



St Augustine's Catholic Primary School

ENGLISH POLICY

Updated November 2014

1. AIMS

We aim to develop pupils' abilities within an integrated programme of Speaking and Listening, Reading and 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 English skills.

We aim for all our pupils at St Augustine's Primary School to leave Year 6:

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

2. STATUTORY REQUIREMENTS

Statutory requirements for the teaching and learning of English are laid out in the New National Curriculum English Document (2014) and in the Communication and Language and English sections of the Statutory Framework for the Early Years Foundation Stage (2012).

In the Foundation Stage (Reception) children are given opportunities to:

- Speak and listen and represent ideas in their activities;
- Use communication, language and English 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.

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, in particular the Governor linked to English, receive regular reports on the progress and impact of English provision.

3. SUBJECT ORGANISATION

Foundation Stage

In Reception children have daily phonics lessons. The school uses the Letters and Sounds Phonics Strategy. Children have opportunities to develop their communication, language and English skills on a daily basis in both adult led and child initiated activities.

Key Stage 1

In Key Stage 1 daily phonics lessons continue and are taught in ability groups, while children have daily mixed ability English lessons with an emphasis on texts. The school uses the Letters and Sounds Phonics Strategy. Children take part in both guided and individual reading sessions and have regular story times to develop a love of reading. English skills are developed across the curriculum. Provision is made for children who require extra support through intervention programmes, additional 1-1 reading and differentiated class teaching.

Key Stage 2

In Key Stage 2 Children have daily English Lessons including a greater focus on grammar. Additional English sessions include guided reading, handwriting, a whole class text and spelling. English skills are developed across the curriculum. Provision is made for children who require extra support through intervention programmes, additional 1-1 reading and differentiated class teaching.

4. APPROACHES TO SPEAKING AND LISTENING

The Four Strands of Speaking and Listening: Speaking; Listening; Group Discussion and Interaction, and Drama are included within 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.

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.

5. APPROACHES TO READING

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

A range of reading schemes are used to support early readers as well as book banded 'real books' used for guided reading. Teaching assistants and training volunteers support reading activities to ensure that children have more frequent opportunities to read with adults.

Many exciting and rewarding activities are arranged in school to promote the pleasure and knowledge that can be gained from books, i.e. 'Book Week'. Book Weeks include visits by published authors, skilled story tellers from many cultures, performances by professional theatre groups, making books, using drama, dance and music to illustrate texts. Some children have the opportunity to engage in discussions about the texts with peers from across the local area and some of the authors themselves.

Children in the Foundation Stage and KS1 classes take home a book from a reading scheme, usually 'The Oxford Reading Tree' or a banded levelled book according to their ability. In addition to this children have the opportunity to choose a book from the class library. Each child has a reading folder and 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. Information is given on how to support their child in reading at reading workshops, phase meetings and also in curriculum letters.

In Key Stage 2 children choose books to take home and read. We also have a selection of banded books in each class book corner from year three to five to support appropriate text choices. Those children still learning to read

independently have access to the 'Oxford Reading Tree' series of books to help these children to continue to grow in confidence as readers with a text that is appropriate for their age group.

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. Throughout the Key Stage children become more independent in recording what they have read in their reading journals.

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 the Renewed Framework, Alan Peats, Pie Corbett and Ros Wilson's strategies. 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 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 techniques 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. We use the Nelson Handwriting Scheme in school to help children develop fluent, clear and legible joined up writing.

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 ICT

We recognise the important role ICT has to play in our school in the development of English skills. We also recognise the importance of being cine-literate in the 21st Century – each year group studies a film as their 'text' at least once a year. ICT is used on a daily basis to enhance the teaching of English and to give all children the opportunity to experience, read and write multimodal texts and develop visual English.

9. ASSESSMENT AND TARGET SETTING

Work will be assessed in line with the Assessment Policy.

10. INCLUSION

We aim to provide for all children so that they achieve as well as they can in English according to their individual age, abilities and needs. We identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. Gifted children are identified and suitable learning challenges provided.

11. EQUAL OPPORTUNITIES

St Augustine's has universal ambitions for every child, whatever their background or circumstances. Children learn and thrive when they are healthy, safe and engaged.

In order to engage all children, cultural diversity, home languages, gender and religious beliefs are all considered and celebrated. Our curriculum includes a wide range of texts and other resources which represent the diversity and backgrounds of all our children.

We believe in 'valuing what the child brings to school' and recognise the importance of supporting a child's first language, not only to foster self-esteem, but to assist in the learning of English.

12. ROLE OF SUBJECT LEADER

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

- Monitoring and evaluating the teaching of English:-
 - pupil progress
 - provision of English
 - the quality of the learning environment;
- Taking the lead in policy development;
- Auditing and supporting colleagues in their professional development;
- Running a budget, purchasing and organising resources;
- Keeping up to date with developments and strategies in the teaching of English.

13. PARENTAL INVOLVEMENT

We aim to involve parents directly in the life of the school, and the development of children's skills, knowledge and understanding in English. Parents are involved in hearing children read, discussing books with them and supporting their children with English homework tasks including the learning of spellings

There are opportunities each term when parents can discuss their children's progress with their teacher. Termly curriculum 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 support reading in the classroom.

Strategies for supporting children are shared at phase meetings and reading workshops as well as at parent helper training sessions.

SATs results are published in accordance with Government legislation.

This policy should be read in conjunction with the following school policies:

- Teaching and Learning Policy
- Assessment
- Marking and Feedback policy
- Special Educational Needs Policy
- ICT Policy
- Equal Opportunities Policy

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