

Holy Family Catholic School

Policy for English



We live, love and learn together in the light of God by...

praying together

learning together

playing together

and

respecting each other.

Our school is situated in one of the most underprivileged areas of Birmingham. The majority of our children speak English as a second language. On entry to Nursery the majority of our pupils and parents speak little or no English.

We are mindful that “Generally speaking children learning an additional language can become conversationally fluent in the new language in two to three years, but it can take five years or longer to catch up with monolingual peers in the development of cognitive and academic language”. *PNS Excellence and Enjoyment: learning and teaching for bilingual children in the primary years. DfES 2006*

Aims and Objectives

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, listening, reading and writing across a range of different situations.

Our objectives in the teaching of English are that by the age of 11 we aim for a child to be able to:

- take pleasure in all aspects of English;
- read and write with confidence, fluency and understanding, developing a range of independent strategies to self-monitor and correct;
- develop the powers of imagination, inventiveness and critical awareness;

Holy Family Catholic School – Policy for English

- have an interest in books and read for enjoyment;
- have an interest in words and their meanings allowing them to develop a growing vocabulary in spoken and written forms;
- understand a range of text types and genres allowing them to write in a variety of styles and forms appropriate to the situation;
- have a suitable technical vocabulary to articulate their responses.

Holy Family Catholic School – Policy for English

Statutory Requirements

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

In the Early Years Foundation stage (Reception) children are given opportunities to:

- speak, listen and represent ideas in their activities;
- use communication, language and literacy in every part of the curriculum;
- listen to and read a range of texts;
- become immersed in an environment rich in print and possibilities for communication, where mark making opportunities are widely available.

At Key Stage One (Years 1 and 2) children learn to speak confidently and listen to what others have to say. They continue to read and write independently and with enthusiasm. They have opportunities 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 purposes and audiences. They read a range of texts and respond to different layers of meaning in them. They have the opportunity to explore the use of language in literary and non-literary texts and learn how the structure of language works.

Subject Organisation

The English curriculum at Holy Family Catholic Primary School is delivered using the National Curriculum English Document (2014). The Early Learning Goals are followed to ensure continuity and progression from the Early Years Foundation stage through to the National Curriculum.

Using the English Curriculum teachers throughout school will follow a Curriculum Map based on a rich literature spine influenced by Pie Corbett’s Talk for Reading. These text units are generally planned over a 2-3 week period using the model that includes 3 distinct phases:

1. reading,
2. gathering content,
3. and writing.

These phases allow the children to thoroughly explore the text type and its features before practising aspects of writing including more independent writing to produce their own version of the text type.

Teachers group children according to their abilities and work should be differentiated accordingly using effective methods such as support, outcome and task. Where appropriate, English teaching will also link to our Topics to promote cross-curricular learning.

Holy Family Catholic School – Policy for English

Approaches to Speaking and Listening

The School aims to help children:

- understand and produce a simple and an elaborate language;
- use speech for a variety of purposes e.g. describing events, expressing opinions, articulating feelings and investigation;
- use language to aid social and emotional development;
- use standard English, vocabulary and grammar;
- use language for enjoyment;
- listen carefully and respond to what is said.

The Four Strands of Speaking and Listening: 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.

Approaches to Reading

The School aims to:

- encourage a love of reading by making it a successful and enjoyable experience;
- produce effective readers;
- provide a wide and stimulating variety of texts;
- build up a sound base of reading strategies using phonic awareness;
- develop strategies for children to read for meaning;

Reading is an important part of the English curriculum in our School. Home reading books are organised on a banding system ensuring the children read books appropriate to their attainment (the children's reading should be 99% accurate in these books). These books will be provided and sent home on a daily basis for parents to read with their children. Reading resources will provide enriching vocabulary, correct grammatical structure and interesting content.

Each parent is given the opportunity to liaise with teachers through reading record books which record when the children have been listened to in School by a member of staff, and at home, and any issues or positives there may be. Children who have moved on from the reading scheme have access to the class book selection and School Library or they can bring a book to read from home.

Children in our School are encouraged to read widely and our School Library offers the children the opportunity for wider reading by borrowing a variety of books. The children have access to the School Library, which offers a wide variety of texts to capture interest. They also have access to listen to a range of texts through their class novel, which the teacher reads to them daily throughout the week.

Shared reading takes place within English lessons and within designating reading sessions. This will provide enriching experiences through more challenging texts. Teachers will also share stories with the class displaying an enthusiasm for reading and setting a positive example as a reader.

Phonics is taught daily in Early Years Foundation Stage and Key Stage One following the framework 'Letters and Sounds' and resources using Flopping Phonics and Phonics International. This will involve a 20 minute daily session of planned systematic phonics' delivery, with a wide opportunity for

Holy Family Catholic School – Policy for English

application of skills through the environment and other lessons. Some children in KS2 receive further support to enhance their phonics to support their reading.

As part of the English curriculum each child across School will take part in at least 3 Guided Reading sessions each week outside of the English lesson which will be led by the class teacher allowing the children to develop their reading and comprehension skills. Following their Guided Reading session the children are allocated a comprehension activity to complete in their Comprehension Books that supports the learning objective. This is assessed against Stat Online KIPS and objectives for reading allowing teachers to make accurate judgments regarding a child's progression and attainment.

Approaches to Writing

The School aims to:

- give Writing a purpose and make it an enjoyable experience by presenting a wide variety of writing opportunities;
- develop the children's confidence as young writers;
- help children see writing as an important means of communication;
- develop Writing by positive teaching of skills and encouragement;
- give each child the opportunity to write in a variety of genres and for a variety of audiences.

Classroom writing situations should emphasise to the children the purpose of Writing and give the children the opportunity to write in a variety of genres and for different purposes and audiences.

Shared and modelled Writing, taking place within English lessons, allows the teacher to demonstrate good writing practice to the children while using their ideas. Teachers must ensure that the writing demonstrated shows high expectations and covers the success criteria they would expect to see in the children's writing including across the ability groups.

Children are expected to write daily in a range of forms. Throughout the Reading Phases this may be response to a text, filling in text feature grids or short writing tasks such as writing as a character. In the gathering content phases the children are writing with the purpose of practising new skills learnt appropriate to the text type they are learning about. In the Writing Phase the children are writing at length with the aim of producing a finished outcome. As part of writing assessment the children write a piece of extended writing independently at the end of a unit of work that is assessed using the Cent's Writing Checklist.

In our school we have high expectations of presentation. The children follow set rules when beginning any new piece of work in their books and they are expected to use cursive writing. To support this handwriting, practice is undertaken regularly across school and children write in pencil until they obtain a pen licence. Teachers and Teaching Assistants are expected to demonstrate high quality presentation and handwriting when marking, working with children or scribing in a lesson.

In the new English Curriculum grammar and spelling now plays a key role in the children's writing. To support our children's grammar and spelling progression and attainment the teachers integrate time to practising these skills within their English lessons. There is also the opportunity for the children to put these skills using on line resources at home (spag.com).

Cross-curricular English Opportunities

Holy Family Catholic School – Policy for English

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 literacy lessons to other areas of the curriculum.

The Use of ICT

Opportunities to use ICT to support teaching and learning in English will be planned for and used as appropriate ensuring the activity has a strong English base.

Assessment and Target Setting

Teachers will be set annual targets for their children's progression and attainment as part of their performance management. Pupil progress meetings will be held half termly and assessments against the national criteria will be made at the end of each term (December, March and July).

The statutory tests will be taken at the end of Key Stage 1 and 2 and in EYFS assessments are carried out in September and July to monitor progress made.

At the end of Year 1 the children sit the Phonics Screening Test and those who do not pass re-sit it at the end of Year 2.

Assessment is a critical part of teachers' planning and work will be assessed in line with the Assessment Policy.

- We complete regular writing assessments at the end of the teaching of each unit to track the children's progress. These are assessed using our CENTs Cluster Writing Checklist allows teachers to make accurate judgments. This is then recorded on a Stat online Programme.
- Class teachers set Individual writing targets for the children to help them to make progress.
- Teachers quality mark all writing with two stars and a wish identifying one area for the child to work on in order to improve their work in line with the Marking Policy.
- Teacher assessments in Reading are made using Stat on line.
- Phonics assessments are carried out regularly using the Letters and Sounds Assessment sheet and this information is recorded using the Phonics Tracker Book for each child to track progress through the phonics phases.

Intervention Programmes

Intervention programmes are implemented to support children where appropriate and for children identified by the class teacher and the SLT during Pupil Progress Meetings. These may include, Phonics Booster Groups and additional 1:1 reading. However, they may be planned specifically against a group's needs using assessments from the teacher.

Equal Opportunities

All children are provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

Holy Family Catholic School – Policy for English

Conclusion

This policy also needs to be in line with other School Policies and therefore should be read in conjunction with the following School Policies:

- Teaching and Learning Policy
- Assessment and Record Keeping
- Feedback and Marking policy
- Special Educational Needs Policy

Class teachers complete a weekly (short-term) plan for the teaching of English. This details the specific learning objectives for that week in the form of LO and StS (Steps to Success), and gives details of lesson content and structure and differentiated learning activities for each ability group. The class teacher keeps these individual plans, and general observations in line with AfL procedures.

Teachers plan the activities in English so that they build on the children's prior learning. While we give children of all abilities the opportunity to develop their skills, knowledge and understanding, we also plan progression into the scheme of work, so that there is an increasing challenge for the children as they move up through the school.

The Early Years Foundation Key Stage

The teaching of English in the Early Years Foundation Key Stage is through the Area of Learning for Communication Language and Literacy and we relate the English aspects of the children's work to the objectives set out in the Early Learning Goals, which underpin the curriculum planning 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, and to practise and extend their vocabulary and communication skills. We follow the Letters and Sounds Teaching Scheme for the teaching of phonics. Foundation Stage 1 (Nursery) follow Stage 1 and Foundation Stage 2 (Reception) begin at Stage 2. Children have the opportunity to explore words and texts, to enjoy them, to learn about them, and to use them in various situations. Foundation Stage 1(Nursery) and Foundation Stage 2 (Reception) have reading and writing areas which children are encouraged to access during self directed learn time.

Contribution of English to teaching in other curriculum areas

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. Teachers plan carefully to ensure that cognitive and academic language proficiency in all subjects is given a high focus for all pupils.

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. 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.

Holy Family Catholic School – Policy for English

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 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

The teaching of English develops skills through which our children can offer critical responses to the moral questions they meet in their learning. Their understanding and appreciation of a range of texts bring 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.

English and ICT

The use of ICT with clear learning objectives, will promote, enhance and support the teaching of English at word, sentence and text levels. It also offers ways of impacting on learning that are not possible with conventional methods, e.g. interactive and non-linear stories.

ICT is used at whole-class, group and independent levels. The screen projection of text enables it to be read and shared. The projection of a word processor 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 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).

English and Inclusion

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.

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 Attainment allows us to consider each child's attainment and progress against expected stages. This ensures that our teaching is matched to the child's needs.

Intervention through will lead to the creation of an Individual Target Plan (ITP) for children with special educational needs. The ITP may include, as appropriate, specific targets relating to English.

We enable all pupils to have access to the full range of activities involved in learning English. Where children are to participate in activities outside the classroom (a theatre trip, for example) we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Holy Family Catholic School – Policy for English

Assessment for Learning

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 (peer marking).

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 discussing it with the child's parents or carers. The next teacher then uses these long-term assessments as the planning basis for the new school year.

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 the optional national tests (Nfer and Pira) at the end of Years 3, 4 and 5. Teachers also make annual assessments of children's progress based on the level descriptions of the National Curriculum.

Samples of children's work can be found in a Writing Portfolio (Y1-Y6). This demonstrates what the expected level of achievement is in English in each year of the school. Teachers meet regularly to review individual examples of work using the Cent's Writing Checklist and exemplification material.

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.

Resources

There is a range of resources to support the teaching of English across the school. All classrooms have dictionaries and a variety of age-appropriate small apparatus. All classrooms have a selection of fiction and non-fiction texts. Children have access to the Internet through their classroom computer. Access to the Internet is also available in the ICT suite. The ICT suite holds valuable resources for children and teachers. Individual classrooms have their own resources including teacher books, books of specific genres, guided reading books. Each classroom has a reading area.

Monitoring and Review

The coordination and planning of the English curriculum are the responsibility of the subject leader, who also:

- supports colleagues in their teaching, by keeping them informed about current developments in English and by providing a strategic lead and direction for this subject;
- purchases and organises resources;
- uses specially allocated regular subject leader time to review evidence of the children's work, and to observe English lessons across the school to monitor pupil progress;
- conducts moderation staff meetings regularly using samples of extended writing from literacy and other curricular areas. This ensures consistency of judgement across the school and increases all staff's knowledge and awareness of levels and standards;

Holy Family Catholic School – Policy for English

A report is made to the Governors on the progress of English provision. This report identifies strengths and areas for development. The literacy governor (Kath Meehan) meets regularly with the subject leader to review progress.

The quality of teaching and learning in English is monitored and evaluated by the subject leader and head teacher as part of the school's agreed cycle of lesson observations, work scrutiny and pupil interviews.

This policy will be reviewed at least every two years.

Approved by the Governors of the Curriculum and Standards Committee

Signed: Chair of Governors

Date: 22 March 2018