



ST PETER'S CATHOLIC FIRST SCHOOL (ACADEMY), BROMSGROVE

ENGLISH POLICY

LOVE GOD AND LOVE ONE ANOTHER

Our Mission

At St Peter's the children are encouraged to develop their different skills, abilities and talents in order to reach their full potential. English is at the heart of all children's learning. Therefore through the English curriculum we aim to develop the skills and knowledge that will enable the children to communicate effectively and creatively through spoken and written language, inspire a love of reading and equip the children with the skills to become lifelong learners.

Aims

The aims of English are to encourage children to:

- be effective, competent communicators and good listeners;
- become enthusiastic and reflective readers, understanding and enjoying a range of genres;
- express opinions, articulate feelings and formulate responses to a range of texts both fiction and non-fiction;
- produce effective, well-presented written work; using accurate grammar, punctuation and spelling
- provide high quality English experiences outside designated English lessons through a cross-curricular topic approach.
- To meet the requirements of the National Curriculum and the EYFS Development Matters document.

Early Years

English is taught in the Early Years as an integral part of the curriculum. The English objectives are taken from the specific 'Literacy' area and have both reading and writing Early Learning Goals. All children are given the opportunity to talk and communicate and in a wide range of situations, to respond to adults and to each other, to listen carefully, and to extend their range of vocabulary and communication skills. This is through the prime area of 'Communication and Language' There are three Early Yearning Goals in this area, speaking, listening and concentration. Through planning the children have the opportunity to explore, enjoy, learn about, record and use words and texts in a range of situations.

Phonics

Throughout Reception and KS1 the children receive twenty five minute sessions of focused phonic work five times a week. The children are organised into groups based on their phonic ability relating to each phase of the phonics programme. In addition to this, any children in year groups further up the school who have been assessed as working below national expectations in phonics will receive further phonics intervention to support their development in reading and writing. The documentations 'Letters and Sounds', 'Jolly Phonics' and 'LCP' are used to support the planning and assessment. The children working within phase one to six of the 'Letters and Sounds' programme have their progress tracked using the 'Phonic Tracker', and individual phonics assessment forms.

Approaches to Reading

At St Peter's we aim to foster a love of reading. Classrooms reflect the importance of reading for pleasure by providing the children with a quiet reading area and a range of fiction and cross-curricular topic books. All children are given the opportunity to read to an adult in school twice a week and hear a class book or picture book read to them daily (if possible) by the class teacher. Each class has an opportunity to use the library when children can choose their own library book. The children also have the opportunity to take home a reading scheme book.

Oxford Reading Tree is the main reading scheme used at St Peter's and it is supplemented by a selection of real books. Reading scheme books are colour banded according to difficulty so that children who are familiar with the level at which they are working, can independently choose an appropriate book. The children's book band reading levels are carefully monitored by the class teacher in guided reading sessions and the children move up a colour band as their reading improves. When they become fluent readers (usually in Year 4) children can choose books themselves by browsing independently.

Guided and independent reading takes place outside the English lesson during ERIC time. Guided reading may be carried out by the class teacher or TA and is based on the reading targets for that particular group of children. Guided reading groups have similar reading ability and reading ages. Over the course of the year guided reading covers all the reading assessment statements so that children are prepared to answer a variety of question types and can retrieve as well and interpret information in the books they are reading. Teachers use the ongoing assessment from guided reading sessions to update Classroom Monitor reading statements.

Children are encouraged to share books as well as to read quietly by themselves. All children have reading diaries which parents are encouraged to use at home and sign when their child has read to them. Older pupils may record their own reading activities although it is expected that their parents still monitor home reading.

Comprehension is taught within English lessons and also throughout the curriculum. Comprehension skills are assessed each term. Parents are encouraged to support the development of reading comprehension by asking their children questions when reading at home to check their child's understanding. Book marks matching the children's reading colour band level help support home reading by providing parents with examples of progressively challenging sets of questions.

When children are struggling to progress, extra support is given to them through reading interventions and for some children 'rapid reading' is offered. Children may also receive additional support in the form of interventions recommended by the Special Educational Needs Coordinator (SENCO) as and when appropriate. There is a selection of books that support struggling children beginning to read, which follow a phonics approach, and appropriate books are provided for low ability older readers.

Approaches to writing: Spelling, Handwriting, Grammar and Composition

Spelling is initially taught through phonics and follows the National Curriculum requirements at Key Stage 1 and Key Stage 2. Children are encouraged to investigate patterns, follow morphological rules and familiarise themselves with common exceptions to spelling rules. Children have weekly spelling tests as part of their homework.

Children are encouraged to write from Foundation Stage using an appropriate posture and pencil grip. In Reception there is an emphasis on correct letter formation and from Year 1 there are regular handwriting sessions with children being taught correct letter formation and to join their handwriting as soon as they are able. The school follows the 'Penpals' handwriting scheme from Cambridge Education. Children are expected to use their handwriting skills across the curriculum and class teachers ensure that a high standard of presentation is seen in all lessons.

Teachers promote writing and look for ways to inspire and motivate pupils so that they see themselves as 'writers'. Learning objectives are made 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. Shared writing models the writing process and further opportunities for independent

writing. Collaborative writing and writing different text types and narrative styles, form a part of each year group curriculum. Activities are differentiated through the use of writing frames, spelling banks, collaborative work and peer or adult support. Teachers encourage 'talk for writing' as an intrinsic part of the writing process.

The teaching of grammar rules is embedded in work derived from quality texts whenever possible. The use of correct punctuation is integral to all writing and pupils are aware of the writing non-negotiables for their year group.

Equal Opportunities

At St Peter's, we aim to ensure that no pupil experiences discrimination within the learning environment because of their age, any disability they may have, their ethnicity, colour or national origin, their gender, their religion or beliefs. We value the diversity of individuals within our school and do not discriminate against children because of 'differences'. We believe that all our children matter. We aim to give our children every opportunity to achieve their best. This is in line with the school's Equal Opportunities Policy.

Special Educational Needs

When progress falls significantly outside the expected range, the child may have special educational needs. The assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that additional or different action can be taken to enable the child to learn more effectively. This ensures that teaching is matched to the child's needs. Intervention through School Action and School Action Plus will lead to an Individual Education Plan (IEP) for children with special educational needs. The IEP may include as appropriate specific targets relating to English. Pupils are enabled to have access to the full range of activities involved in learning English.

Pupils who are more able are planned for in line with the Gifted and Talented and More Able Policy.

The needs of children with English as an additional language will be met through appropriate planning. This is supported by the school's Equal Opportunities Policy.

Teaching and Learning

Within each class children work in a variety of ways, either in ability groups, mixed groups or pairs depending on the task given and the skill being taught. Work is differentiated according to the children's needs within each class. Differentiation is shown on the weekly planning sheet and any support given is included.

A variety of teaching styles are used to develop children's knowledge, skills and understanding in English. The teaching styles used may include whole-class teaching with a shared reading or writing focus, guided group work, unaided group work or an independent activity. The use of group discussion and 'Talking Partner' work is encouraged to enhance the learning process, along with that of pupil demonstration. The children's learning styles are catered for through the use of visual and auditory resources, role play, drama and debate, interview and hot-seating.

Teaching Assistants support the learning of the children as directed by the teacher. This may be through working with groups or individuals within the classroom during the English lesson, or through focused short/long term intervention programmes.

Planning

The National Curriculum 2014 forms the basis of teaching and learning. Long-term plans are based on the National Curriculum and Classroom Monitor objectives. This ensures appropriate coverage and the development of skills throughout school, building upon work from class to class, year on year. 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. More detailed short term planning uses the school planning format as agreed by staff and is planned in response to the needs of children within each class on a weekly basis. English is taught in daily lessons across the school, with discrete phonics and spelling lessons being taught in Foundation and Key Stage 1.

Cross-Curricular Links

Teachers seek to take advantage of opportunities to make cross-curricular links. Subject-specific texts that link to work being undertaken in other areas are also be used in English lessons to support the wider curriculum. Planning enables pupils to practise and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum. Cross-curricular work is recorded in a Curriculum book which reflects the topic being taught. The subject leader and SLT perform regular work scrutinies throughout all subjects to ensure that the quality of cross-curricular writing remains high and that standards are consistent throughout subjects and year groups.

The use of ICT

Opportunities to use ICT to enhance teaching and learning in Literacy will be planned for and used as appropriate. (See ICT Policy).

Environment

Each classroom has a English working wall displaying key features and good examples of the current genre being taught. The working wall also provides grammar and punctuation information to support learning and understanding of grammatical terms. Further cross-curricular or English displays celebrate the children's work. Cross-curricular displays are enhanced by appropriate topic books available for the children to read. Role play areas in each classroom provide further opportunities for speaking, listening, reading and writing.

Resources

There is a range of age appropriate literacy resources, including dictionaries and thesauruses in all classrooms. In KS1 and in Year 3 each classroom has a speaking and listening area with a listening station and a range of audio texts. All classrooms have book boxes/shelves with fiction and non-fiction texts across the interest and ability range. Children have access to the Internet in the computer suite and have use of iPads in the classroom. Photocopiable resources and teachers' reference books are also available from the central storage area (currently in the staff room). The library contains a range of books to support children's individual research.

Assessment and Recording

The standard of the pupil's work and rate of progress is measured through careful observation and marking of their work in line with the school Marking Policy. National Curriculum 2014 materials are used to assess children in both reading and writing and teachers regularly record their assessments and observations on Classroom monitor. Teacher assessment and termly assessment tasks help the class teacher to devise targets for the children and to identify children who are under achieving. Pupil progress meetings take place each term and data from Classroom monitor is analysed.

Interventions groupings and targeted children are reviewed in line with the results of teacher assessment and Classroom monitor data.

In Year 1 the pupils complete the National Phonics Screening test and in Year 2 the pupils are assessed using the end of Key Stage One National Tests.

All assessment data is analysed in order to identify current strengths and weaknesses within English as a subject and to plan whole school improvements in English teaching.

Reporting

All parents receive an annual written report in which there is a summary of their child's effort and progress in English over the year. Parent consultation evenings are held twice a year when children's progress in English is outlined and discussed.

At the end of Key Stage 1, each pupil's level of achievement, measured against National Standards, is included as part of their annual report. In all year groups the pupil's level of achievement based on teacher assessment and data from Classroom Monitor is included in their annual report.

Regular reports are made to the Academy Representatives on the progress of English provision within St Peter's in particular the progress linked to areas in the School Development Plan.

Home School Links

Links with Parents are generated through Curriculum letters which inform parents of the topics being taught in the different year groups. Curriculum information is also available on the school website. Parent correspondence is also encouraged through the Reading Record and homework tasks which are sent home in line with the school Homework Policy. Parents are invited into school for events linked to English such as Curriculum mornings/evenings and Book fairs.

Liason with other schools

The English Co-ordinator attends MAC meetings and discusses aspects of the English curriculum taught within the MAC. Co-ordinators and all staff have the opportunity to moderate English and ensure continuity and progression within the MAC.

Role of Co-ordinator

The Co-ordinator is responsible for improving the standards of teaching and learning in English through:

- Monitoring and evaluating English by assessing pupil progress, the provision of Literacy and the quality of the Learning Environment
- Keeping up to date with recent developments in the teaching of English
- Attending training to broaden knowledge of teaching English
- Observing colleagues periodically to identify strengths and any support that might be needed
- Carrying out book scrutinies
- Reporting regularly to the Academy Representatives
- Developing an action plan for English which support targets in the School Development Plan
- Purchasing and organising resources

Monitoring and Evaluation

Monitoring standards of the children's work and of the quality of teaching in English is the responsibility of the subject leader. English is monitored using pupil interviews, learning walks, lesson observations, work scrutiny and data collection. An evaluation sheet is completed after monitoring identifying any short or long term actions. This is monitored by the co-ordinator and passed onto the SLT.

This policy will be reviewed every three years.

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