

**ST FRANCIS OF ASSISI CATHOLIC
PRIMARY SCHOOL**



ENGLISH POLICY

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Introduction

At St Francis of Assisi Catholic Primary School we believe that English is a fundamental life skill. Literacy develops children's ability to listen, speak, read and write for a wide range of purposes. 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.

Aims and Objectives

- to enable children to speak clearly and audibly and to take account of their listeners;
- to encourage children to listen with concentration, in order to identify the main points of what they have heard;
- 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, including the communication of their ideas, views and feelings.
- 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 challenging and substantial texts;
- to foster the enjoyment of writing, and a recognition of its value;
- to encourage accurate and meaningful writing, be it narrative or non-fiction;
- to improve the planning, drafting and editing of their written work.

Planning/ Curriculum Content.

The school is using the 2014 English Programmes of Study for Key Stages 1 and 2. Five writing lessons and two reading lessons are delivered from Year 1 to Year 6 each week. Children from Early Years to Year 2 receive twenty minutes focused phonics lessons daily. Foundation Stage plans are

based on the Early Learning Goals as set out in the revised Early Years Foundation Stage Profile. All Short Term lesson plans and assessment outcomes are available for scrutiny on the 'all staff drive.' Medium/ Short Term plans endeavour to facilitate the development of English skills through cross curricular links in the foundation subjects. A cross curricular piece of writing is planned for regularly within each topic, allowing children the chance to transfer and apply their writing skills. The teaching of grammar, spelling and punctuation is embedded into all English lessons.

Recording and Assessment.

Assessment of the standard of children's work and rate of progress is measured through teachers' careful observation and marking of children's output in line with the school Response and Marking Policy. The Subject Leader assesses the quality of short term plans on at least a half termly basis. The Subject Leader also observes lessons, speaks to children and examines a range of work to ensure effective delivery, differentiation and progression towards targets set. Children self assess their own work and that of their peers regularly during writing sessions. Pupils are formally assessed in line with the assessment policy and these are used to inform identification of under attaining children. Intervention groupings and targeted children are reviewed in line with the results of these assessments. End of year assessment data is analysed in order to identify current strengths and weaknesses within the subject and to plan whole school improvements in English teaching. The data is also used to help teachers devise next steps for individuals, groups and the whole class. National Curriculum 2014 materials are used to assess targeted children in both reading and writing.

Teaching and Learning

At St Francis of Assisi Catholic Primary School we use a variety of teaching and learning styles in our English lessons in order to meet the needs of all our pupils. 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. 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, ensuring that work is matched to the needs of the child. 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 dictionaries, thesauruses and individual word banks.

In the Foundation Stage language and literacy development are incorporated in all areas of learning. Opportunities are provided for children to communicate thoughts, ideas and feelings. Purposeful role-play is used to develop language and imagination. Children are given opportunities to share and enjoy a wide range of rhymes, songs, poetry and books. An environment is provided which reflects the importance of language through signs, notices and books. Children are provided with opportunities to see adults writing and they can experiment with writing themselves. Children receive daily phonic sessions.

Writing

Within each term the inclusion of a high quality text is used to challenge, enthuse and engage children. Our priority is to expose children to a range of quality texts and authors including classics and new releases. Where possible, these link to current topics, to enhance learning across the curriculum.

There is a clear progression in the teaching of writing which includes the familiarisation of the text type through reading, the identification of structure and language features, modelled writing, shared writing, supported composition, guided writing and independent writing. Progression of teaching writing includes exploring features, planning, drafting, assessing and editing. Throughout a writing unit, a success criteria of skills is created in collaboration with the teacher and pupils. The success criteria may be displayed on the board for children to refer to or attached in books to allow children and teachers to assess against. This assessment is then used by teachers and pupils to set short term targets.

Reading

Where appropriate reading objectives are taught in English lessons and quality texts are used to demonstrate good examples and inspire children's own writing. In addition children in Years 1-6 receive through two reading workshop sessions.

The Foundation Stage

We teach English in the Foundation Stage as an integral part of the school's work. We relate the Literacy aspects of the children's work to the objectives set out in the Early Learning Goals and

Foundation Stage Curriculum Guidance, which underpin the curriculum 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
- to practise and extend their vocabulary and communication skills.
- to explore words and texts

Contribution of English in other Curriculum areas

Wherever possible children are encouraged to develop and apply their English skills in every subject of our curriculum. Purposeful activities are planned to provide children with real life situations to apply and consolidate learning. 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.

EPR

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 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.

Spiritual, moral, social and cultural development

English contributes to all these areas:

- The 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.

ICT

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. ICT is used at whole-class, group and independent level.

Literacy and inclusion

At our school we teach English to all children, whatever their ability. It is part of the school Curriculum policy to provide a broad and balanced education to all children. We provide learning opportunities that are matched to the needs of children with learning difficulties and those learning English as an additional language, as well as providing appropriate, challenging planned work for those children who are Gifted and Talented. Work in English takes into account the targets set for children in their toolkits.

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