



'To inspire, to learn, to love with God'

Policy for English

January 2019

Adopted by full governing body: 13th March 2019
Review Date: January 2022

English Policy

This policy should be read in conjunction with the school's Teaching and Learning Policy, Assessment Policy and Marking Policy, Homework Policy, Special Educational Needs and Disabled Policy, Public Sector Equality Duty Policy.

This policy should also be read alongside the new national Curriculum in England (published September 2014) and other documents from the Standards and Testing Agency.

Rationale

The National Curriculum (2014) clearly states that teaching the English language is an essential, if not the most essential role of a primary school.

At School we recognise that without effective communication, little achievement can be made. We know that we have a duty to ensure that English teaching is a priority and we recognise that this is necessarily cross-curricular and a constant through-out school life and beyond. It is part of the 'essential knowledge' (p6 National Curriculum) that is needed in society:

'Teachers should develop pupil's spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.' (p10 National Curriculum).

We are an inclusive school; we set high expectations and recognise the importance of accurate and regular assessment in order to support individuals at every part of their learning journey and in whatever circumstances. We use one to one support and small group work to help with this.

We plan teaching opportunities to help those for whom English is an additional language and those with disabilities outlined in the SEN code of practice. We agree with the statement of the National Curriculum, that 'pupils...who do not learn to speak, read and write fluently and confidently are effectively disenfranchised' (p13)

Spoken Language:

The National Curriculum states that pupils should be 'taught to speak clearly and convey ideas confidently in Standard English' (p10) They should:

- ❖ Justify ideas with reasons
- ❖ Ask questions to check understanding
- ❖ Develop vocabulary and build knowledge
- ❖ Negotiate
- ❖ Evaluate and build on the ideas of others
- ❖ Select the appropriate register for effective communication
- ❖ Give well-structured descriptions and explanations
- ❖ Speculate, hypothesise and explore ideas
- ❖ Organise their ideas prior to writing

Aims

At St. Joseph's Catholic Primary School we aim to and encourage our pupils to speak clearly and confidently and articulate their views and opinions. We teach that children need to express themselves orally in an appropriate way, matching their style and response to audience and purpose. Listening and responding to literature, giving and receiving instructions. They develop the skills of participating effectively in group discussions.

In addition, this policy will support the development of children to:

- ❖ be effective, competent communicators and good listeners
- ❖ read fluently
- ❖ be able to express opinions, articulate feelings and formulate responses to a range of texts both fiction and non-fiction using appropriate technical vocabulary
- ❖ be interested in words and their meanings, and develop a growing vocabulary in both spoken and written form
- ❖ engage with and understand a range of text types and genres
- ❖ be able to write in a variety of styles and forms showing awareness of audience and purpose
- ❖ develop powers of imagination, inventiveness and critical awareness in all areas of literacy
- ❖ use grammar and punctuation accurately
- ❖ be competent spellers and understand spelling conventions
- ❖ produce effective, well presented written work.

Entitlement

Pupils have access to a wide range of speaking and listening opportunities that include:

- ❖ Planned teaching and learning of speaking and listening skills, drama, group discussion and interaction
- ❖ talking about their own experiences, recounting events
- ❖ participating in discussion and debate
- ❖ talk for writing
- ❖ Encouraging talk-time at home at all ages
- ❖ retelling stories and poems
- ❖ expressing opinions and justifying ideas
- ❖ listening to stories read aloud
- ❖ presenting ideas to different audiences
- ❖ taking part in school performances
- ❖ responding to different kinds of texts
- ❖ talking to visitors in school
- ❖ listening to ideas and opinions of adults and peers
- ❖ role-play and other drama activities across the curriculum.
- ❖ School Plays
- ❖ Class debates
- ❖ Weekly assembly
- ❖ Events within the community
- ❖ School Council
- ❖ Talk partners
- ❖ PSHE and circle time

Resources

Teachers have access to a range of resources for speaking and listening activities. These are kept in the central English resource area. There are also some useful Physical Social Health Education resources which also support this area as well as DfE Speaking and Listening Materials.

Teaching and Learning

Teachers' provide a wide range of contexts for speaking and listening throughout the school day.

Teachers' model speaking clearly; this includes clear diction, reasoned argument, using imaginative and challenging language and use of Standard English.

Teachers are also sensitive in encouraging the participation of retiring or reticent children.

Listening is modelled as is the appropriate use of non-verbal communication, respecting the views of others.

Speaking and listening outcomes are planned for in all areas of the curriculum and speaking and listening is identified in planning. Roles are shared with pupils: sometimes a pupil will be the questioner, presenter, etc.

Learning takes place in a variety of situations and group settings. For example these could include reading aloud as an individual, working collaboratively on an investigation, reporting findings as a newscaster, interviewing people as part of a research project, acting as a guide for a visitor to school, responding to a text in shared or guided reading.

Social and Emotional Aspects of Learning (SEAL) is embedded in the curriculum, and provides opportunities for children to learn to respect the views of others and the importance of speaking and listening with regard to others. Through assessment for learning strategies such as 'Talking Partners', through discussion and debate, and by embedding Speaking and Listening across the curriculum, pupils are explicitly taught a range of speaking and listening strategies, skills and objectives in planned and systematic progression throughout the school.

Reading

The National Curriculum states that pupils should be taught to read fluently, understand extended prose and be encouraged to read for pleasure. Reading is singled out as of extreme importance since through it 'pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually' (p13)

Reading allows pupils to 'acquire knowledge' and to 'build on what they already know' (p13).

Schools are expected to have library facilities and support and encourage reading at home.

The 2014 Curriculum divides reading skills into two dimensions:

- **Word reading/ decoding**
- **Comprehension**

We recognise that both these elements are essential to success and we support the acquisition of both sets of skills through various methods. We recognise that these areas are clearly linked to the other aspects of English learning: speaking and listening, writing, grammar and vocabulary. We also understand that reading is a developmental process and part of life-long learning and we encourage and praise children at every stage of it.

Aims

To enable children to:

- ❖ develop positive attitudes towards reading and read for purpose *and* pleasure
- ❖ daily phonics, in Key Stage One with regular reading to adults in school and at home
- ❖ use reading skills as an integral part of learning throughout the curriculum;
- ❖ read and respond to a variety of texts whilst gaining increased level of fluency, accuracy, independence and understanding
- ❖ develop different strategies for approaching reading and be able to orchestrate the full range of strategies

Entitlement

Pupils have access to a wide range of reading opportunities that include:

- ❖ shared reading
- ❖ guided reading
- ❖ regular independent reading
- ❖ home/school reading
- ❖ hearing books read aloud on a regular basis
- ❖ selecting own choice of texts including ICT texts
- ❖ reading whole texts
- ❖ reading in other subjects including ICT texts
- ❖ access to the school library and Reading Cloud

Teaching and Learning

Teachers promote and value reading as an enjoyable activity and also as a life skill. The **Simple Model of Reading** provides the framework for the teaching of reading. Progression in reading starts with the systematic teaching of synthetic phonics. This is in the context of a broad and rich Foundation Stage curriculum which celebrates reading for pleasure and proactively develops children's speaking and listening skills and language development. As pupils develop reading fluency throughout KS1, teachers teach a broad range of comprehension strategies, which allow pupils to engage with text in a variety of ways to suit different learning styles, **this includes individual reading and whole class Guided Reading.**

In **shared reading** the teacher models the reading process to the whole class as an expert reader providing a high level of support. Teaching objectives are pre-planned and sessions are characterised by explicit teaching of specific reading strategies, oral response and collaboration. Texts are rich and challenging, beyond the current reading ability of the majority of the class, and are linked to the unit of work under current study.

Guided reading is the key strategy and vehicle for the explicit and direct, differentiated teaching of reading comprehension. **In guided reading** texts are chosen for the whole class to listen to, echo read and then read collectively. Followed by differentiated questioning and activities to suit the needs of each group. Key vocabulary that children encounter in during these sessions is identified and taught.

Teachers plan for **independent reading** activities during sessions of guided reading. Texts are selected so that pupils can access them without support. The focus for the reading is to provide practise, to develop personal response to text and crucially, reading for pleasure. Many other opportunities are

provided for pupils to practise and extend reading in other subjects. Pupils select texts under the guidance of the teacher for independent and home/school reading. Independent reading is monitored and progress discussed with individual pupils on a regular basis. Where pupils are working below age appropriate objectives, a reading programme will identify additional opportunities to read with an adult and other support required.

Resources

The school has well-stocked book areas with a range of fiction and non-fiction. Classroom collections are changed at regular intervals. Pupils also have opportunities to read magazines, information leaflets and ICT texts. The school library is an important resource and pupils are taught how to use it appropriately. Children in KS2 have the use of the Reading Cloud website to monitor and review the books they are reading.

Writing

The National Curriculum states that pupils should:

- Develop the stamina and skills to write at length
- Use accurate spelling and punctuation
- Be grammatically correct
- Write in a range of ways and purposes including narratives, explanations, descriptions, comparisons, summaries and evaluations
- Write to support their understanding and consolidation of what they have heard or read

The 2014 Curriculum divides writing skills into two dimensions:

- **Transcription (spelling and handwriting)**
- **Composition (articulating ideas in speech and writing)**

We recognise that both these elements are essential to success and we support the acquisition of both sets of skills through various methods. We recognise that these areas are clearly linked to the other aspects of English learning: speaking and listening, reading, grammar and vocabulary.

Aims

Enable children to:

- ❖ write in different contexts and for different purposes and audiences
- ❖ be increasingly aware of the conventions of writing, including grammar, punctuation and spelling
- ❖ plan, draft and edit their writing to suit the purpose
- ❖ use ICT as a literary medium for presenting work and manipulating text
- ❖ form letters correctly, leading to a fluent joined and legible handwriting style-giving increasing regard to presentation

Entitlement

Pupils have access to a wide range of writing opportunities that include:

- ❖ shared writing
- ❖ guided writing
- ❖ independent writing
- ❖ writing different text types and narrative styles
- ❖ writing in different curriculum areas

- ❖ handwriting - direct teaching and practice
- ❖ collaborative writing
- ❖ writing related to own experiences and enjoyment
- ❖ writing from a variety of stimuli including small world, drama, video, photography and other curriculum areas
- ❖ planning, drafting, editing and presenting
- ❖ using ICT
- ❖ grammar is taught as a separate lesson where necessary
- ❖ we encourage and promote 'talk for writing'
- ❖ we use checklists for pupils to self-assess or peer assess, when appropriate so they can evaluate effectively

Teaching and Learning

Teachers promote writing and look for ways to inspire and motivate pupils so that they see themselves as 'writers'. Teachers establish the purpose and audience for writing and make teaching objectives explicit to pupils so they know why they are studying a particular text type, the kind of writing activities they need to undertake and what the expected outcome will be.

The teaching sequence for reading and writing is used as a framework for planning a unit of work:

Reading and responding

- ❖ introduction to reading
- ❖ enjoyment
- ❖ teach reading strategies
- ❖ response

Analysing

- ❖ analysis of texts for structural and language features
- ❖ teacher demonstration of usage of sentence and word level features
- ❖ further consolidation of key features

Planning and writing

- ❖ talk for writing including drama and small world activities
- ❖ analysing real text
- ❖ create steps to success
- ❖ planning and drafting
- ❖ revising and editing

Subject-specific texts that link to work being undertaken in other areas may also be used in English lessons to support the wider curriculum. Teachers use shared writing to model the writing process. Shared reading and writing provide a context for discussion and demonstration of grammatical features at word level, sentence level and text level. Activities are differentiated through the use of writing frames, spelling banks, collaborative work and peer or adult support.

Handwriting

Teachers provide opportunities to practise and improve handwriting and encourage pupils to develop a fluent legible style. Teachers model the agreed cursive style consistently across the school.

Resources

Each class has a range of materials to support the writing process. Writing materials are kept accessible and organised and pupils are encouraged to take care of the equipment and return it to where it belongs. Each class also has a set of age appropriate dictionaries, thesaurus and word banks.

Big Write

Children from Year 2 upwards take part in a Big Write each week to apply their skills and knowledge they have learnt. This can be linked to their current literacy learning or to access previous knowledge and understanding. This must be an extended piece of writing each week and covers a variety of genres to suit each year group. Year 1 begin to incorporate a Big Write into their literacy lesson in the Spring term or when the cohort are ready.

Spelling

The National Curriculum makes clear that learning vocabulary is key to 'learning and progress across the whole curriculum' (p11) since it allows pupils to access a wider range of words when writing and for them to understand and comprehend texts efficiently.

Vocabulary teaching needs to be:

- ❖ Active
- ❖ Progressive/ systematic
- ❖ Making links from known words
- ❖ Develop understanding of shades of meaning
- ❖ Include 'instruction verbs' used in examinations
- ❖ Subject specific- accurate mathematical and scientific words

Aims

- ❖ To understand the alphabetic code and spell accurately in order to communicate effectively and independently in writing
- ❖ To understand the conventions of English spelling in order to be able to decode and read text independently, accurately and fluently
- ❖ To be creative and use ambitious vocabulary
- ❖ To proof read their work accurately

Teaching and Learning

Through the daily teaching of synthetic phonics in early reading development in Foundation Stage, pupils are taught a balanced programme which develops understanding of the alphabetic code, the phonemes of the English Language and their corresponding graphemes and skills in segmenting phonemes for spelling and blending them for reading. Towards the end of Y1 and throughout Y2 this phonics learning leads seamlessly into teaching and learning of spelling, which continues throughout KS2.

Explicit links are made between teaching of handwriting and the teaching of spelling.

Resources

Letters and Sounds

Jolly Phonics

KS2- Support for Spelling Programme

SEND/Dyslexia

The Governing Body believes that all children, regardless of ability and behaviour, are valued equally at St Joseph's School. SEND children are not viewed as a separate entity but are part of the whole school approach and different children's needs are recognised and met through varied and flexible provision throughout the curriculum.