



Atherton Sacred Heart RC Primary School

English Policy

1. **Mission Statement:**

By living out our Catholic faith

TOGETHER

we ENCOURAGE

and ACHIEVE.

I have called you by name

2. **Aims:**

At Sacred Heart, we aim to develop pupils' abilities within an integrated programme of Speaking & Listening, Reading & Writing. Pupils will be given opportunities to interrelate the requirements of English within a broad and balanced approach to the teaching of English across the curriculum, with opportunities to consolidate and reinforce taught literacy skills.

At Sacred Heart, we strive for children to be a 'Primary Literate Pupil'
By the time each child leaves primary school, we aim for them to be able to:

- read and write with confidence, fluency and understanding, with accurate spelling and punctuation and to be taught the correct use of grammar.
- develop a range of independent strategies to self-monitor and correct when writing.
- have an interest in books and read for enjoyment
- have an interest in words, their meanings; developing a growing vocabulary in spoken and written forms.
- understand a range of text types and genres – be able to write in a variety of styles and forms appropriate to the situation.
- be developing the powers of imagination, inventiveness and critical awareness.
- have a suitable technical vocabulary to articulate their responses.

3. **Statutory Requirements.**

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Document (2000) and in the Communication, Language and Literacy section of the Curriculum Guidance for the Foundation Stage (2000).

In the Foundation Stage (Nursery and Reception) children should be 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 possibilities for communication.

At Key Stage One (Years 1 and 2), children should learn to speak confidently and listen to what others have to say. They should begin to read and write independently and with enthusiasm. They should use language to explore their own experiences and imaginary worlds.

At Key Stage Two (Years 3-6), children should learn to change the way they speak and write

to suit different situations, purposes and audiences. They should read a range of texts and respond to different layers of meaning in them. They should explore the use of language in literary and non-literary texts and learn how the structure of language works.

THE GOVERNING BODY

Regular reports are made to the governors on the progress of English provision three times a year.

This policy will be reviewed every three years or in the light of changes to legal requirements.

4. Subject Organisation:

The English Curriculum is delivered using the Primary National Strategy framework. The Early Learning Goals are followed to ensure continuity and progression from the Foundation Stage through to the National Curriculum. Pupil provision is related to attainment, not age.

At Sacred Heart we use a variety of teaching and learning styles in our English sessions in order to meet the needs of all our pupils. In both Key Stages 1 and 2 we do this through a daily English lesson.

Each session is organised as appropriate for the teaching and learning of a particular genre and/or skills. i.e. Children may experience a combination of whole class shared reading and writing, focussed group teaching, small group led activities, paired activities and/or independent tasks. In EYFS and Years 1 and 2, continuous provision is used which includes a range of English activities.

In KS2, the children have a 40 minute basic skills session in the afternoon, two of which are English based and cover Spelling, Punctuation, Grammar, Guided Reading and Handwriting.

We have children with a wide range of abilities and we seek to provide suitable learning opportunities for all children by matching the challenge of tasks to the ability of the child. Staff have high expectations that all children can achieve their full potential. Wherever possible, Teaching Assistants work in class, supporting all ability groups, specific individuals or groups of children.

Staff provide balanced and varied learning opportunities within the classroom, i.e. visual, auditory, kinaesthetic, content and organisation that the content is matched to the needs of the child. Each class has an English Working Wall which is used as a key part of teaching a genre of writing.

5. 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.

At Sacred Heart, Speaking and Listening activities are embedded throughout the Curriculum. Children have the opportunity to experience a wide range of texts, and to support their work with a variety of resources such as working walls, dictionaries, thesauruses and individual word banks.

6. Approaches to Reading:

Shared Reading

An English Curriculum map is planned for each year group to ensure a range of genres are covered throughout the year. Shared Reading is conducted in all classes, where the whole class share a main text as part of their English lesson. In addition to this, to promote the children's love for reading, each class share at least one 'class novel' each term where the children can listen for enjoyment.

To promote our love of reading at Sacred Heart, we place a high value on inviting authors into school to talk to our children, conduct workshops and inspire them as writers!

Guided Reading

Guided Reading occurs within the English lesson in Key Stage 1, and outside the English lesson in Key Stage 2.

In Key Stage 2 it is based in a rotation where the children are grouped according to ability and, when not reading with an adult, the children are given a purposeful activity to do independently such as spelling games, comprehension questions, a follow-up activity etc.

At Sacred Heart, we use Rigby Guided Reading Scheme supplemented by a range of other appropriate schemes including The Bug Club Decodable Guided Reading Scheme for Key Stage One.

Independent Reading

Children have a home reading book appropriate to their reading level and ability, which they are encouraged to read on a daily basis with an adult or more accomplished reader. Children take home a reading diary as a communication between home and school with regards to children's reading. Children in Years 1 and 2 also record written work in a reading journal to develop their comprehension understanding. These may be used in class also.

Children in Key Stage 2 also have a class reading book. Children have opportunities to read their individual class reading book as they come into class in the morning and after lunch during a designated reading session.

We have a range of appropriate and stimulating high quality texts taken from a range of reading schemes to ensure progress in children's reading and promote their love of reading. These are supplemented by a wide range of appropriate texts in the classroom which have been 'ability banded' to ensure that each child takes home the appropriate level of reading book.

Class libraries in Key Stage 2 are also colour banded to ensure that children are reading books at the appropriate level. Each class has an attractive reading area where children can enjoy reading.

Phonics

In Key Stage 1 children have a clearly structured daily phonics session. At Sacred Heart we use the Letters and Sounds phonics programme. This is differentiated in each class to ensure that all children access phonics teaching and learning appropriate to their needs.

In Key Stage 2 teachers use Support for Spelling as a basis for the teaching and learning of spelling. Where appropriate, Letters and Sounds is used to help children who needed extra spelling support in spelling.

At the end of Year 1, the children are assessed using the Year 1 Phonics Screening test. Any

children who fail this are then given additional support in Year 2 using the Fast-Track Phonics programme where they have x3 15 minute additional sessions per week over a 13 week period.

Extended Writing

Once a week, all children take part in an Extended Writing session. From assessing the outcome of this, the children are then re-grouped according to the skill they next need to be taught. Each class then has a 'Skills Session' each week where this diagnostic teaching can take place to address the individual and group's needs.

Handwriting

All teachers have high expectations in the presentation of work in all areas of the curriculum. At Sacred Heart, direct teaching of handwriting takes place during the week using the Nelson Handwriting scheme and children are given opportunity to practice letter formation and joins at given times throughout the week as appropriate.

Teaching and learning in Handwriting is based on the spelling patterns/phonics children have been learning and/or the Nelson handwriting scheme.

When children have reached a good standard of handwriting in all areas of their work, they receive a handwriting pen certificate and use pen in all their writing activities.

To ensure a high profile of handwriting and presentation classrooms have a **WAGELL**. (What A Good Example Looks Like)

Marking

(See separate Marking Policy.)

7. Cross-Curricular English 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 English lessons to other areas of the curriculum.

8. The Use of IT:

Opportunities to use IT to support teaching and learning in English will be planned for and used as appropriate including the use of interactive texts.

9. Assessment and Target Setting:

We assess children's work in English from three aspects (long-term, medium-term and short-term):

We make short-term assessments which we use to help inform our short-term planning. These are closely matched to the teaching objectives and outcomes (WALT's and WILF's) and will often be made from day to day observation.

We make medium-term assessments to measure progress and to help us plan subsequent teaching and learning opportunities.

We make these judgements through half termly writing assessments marked and levelled against the Ros Wilson Criterion Scale, (Andrell Education).

The final yearly assessment allows us to set targets for the next school year and make a summary of each child's progress before discussing it with parents and collating it in the child's end of year report.

The English subject leader collects in Extended Writing books throughout the year to monitor progress. Half termly assessments results i.e. levels and criterion points score are also collected and placed on a tracking grid to monitor progress and plan interventions at the earliest opportunity.

We make these assessments with the help of on-going Teacher Assessment and the end of key stage SATs tests (year 2 and 6) and optional SATs tests in the Summer term for years 3, 4 and 5.

From September 2014, the children are also assessed on Spelling, Punctuation and Grammar each half term, using half termly tests. The English subject leader then tracks these scores to monitor progress and put necessary interventions into place.

10. Inclusion:

It is part of the school Curriculum policy to provide a broad and balanced education to all children. 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. Higher attaining and Gifted children will be identified and suitable learning challenges provided, as well as those children learning English as an additional language.

Work in English takes into account the targets set for children from their weekly extended writing activities.

Any children requiring additional support outside their English lessons in class, may come out of class for short 1:1 sessions with a specialist teaching assistant who will use their IEP targets to address their needs.

Any children who fail the Year 1 Phonics Screening Test at the end of Year 1 are given additional support in Year 2 using the Fast-Track Phonics programme where they have x3 15 minute additional sessions per week over a 13 week period.

Equal Opportunities

All children are provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

11. Role of the Subject Leader:

The Subject Leader should be responsible for improving the standards of teaching and learning in English through:

- observation of English lessons.
- a termly work scrutiny of children's books/work, planning and marking .
- analysing data and tracking pupil progress.
- the provision of English (including Intervention and Support programmes)
- the quality of the Learning Environment;
- the deployment and provision of support staff
- taking the lead in policy development
- auditing and supporting colleagues in their CPD
- purchasing and organising resources
- keeping up to date with recent English developments

- regular reports are made to the governors on the progress of English.

12. Parental Involvement:

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- Holding parents' evenings to discuss children's progress.
- Sending reading books and home/school record books to monitor progress at home and school.
- Holding Study Support Sessions in each class to help parents support their child at home with their learning.
- Sending an annual report to parents in which we explain the progress made by each child and indicate how the child can develop their learning.
- Explaining to parents how they can support their children with homework.

13. Conclusion:

This policy also needs to be in line with other school policies and therefore should be read in conjunction with the following school policies:

Teaching and Learning Policy
Assessment and Record Keeping
Responding to pupils' work / Feedback / Marking policy
Special Educational Needs Policy
ICT Policy
Equal Opportunities
Policy Health and Safety
Policy

14. Appendices

See English Curriculum Maps for each year group.

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Next review: September 2019