



## St Gregory's Catholic Primary School

### English Policy



This policy is underpinned by the schools mission statement: 'Loving and Learning'

#### **RATIONALE**

At St Gregory's school the teaching and learning of English ensures that all pupils regardless of their ability are taught to become confident and skilled in the use of spoken and written language. This policy has been written to meet the requirements as set out in the framework of the 2014 National Curriculum.

#### **AIMS**

We aim to develop pupils' abilities within an integrated programme of Spoken language, Reading Writing, Spellings Grammar and Punctuation. 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 literacy skills.

#### **PURPOSE**

1. Pupils make the link between Speaking and Listening, Reading and Writing.
2. Pupils learn to speak confidently and to listen and respond sensitively to each other using the appropriate forms of speech.
3. Pupils develop an interest and pleasure in reading becoming fluent and independent.
4. Pupils see writing as an important means of communication and an enjoyable activity in its own right.

#### **GUIDELINES**

1. Pupils are taught by a variety of methods that are appropriate to their age and ability.
2. Through the English scheme of learning pupils should encounter a range of activities that engage and develop their competence in all areas of English.
3. Pupils use ICT to support and enhance their learning.
4. The adults in the school provide positive role models in all areas of English.

#### **APPROACHES TO SPEAKING AND LISTENING**

##### Rationale

It is the aim of the school to equip the pupils with the skills they need, to listen and respond to others, to discuss and interact during class and group activities and participate in drama activities. The strands of 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.

**Purpose:**

1. To provide a positive environment that enables them to develop and improve their speaking and listening skills.
2. To enable all pupils to develop listening and questioning skills.
3. To use their skills for presenting information/opinions to a range of audiences effectively.

**Guidelines**

Foundation Stage:

- Develop spoken language through role play.
- Listen attentively and respond.
- Interact with others.

Key Stage 1:

- Begin to speak clearly, fluently and confidently.
- Listen, understand and respond to others.
- Join in and participate as members of a group.
- Participate in drama activities.

Key Stage 2:

- Speak adapting speech for a range of purposes and audiences.
- Listen and respond appropriately to others.
- Talk effectively as a member of a group.
- Take part in individual and group presentations.
- Speak clearly, fluently and audibly.

**APPROACHES TO READING**

Rationale

Pupils need to be taught the skills which enable them to become fluent readers who read for enjoyment and are able to access information from a range of sources to enhance their learning.

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. Regular phonics lessons in Foundation Stage 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. Support staff engage in reading activities to ensure that children have more frequent opportunities to read with adults.

Children in the Foundation Stage and KS1 classes take home a book from the 'Oxford Reading Scheme'. 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

at least four times a week. Information is given on how to support their child in reading at reading workshops and consultation meetings.

In Key Stage 2 children also take books home from the scheme and from the 'free readers' selection. We encourage all readers to read at home as 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.

### **Purpose**

1. Pupils have access to fiction and non-fiction texts.
2. Use ICT texts effectively.
3. Share reading with others.

### **Guidelines**

Foundation Stage:

- Have a variety of books read to them.
- Choose books to share with others.
- Teach phonics systematically.

Key Stage1:

- Continue with teaching of phonics
- Use a range of strategies to make sense of what is read.
- Access a range of texts and learn how they are organized.
- Begin to build up fluency.

Key Stage 2

- Continue to develop strategies for reading.
- Examine and understand a range of fiction and non-fiction texts.
- Access information from different sources including ICT.
- Read aloud fluently.
- Express their personal preferences for books.

## **APPROACHES TO WRITING**

Rationale

The aim is for pupils to learn that communication through the written word is an important skill. 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. Staff model writing strategies and the use of phonics and spelling strategies in shared writing sessions. A writing Intervention strategy is 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. Children work hard to write in pen during lower key stage 2, this encourages them to take care in their presentation and pride in their work.

### **Purposes**

1. To use written language effectively.
2. To write confidently and appropriately in different situations.
3. To use ICT.

### **Guidelines**

Foundation Stage:

- Differentiate between print and pictures.
- Make connections between speech and writing.
- Begin to understand the symbolic nature of writing.
- Write own name.
- Link phonics to spelling.
- Begin to hold a pencil effectively.

Key Stage 1:

- Use texts as models for writing, developing vocabulary.
- Write sentences.
- Use some simple punctuation accurately.
- Learn a range of spelling strategies.
- Form letters correctly joining some letters
- Write legibly.

Key Stage 2:

- Develop writing skills for a range of purposes through planning drafting, revising, proof reading and presenting.
- Use a range of punctuation accurately.
- Continue to learn spelling rules and strategies.
- Write fluently and legibly in both joined and printed styles.
- Use standard English.
- Develop a good knowledge of language structure.

### **CROSS-CURRICULAR LITERACY OPPORTUNITIES**

Staff 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 literacy lessons to other areas of the curriculum.

## **THE USE OF ICT**

We recognise the important role ICT has to play in our school in the development of Literacy skills. ICT is used on a daily basis to enhance the teaching of literacy and to give all children the opportunity to experience, read and write multimodal texts and develop visual literacy.

## **ASSESSMENT AND TARGET SETTING**

Formal assessments take place five times a year during 'I Can Do It Weeks' and rates of progress are tracked and discussed with the Senior Leadership team. The results of assessments are used to inform planning. The key function of all assessments is to inform the staff (and parents) of the children's progress and the subsequent provision required in order to achieve their targets.

## **INCLUSION**

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. Gifted children will be identified and suitable learning challenges provided.

## **EQUAL OPPORTUNITIES**

In order to engage all children, cultural diversity, home languages, gender and religious beliefs are all 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.

## **ROLE OF SUBJECT LEADER**

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

- monitoring and evaluating Literacy:-
  - pupil progress
  - provision of Literacy
  - the quality of the Learning Environment,
- taking the lead in policy development,
- auditing and supporting colleagues in their CPD,
- purchasing and organising resources,
- Keeping up to date with recent curriculum developments.

## **MONITORING**

English is monitored within the school's published framework for monitoring the core subjects. The co-ordinator and SLT are responsible for ensuring the findings of monitoring lead to positive change and improvement.

## **TRAINING**

The coordinator and SLT organise INSET and training according to the needs of the school improvement plan. Staff individual needs are assessed through performance management meetings, staff meetings, personal interaction and lesson observations. The Coordinator and SLT

are responsible for meeting staff training needs in order to ensure that provision is of continued high quality.

### **PARENTAL INVOLVEMENT**

We aim to involve parents directly in the life of the school, and thus in the development of children's skills, knowledge and understanding in English. Parents are involved in hearing children read, and are encouraged to discuss books with them.

There are opportunities each term when parents can discuss their children's progress with their teacher. Theme letters provide information about the English curriculum and how parents can support their children. 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.

### **CONCLUSION**

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

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

Policy Reviewed March 2018