

ST BEDE'S RC PRIMARY SCHOOL



English Policy

1 Aims

1.1 The study of English develops children's ability to listen, speak, read and write for a wide range of purposes, including the communication of their ideas, views and feelings. Children are enabled to express themselves creatively and imaginatively as they become enthusiastic and critical readers of stories, poetry and drama, as well as of non-fiction and media texts. Children gain an understanding of how language works by looking at its patterns, structures and origins. Children use their knowledge, skills and understanding in speaking and writing across a range of different situations.

1.2 The aims of teaching English are:

- to enable children to speak clearly and audibly, and to take account of their listeners;
- to encourage children to listen carefully to others, in order to identify the main points of what they have heard and respond appropriately;
- to show children how to adapt their speech to a wide range of circumstances and demands;
- to teach children effective communication, both verbal and non-verbal, through a variety of drama activities;
- to teach children phonics through a structured programme in order to support their reading and writing;
- to help them become confident, independent readers, through an appropriate focus on word-, sentence- and text-level knowledge;
- to develop enthusiastic and reflective readers, through contact with a wide variety of texts;
- to foster the enjoyment of writing, and a recognition of its value;
- to have the opportunity to write for pleasure; to explore and develop their own ideas.
- to improve the planning, drafting and editing of their written work.

2. Statutory Requirements

2.1 Statutory requirements for the teaching and learning of English are set out in the National Curriculum in England (2013) and in the Communication and Language and Literacy sections of the Statutory Framework for Early Years Foundation Stage (2012).

The aim for English in the National Curriculum is to promote high standards of language and literacy by allowing children to develop a strong command of the

spoken and written word, and to develop their love of literature. From EYFS to Year 6, the national curriculum for English (2013) aims to ensure that all children:

- 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.

2.2 EYFS

In EYFS (Nursery and 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.

2.3 Key Stage 1 (Year 1 & Year 2)

In Key Stage 1, children learn to speak confidently and listen to what others have to say. They learn to read and write independently, at length. They use language to explore their own experiences and imaginary worlds.

2.4 Key Stage 2 (Years 3 - 6)

In Key Stage 2, children learn to adapt the way they speak and/or write to fit different situations, purposes and audiences. They encounter a range of fiction, non-fiction and poetry. They explore the use of language in literary and non-literary texts and learn how the structure of language works. Children in Key Stage 2 develop their knowledge and understanding of grammatical terminology.

3 Teaching and learning style

3.1 At St Bede's Primary School we use a variety of teaching and learning styles in our English lessons, as recommended by the National Curriculum. Our principal aim is to develop children's knowledge, skills, and understanding. We do this through a daily lesson in which children may experience a whole-class reading or writing activity, a whole-class focused word or sentence activity, a guided group or independent activity, and a whole-class session to review progress and learning. We aim for a balance of whole class, group and independent learning; the independent activity providing an opportunity to talk and collaborate, and so embed and enhance their learning. They have the opportunity to experience a wide range of texts, and to support their work with a variety of resources, such as dictionaries, thesauruses and phonics resources. Children use ICT in English lessons where it enhances their learning, as in drafting their work and in using multimedia to study how words and images are combined to convey meaning. Wherever possible we encourage children to use and apply their learning in other areas of the curriculum.

3.2 In all classes, children have a wide range of abilities, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies. In some lessons we do it through differentiated group work, while in others we ask children to work from the same starting point before moving on to develop their own ideas. We use classroom assistants to support some children, and to enable work to be matched to the needs of individuals. Specific programmes are run (e.g. 'sound discovery') in order to support targeted children.

3.3 Children in Foundation Stage and KS1 are taught phonics daily. We follow the advice in 'Letters and Sounds'. All children in FS and KS1 are tracked on a termly basis and their progress is closely monitored. There are 'catch up' programmes in place for children seen to be falling behind. Children entering KS2 without secure phonic knowledge are addressed by similar small group work where possible.

4 English curriculum planning

4.1 English is a core subject in the National Curriculum. We use a variety of starting points for our planning including the National Curriculum, as the basis for implementing the statutory requirements of the programme of study for English.

4.2 We carry out the curriculum planning in English in three phases (long-term, medium-term and short-term). The National Curriculum details what we teach in

the long-term. Our yearly teaching programme identifies the key objectives in literacy that we teach to each year.

4.3 Our medium-term plans give details of the main teaching objectives for each term. These plans define what we teach, and ensure an appropriate balance and distribution of work across each term.

4.4 Class teachers complete a weekly (short-term) plan for the teaching of English. This lists the specific learning objectives and expected outcomes for each lesson, and gives details of how the lessons are to be taught. It also includes details of what each group of children will be learning.

4.5 There is a strong emphasis on teaching English skills in a cross curricular way - therefore planning may show that much English teaching takes place outside the 'English Lesson'. This helps to give purpose to their learning and practice in applying their skills.

5 Contribution of English to teaching in other curriculum areas

5.1 The skills that children develop in English are linked to, and applied in, every subject of our curriculum. The children's skills in reading, writing, speaking and listening enable them to communicate and express themselves in all areas of their work at school.

5.2 Mathematics

The teaching of English contributes significantly to children's mathematical understanding, in a variety of ways. Children in the Foundation Stage develop their understanding of number, pattern, shape and space by talking about these matters with adults and other children. Children in Key Stage 1 meet stories and rhymes that involve counting and sequencing. They learn to understand mathematical vocabulary and learn to solve 'word problems'. Children in Key Stage 2 are encouraged to read and interpret problems, in order to identify the mathematics involved. They explain and present their work to others during plenary sessions, and they communicate mathematically through the developing use of precise mathematical language.

5.3 Personal, social and health education (PSHE) and citizenship

English contributes to the teaching of PSHE and citizenship by encouraging children to take part in class and group discussions on topical issues. Older children may also research and debate topical problems and events. They discuss lifestyle choices, and meet and talk with visitors who work within the school

community. Planned activities within the classroom also encourage children to work together and to respect each other's views.

5.4 Spiritual, moral, social and cultural development

The teaching of English develops skills through which our children can offer critical responses to the moral questions they meet in their work. Their understanding and appreciation of a range of texts brings them into contact with their own literary heritage and with texts from a diverse range of cultures. The organisation of our lessons allows children to work together, and gives them the chance to discuss their ideas and results.

6 English and Computing

6.1 The use of information and communication technology, with clear learning objectives, will promote, enhance and support the teaching of English at word, sentence and text level. It also offers ways of impacting on learning which are not possible with conventional methods, for example interactive and non-linear stories.

6.2 ICT is used at whole-class, group and independent level. The screen projection of text or images enables them to be shared. The projection of a word processor or the use of a visualiser permits the writing process to be modelled effectively. A wide variety of text types are available through the Internet or CD-ROMs to encourage the framing of explicit questions. Groups can work at a computer and input text via a standard or overlay keyboard. Word banks or word grid software speed up recording. Software is used to support independent reading (text to speech) and writing (predictive word processors, word banks and spell checkers). A range of software is used to develop specific grammatical and spelling skills. Lessons can focus on what pupils have achieved using ICT, or ICT can provide the means of presenting their outcomes (via multimedia presentation or the school website).

7 English and Foundation Subjects

7.1 All foundation subjects can be combined with English to provide an opportunity for cross-curricular learning and teaching.

8 English and inclusion

8.1 At our school we teach English to all children, whatever their ability and individual needs. English forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our English teaching we provide learning opportunities that enable all pupils to make good progress. We

strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details see separate S.E.N. policy.

8.2 When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors - classroom organisation, teaching materials, teaching style, and differentiation - so that we can take some additional or different action to enable the child to learn more effectively. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. This ensures that our teaching is matched to the child's needs.

8.3 Intervention through School Action (provision mapping) and School Action Plus (leading to the creation of an Individual Education Plan) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to English.

8.4 Children who are particularly able are given opportunities to extend their learning; teachers differentiate to include 'extension' activities, groups are withdrawn for specific teaching, special projects may be undertaken to promote 'open-ended' work.

8.5 Teachers provide help by using:

- texts that children can more easily read and understand;
- visual and written materials in different formats;
- ICT, other technological aids and recorded materials;
- alternative communication, such as signs and symbols;
- translators and amanuenses if available.
- advice from outside agencies.

9 Assessment

9.1 Teachers assess children's work in English in three phases. The short-term assessments that teachers make as part of every lesson help them to adjust their daily plans. They match these short-term assessments closely to the teaching objectives. Written or verbal feedback is given to help guide children's progress. Older children are encouraged to make judgements about how they can improve their own work.

9.2 Teachers use medium-term assessments to measure progress against the key objectives, and to help them plan for the next unit of work. They use Durham's framework for assessing writing to assess whether the child is working at Age Related Expectations. This is done on a termly basis. Assessments are analysed at class, key stage and school level. The findings are used to inform planning, grouping of children and intervention strategies.

9.3 Teachers make long-term assessments towards the end of the school year, and they use these to assess progress against school and national targets. With the help of these long-term assessments they are able to set targets for the next school year, and to summarise the progress of each child before reporting it to the child's parents or carers. The next teacher then uses these long-term assessments as the planning basis for the new school year.

9.4 These long-term assessments are based on end-of-year tests and teacher assessments. Children undertake the national tests at the end of Year 2 and Year 6, and may use optional national tests at the end of Years 3, 4 and 5. In Year 1, children also sit a National Phonics Screening Test. Teachers also make annual assessments of children's progress based on the level descriptions of the National Curriculum. Teacher assessment, supported by clear evidence, forms the basis of our assessment until Y6.

9.5 Staff are keen to improve their subject knowledge and the subject leader takes an active role in disseminating best practice and making recommendations for staff development.

10 Monitoring and review

10.1 Monitoring of the standards of children's work and the quality of teaching in English is the responsibility of subject leader, supported by the head teacher and colleagues from the LA. The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in the subject, and providing a strategic lead and direction for English in the school. The leader may have specially-allocated regular management time in which to review samples of the children's work and to undertake lesson observations of English teaching across the school. The named governor responsible for literacy meets regularly with the subject leader in order to review progress.

Policy confirmed by the Governing Body of St Bede's RC Primary School on:
Date: September 2017

Signature: _____

(Chair of Governors)

To be reviewed on: March 2018 St Bede's RC Primary School English Policy