication and Language and Literacy sections of the Statutory Framework for the Early Years Foundation Stage (2012).

The new English programme of study (2014) is based on 4 areas:

- Spoken language
- Reading

- Writing
- Spelling, grammar, punctuation and glossary

The new National Curriculum is divided into 3 Key stages:- Key Stage 1 (Years 1 and 2),

Lower Key Stage 2 (Years 3 and 4) and Upper Key Stage 2 (Years 5 and 6).

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. The new National curriculum 2014, gives detailed guidance of what should be taught at each Key stage under the following headings.

- Spoken language
- Reading - Word reading,
- Comprehension
- Writing - transcription, spelling,
- Handwriting and presentation
- Composition
- Grammar

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. Children are given opportunities to speak and listen throughout all subject areas.

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.

The Governing Body receive regular reports on the progress of English provision.

3. SUBJECT ORGANISATION

Foundation Stage

In Foundation stage children have daily discrete English lessons through the Read, Write Inc scheme. In small ability groups the 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 discrete phonics lessons and Read, Write Inc continue and are taught in ability groups, while children have daily mixed ability Literacy lessons. Children take part in both guided and individual reading sessions and have regular story times to develop a love of reading.

Literacy skills are developed across the curriculum. Provision is made for children who require extra support through high quality teaching, intervention programmes, differentiated class teaching and differentiated Read, Write Inc sessions.

Key Stage 2

In Key Stage 2 Children have daily Literacy Lessons including grammar for writing. Additional literacy sessions include guided reading, handwriting, and spelling from the 2014 Guidance. Literacy skills are developed across the curriculum. Provision is made for children who require extra support through intervention programmes and differentiated class teaching.

APPROACHES TO SPEAKING AND LISTENING

The Four Strands of Speaking and Listening: Speaking; Listening; Group Discussion and Interaction, and Drama 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: class assemblies, presentations, Talk for Writing, talk partners, drama and performances including our Christmas Nativity, Harvest, Summer performance and a performance at the end of the year. Children who require extra support in speaking and listening benefit from the expertise of a Speech and Language Support which is organised by our SENDCO.

We recognise the need for all pupils to speak, read and write Standard English fluently and accurately, while acknowledging that a pupil's own dialect, or other language is of prime importance. It is our school policy to model Standard English to the children.

5. APPROACHES TO READING

Teachers model reading strategies during shared reading sessions within lessons, 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 discrete phonics lessons in FS and KS1 enable children to decode efficiently. This is continued into KS2 where necessary.

A range of book banded reading schemes are used to support early readers. Guided Reading books are selected to provide appropriate challenge and to be instructional, and will generally be a higher book band than those books that pupils share at home (see Guided Reading Policy). Teaching assistants may support reading activities to ensure that children have more frequent opportunities to read with adults.

Children in the Foundation Stage classes take home a book from school and parents are encouraged to read the books with their child daily and then record what book they have read and how they have got on. We encourage regular teacher – parent communication.

Pupils move on to Guided Reading as soon as they are at an appropriate level.

In KS1 children take home a levelled book according to their ability. These books develop fluency and enjoyment of a variety of texts (e.g. stories, poetry, information) In addition to this children have the opportunity to choose a book from the school library where appropriate. Each child has 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.

In Key Stage 2 children choose library books to take home and read. They are encouraged to record their own thoughts and opinions about the books in their Reading Record. Throughout the Key Stage children become more independent in recording what they have read in their reading journals. We also have a selection of books in each Class Reading Corner in all classes to support appropriate text choices. Those children who still require a more structured approach to reading have access to the Book Banded books to help them to continue to grow in confidence as readers with a text that is appropriate for their age group.

Teacher assessments, including standardised tests, are administered throughout the year and provide school with the levels which the children are reading at as well as identifying their next steps in reading and comprehension.

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.

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.

6. 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. 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 school assessment criteria. 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 both during and at the end of each unit.

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, role play, hot seating 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.

7. CROSS-CURRICULAR LITERACY OPPORTUNITIES

Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through literacy lessons to other areas of the curriculum, with a particular focus in our school of writing through all subject areas where the same standard of writing is expected as seen in Literacy books.

8. THE USE OF IT

We recognise the important role IT has to play in our school in the development of Literacy skills. IT is used to enhance the teaching of literacy and to give all children the opportunity to experience, read and write texts and develop visual literacy. The use of IT is cross -curricular.

9. ASSESSMENT AND TARGET SETTING

Work will be assessed in line with the Assessment Policy and recorded on the School Pupil Tracker. Pupils will have Reading and Writing Targets where appropriate and will know their 'next steps' to ensure progression.

10. 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.

11. PERSONAL SOCIAL AND HEALTH EDUCATION

Pupils are encouraged to reflect on issues of personal, social and health education through their individual reading of fiction and non-fiction texts and their responses, e.g. in their reading journals. Specific texts provide opportunities for focused response to texts during shared and guided reading.

12. ROLE OF SUBJECT LEADER

The Subject Leader is responsible for supporting the improvement in the standards of teaching and learning in Literacy through:

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

13. PARENTAL INVOLVEMENT

We aim to involve parents 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 each term when parents can discuss their children's progress with their teacher. Weekly Class Letters 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 work with their children during open afternoons and mornings and also to information sharing sessions.

Phonics Assessments (Year 1) and SATs results (Year 2 and Year 6) are published in accordance with Government legislation.

This policy will be reviewed in December 2018.

SignedDate (Chair of Governors)

SignedDate (Headteacher)