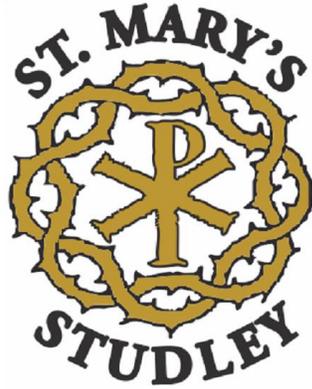


**ST. MARY'S CATHOLIC PRIMARY SCHOOL,
STUDLEY**



English Policy

Headteacher

O. Finnegan

Chair of Governors

S. Coyne



St. Mary's Catholic Primary School, Studley

English Policy

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 St Mary's 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:

Teaching and learning style:

At St Mary's School we use a variety of teaching and learning styles in English lessons. Our main aim is to develop children's knowledge, skills, and understanding in English and their ability to generalize these skills in other areas of learning. We do this through a daily lesson that provides the opportunity to experience a wide range of texts and use a range of resources such as dictionaries, thesauri, word and phonic banks to support children's work. All Key stage 1 and 2 pupils write for an extended period once a week, practising their writing skills during the 'Big Write'. Children use ICT in English lessons where it enhances their learning, in drafting their work and using multimedia to study how words and images are combined to convey meaning.

Learners work collaboratively with talk partners and use drama to aid their understanding of a text. We encourage children to use and apply their learning in other areas of the curriculum.

'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, small groups and cross-phase 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)

1. 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

1.1 Our aims and connected provision

We 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.

Ways in which we support this include:

- Activities which are planned to encourage full and active participation by all children, irrespective of ability
- Children with specific speech and language and auditory problems will be identified and specialist help sought, where appropriate
- Encouraging talk-time at home through 'talk homework' and by encouraging reading and talk about books
- Public speaking in assembly
- Poetry recital in class
- School Plays
- Class debates
- Events within the community
- School Council
- Talk partners
- Book talk sessions
- Drama / role play
- PSHE and circle time

2. 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

At St Mary's 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.

2.1 Our aims and connected provision

- Pupils learn to read easily and fluently through daily phonics in Key Stage One, regular reading to adults in school, reading partners and an incentives to read at home
- Pupils develop skills in reading for understanding using the reading scheme.
- The spine of the Key Stage One reading scheme is made up of books from the *Rigby Rockets Reading Scheme* and *Ginn 360*, however these are supplemented and enhanced by a books from various other schemes which target specific areas of reading, for example, boy readers and non fiction texts. These include books from Spiral Starters (for our youngers readers), National Geographic, Big Cat, The Oxford Reading Tree and the Rapid Readers scheme.
- Pupils in Year 1 attend a Good Readers' Club in which they read and discuss books they have read with adults.
- Pupils are encouraged to read widely, through our use of differing class texts, reading scheme, Accelerated Reader (more able Year 2), library visits and high quality attractive books in classrooms.
- Pupils are encouraged to read for pleasure using reading partners, quiet reading time, listening to an adult read and the various methods outlined above.
- Pupils also need to read to find information in all lessons and comprehension is assessed in a formal way every half term.
- Pupils are exposed to a range of texts from their literacy heritage during their school career
- Pupils share books and texts with the teacher in guided reading sessions
- Key stage 2 children have daily ERIC (Everyone Reads in Class) time.
- Accelerated Reader for those who are 'free readers' in Key Stage 2 and more able pupils in Year 2 helps to promote motivation to read and aids monitoring and assessment of pupil progress in reading.
- Book lists are available on the school website to aid parents in selecting age appropriate and quality reading matter for their child.

3. 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.

3.1 Our aims and connected provision

- We teach grammar as a separate lesson where necessary and then reinforce that learning through text work and tasks that require application of grammar skills
- We correct grammatical error orally/ written work (where appropriate). It is vital that adults working with children provide a good role model, using good grammar and expect the children to do likewise.
- We have a systematic approach, we revisit key learning and build upon it in all areas from phonics, through to grammar and spelling
- We use high quality texts, modelling and shared/ collaborative writing to demonstrate good practice
- We encourage and promote 'talk for writing'
- We provide writing frames to support writing structure and to assist the less confident
- We provide time for planning, editing and revising
- We mark extended pieces of work in-depth and set targets with the pupil
- We use checklists for pupils to self assess or peer assess, when appropriate so they can evaluate effectively
- We encourage joined handwriting to support spelling and speed
- We use drama and hot-seating to help pupils to think about another point of view
- Support for pupils with learning and motor difficulties
- Meetings with parents to help them support their child

4. Vocabulary Development:

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

4.1 Our aims and connected provision:

We encourage our pupils to have a wide and growing vocabulary in a number of ways, these include:

- Spelling lists/ key words to take home and learn
- Display of key words linked to topics and subjects
- Using the correct vocabulary orally
- In-depth word based lessons looking at patterns
- Use of dictionary and thesaurus
- Carrying out systematic testing and providing feedback to pupils
- Targeted one to one/ small group support, where appropriate
- Dyslexic children are given the opportunities as set out in our 'Dyslexia Friendly School' award.
- Dyslexic children are assessed as they progress through the school and given extra help where necessary.
- If it is felt that if a child is not making adequate progress in either: reading, writing or speaking and listening, there are various interventions that we put in place. Wave 2 and wave 3 models are used, wave 2 being small group intervention, wave 3 being one-to-one intervention. We have access to advice and support from the Warwickshire Early Intervention service (EIS)

Key Stage 1 interventions are:

- Talking Partners - a speaking and listening intervention lasting ten weeks.
- The first intervention can be used in the summer term of reception. It can then be used at any time thereafter.
- Early Literacy Support – this is a wave 2 intervention, for children in Years 1 and 2 to reinforce and build upon phonic knowledge. We use a modified version of the original program.
- Reading Recovery (Every child a reader) – this is a wave 3, one to one intervention lasting about 10-20 weeks. It includes a catch up reading program and the acquisition of early independent writing skills. These children are monitored after they come off the program.

Key Stage 2 interventions are:

- Wave 2 - Literacy interventions in all year groups. These last about 15 weeks.
- Wave 3 - Children with specific learning difficulties are given extra phonic support. This is tailored to individual needs by accessing a number of programs e.g. Toe by toe, P.A.T. Phonic Code Breaker and Launch the Lifeboat.
- Talking Partners – following the same model as Key Stage 1 above.
- Reading Buddies – selected children in upper Key Stage 2, are trained to Mentor children in Key Stage 1 or lower Key Stage 2 through paired reading sessions. Reading Buddies may support those who have just completed an intervention module or those identified as needing support.

5. Planning and Assessment:

5.1 Planning:

- Long term overviews are available for Key Stages One and Two
- Pupils are taught in mixed Key Stage Classes and planning shows differentiation by age and ability
- Medium term (half –termly) planning is stored in files in the staffroom.
- English is planned for separately to other subjects and as part of other subjects. We encourage children to apply their reading and writing skills across the curriculum.
- Schemes of work for phonics and grammar and spelling are used to ensure developmental learning building on prior knowledge
- Short term planning is flexible allowing for assessment for learning after each session/ group of sessions
- Pupils may be grouped by ability for some sessions/ types of homework/ support
- Pupils entitled to Pupil Premium funding will be given additional English support (if needed) which is tracked and monitored half-termly
- Pupils with EAL will be identified and may be given additional English support which is tracked and monitored termly

The Foundation Stage

- Children's competence in communicating, speaking and listening, is a focus of the Foundation Stage. Children at St Mary's are provided with opportunity and encouragement to use their speaking and listening skills in a range of situations and for a range of purposes, and are supported in developing the confidence and willingness to do so.
- The objectives set out in the Early Years Foundation Stage underpin the curriculum planning for children aged three to five.
- We give all children the opportunity to talk and communicate in a widening range of situations, to respond to adults and to each other, to listen carefully, and to practise and extend their range of vocabulary and communication skills. They have the opportunity to explore, enjoy, learn about, and use words and text in a range of situations.

5.2 Assessment:

- Staff assess pupils learning during and as part of every session, they adapt their practice accordingly
- Writing attainment and progress is assessed across the curriculum at least half-termly
- Formal assessment of Reading Comprehension ability is carried out, tracked and monitored half-termly
- Writing levels are assessed. These are tracked half-termly
- Staff attend moderating sessions within the cluster and consortium and within school
- End of Key Stage Assessments are analysed by the SLT and feed into the school SEF, development plan and staff appraisal

6. Professional development:

- The English Subject Manager attends regular training and reports back to all staff
- The local cluster has an English group which meets termly
- Staff are expected to attend relevant courses during the school year

- Moderation takes place in house, within the cluster and the consortium
- A writing moderation file is held by the Assessment Coordinator

7. Specific groups:

- Analysis of English achievement is carried out half-termly, pupils who are slow moving or making little or no progress are discussed at Pupil Progress meetings and intervention plans are made by SLT.
- Pupils who did not meet the Phonics threshold in Year 1 are closely monitored and tailored support is offered to enable them to make good progress. SLT meet regularly with those delivering phonics teaching within the school.
- Pupils entitled to pupil premium are given additional English support (if needed) and this is monitored for effectiveness half-termly
- Pupils with EAL are given additional support in all aspects of English
- Pupils who are gifted and talented receive additional support, they may attend cluster initiated sessions; they receive a differentiated curriculum and may be entered for Level 6 tests at the end of Key Stage Two
- Pupils with SEN will have English based targets, if necessary. These are reviewed termly.