

ST.PAUL'S
CHURCH OF ENGLAND
PRIMARY SCHOOL



ENGAGE - INSPIRE - ACHIEVE

**The Christian family of St Paul's... moving forward together.
A caring, exciting and happy school where everyone
succeeds!**

English Policy
January 2020

ENGLISH POLICY

AIMS

We aim to develop pupils' abilities within an integrated programme of Speaking & Listening, Reading & Writing. Pupils will be given opportunities to interrelate the requirements of English within a broad and balanced approach to the teaching of English across the curriculum, with opportunities to consolidate and reinforce taught English skills.

At St Paul's Church of England school we strive for children to be a 'Primary Literate Pupil'

By the age of eleven we aim for a child to be able to:

- read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct.
- have an interest in books and read for enjoyment
- have an interest in words, their meanings; developing a growing vocabulary in spoken and written forms.
- understand a range of text types and genres - be able to write in a variety of styles and forms appropriate to the situation.
- be developing the powers of imagination, inventiveness and critical awareness.
- have a suitable technical vocabulary to articulate their responses.

STATUTORY REQUIREMENTS

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Document (2013) and in the Communication, Language and English section of the Curriculum Guidance for the Foundation Stage (2013).

STATUTORY REQUIREMENTS continued

In the Foundation Stage children should be 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 possibilities for communication.

In Key Stage 1 - children should learn to speak confidently and listen to what others have to say. They should begin to read and write independently and with enthusiasm. They should use language to explore their own experiences and imaginary worlds.

In Key Stage 2 - children should learn to change the way they speak and write to suit different situations, purposes and audiences. They should read a range of texts and respond to different layers of meaning in them. They should explore the use of language in literary and non-literary texts and learn how the structure of language works.

THE GOVERNING BODY

Regular reports are made to the governors on the progress of English provision and to our English Governor.

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

SUBJECT ORGANISATION

The English Curriculum is delivered using the Lancashire Learning Key Skills document in reading, writing and speaking and listening (which is written by Lancashire County Council consultants using the statutory requirements from the National Curriculum 2013). 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.

English is taught in classes and teachers are supported by teaching assistants or a HLTA. There is no requirement to sit children according to their ability however this will depend on the learning task. Opportunities for children to learn in mixed ability groups should be planned for to allow children to higher level language and thinking.

Children with additional needs should be carefully planned for and targeted intervention should be in place to ensure personalised learning for all. Children who are unable to access the curriculum will be taught within the Budding Blossoms classroom following discussions with the SENDCO, Headteacher and parents.

Lessons are planned following the school's long term plan which ensures an even coverage of fiction, non-fiction and poetry units. A great emphasis is placed on cross curricular writing and the units are planned with this in mind.

Spelling, punctuation and grammar are taught within the English lessons.

APPROACHES TO SPEAKING AND LISTENING

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.

Skills covered are taken from the Lancashire Key Learning Skills in Speaking and Listening document and are fed into daily teaching. Children are encouraged to develop their speaking and listening skills in all areas of school life by all staff.

APPROACHES TO READING

- Shared reading
- Guided reading
- Independent reading
- Phonics is taught daily throughout EYFS, KS 1 and into KS 2 if needed.
- Book Bands (one books linked to reading ability and one fully decodable book linked to phonics ability)

- Free readers when children become confident and capable readers
- Weekly class library sessions
- Reading tasks which will improve children's retrieval and inference skills
- Vocabulary tasks based around the texts used in class
- Whole school reading challenge
- Reading homework, home-school liaison through reading diaries and journals.
- Individual Reading (1:1)
- Attractive and inviting library and reading corners
- Access to a wide range of stimulating reading materials across school
- Displays with text for children to read

Guided Reading

EYFS

Guided Reading in EYFS takes place once a week following the traditional reading carousel. Sessions are delivered 1:6 using books from the guided reading book band. As well as this, whole class shared reading sessions are delivered weekly through the use of images to encourage comprehension and speaking and listening skills.

Key Stage One

Guided reading is delivered through whole class guided reading sessions and smaller 1:6 guided reading sessions. During weekly whole class reading sessions, all children, regardless of abilities, participate in the sessions to allow exposure to high level vocabulary and high quality texts. Additional guided reading sessions should be planned for in a smaller groups for SEND children where needed.

In addition to this, children in Year 2 have additional sessions focussing on comprehension.

Key Stage Two

Guided reading in Key Stage Two is delivered through whole class guided reading sessions. All children, regardless of abilities, participate in the sessions to allow exposure to high level vocabulary and high quality texts. Additional guided reading sessions should be planned for in a smaller groups for SEND children where needed.

Whole class reading sessions can be planned for 3 20 minute sessions or one 60 minute session over the week.

Comprehension tasks and individual reading tasks should take place over the remaining two sessions for 20 minute periods.

Children should be exposed to a wide range of high quality texts covering a range of genres. Children should be accessing books which they would not normally read at home. These texts should be rich in vocabulary.

Independent Reading

Children are heard read through whole class guided reading and smaller group guided sessions every week.

Children in EYFS and Key Stage One are heard read individually at least once a week in addition to their guided reading sessions.

Children across school who are working below age expectations or do not read often at home to an adult are put on our 'Priority Readers' list. These children read regularly to an adult in school and their progress is closely monitored.

APPROACHES TO WRITING

- Using the Lancashire Key Learning document in writing focussing on skills in vocabulary, composition, grammar, punctuation, spelling and handwriting.
- Providing a wide range of contexts for writing throughout the curriculum with a strong emphasis on cross curricular writing and writing for real life purposes.
- Teaching focussed key writing and spelling strategies across KS1 and KS2 (10 minute daily skills sessions in all learning groups every day)
- KLIPS and LAPS documents designed by Lancashire to track, level and assess pupil progress and inform future planning in terms of gaps.
- Encouraging and promoting a process of planning, drafting and redrafting, edit and improve.
- Use of ICT to present work in a variety of forms.
- Opportunities for shared, guided, modelled and collaborative writing.
- Visual and Kinaesthetic stimuli to prompt writing.
- Allowing 'Fix it' time for children to respond to marking feedback and make improvements.
- Use of Role Play across both key stages.
- Use of ICT resources such as Interactive Whiteboards/ Video clips.
- Use of Drama and strong emphasis on Speaking and Listening activities.
- High expectations for handwriting throughout school (using a cursive approach)
- Throughout units of work, children should be provided with plenty of opportunities to develop their writing skills through short and short/long writing opportunities
- At the end of a unit of work, children will write their own outcome which will be supported by the teacher through modelling. This is known as **Outcome One**.
- Shortly after the end of the unit, children should be given the opportunity to write an independent piece of writing of the same genre (e.g another information text or fantasy story). This should not be modelled by the teacher. This is known as **Outcome Two**.
- The children should then be provided with the opportunity to write another text of the same genre through their cross curricular writing. This should not be modelled by the teacher. This is known as **Outcome Three**.

APPROACHES TO SPELLING

Spelling skills should be taught weekly following the Spelling Shed scheme. This is additional to the spelling skills to be covered using the Lancashire Key Learning documents. The length of time spent teaching spelling skills each week is dependent

on the skills to be covered. Spelling should be taught in a variety of interesting and fun ways using a range of resources.

Children should have access to a dictionary in every lesson and the spelling lists for their year group should be stuck in their English book and be visible in the classroom for reference.

Spelling homework should be given every other week from year one and children should take part in a spelling 'quiz' every week. Please see the homework policy for more details.

Interventions should be delivered for children who are falling behind such as AcceleRead, AcceleWrite or IDL.

Resources

Classrooms must be well resourced to help children become independent learners. Dictionaries and thesaurus should be available in all Key Stage One and Two classes. Children should have access to spelling lists.

CROSS-CURRICULAR ENGLISH OPPORTUNITIES

Teachers throughout the school strive to make cross-curricular links in all subjects using the Key Learning Document to ensure skills are being covered. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum. Teachers map out cross-curricular writing opportunities at the beginning of every term to ensure a wide coverage.

THE USE OF ICT

Opportunities to use ICT to support teaching and learning in English will be planned for and used as appropriate. This is the responsibility of the Pod and Class teachers.

The use of Ipads, laptops and kindles should be planned into lessons where appropriate.

ASSESSMENT

Work will be assessed in line with the Assessment Policy using the KLIPS documents for reading and writing. These will be highlighted at the end of each term and age related statements will be added to the school's assessment tracker.

Any independent pieces within the English book (i.e. any writing which has not been modelled by the teacher) should be recorded with a blue dot at the top of the page.

Where children have completed independent pieces of writing in other subjects, this should be marked with a blue dot/ sticker at the top of the page. This can then be used to assess children's writing abilities.

Marking should be carried out in line with the marking policy.

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 or at risk of falling behind and take steps to improve their attainment. More able children will be identified and suitable learning challenges provided. This intervention is the responsibility of the relevant teacher.

Children with additional needs should be carefully planned for and targeted intervention should be in place to ensure personalised learning for all. Children who are unable to access the curriculum will be taught within the Budding Blossoms classroom following discussions with the SENDCO, Headteacher and parents.

EQUAL OPPORTUNITIES

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

ROLE OF THE LEADERSHIP TEAM:

The Leadership team should be responsible for improving the standards of teaching and learning in English through:

Monitoring and evaluating English:-

- pupil progress
- provision of English (including Intervention and Support programmes)
- the quality of the Learning Environment;
- the deployment and provision of support staff

Taking the lead in policy development

Auditing and supporting colleagues in their CPD

Purchasing and organising resources

Keeping up to date with recent English developments

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

Responding to pupils' work / Feedback / Marking policy

Special Educational Needs Policy

ICT Policy

Equal Opportunities Policy

Health and Safety Policy

Phonics Policy

Handwriting Policy

POLICY REVIEW

The English Policy will be reviewed every two years or in light of statutory changes

This policy will be ratified by the Governing Body in January 2020

Signed by Mr W Aitkin (Chair of Governors)

Date: January 2020

This policy will be reviewed on or before the following date: January 2022

We are a Rights Respecting School. The United Nations Convention on the Rights of the Child (UNCRC) is at the heart of everything we do. The UNCRC articles which are particularly relevant to this policy are:



Children's Rights - Article 28

Every child has the right to an education.

www.OutsideClassroomEvents.co.uk



Children's Rights - Article 29

Every child's education must develop their abilities and talents and help them to respect people, live peacefully and protect their environment.

www.OutsideClassroomEvents.co.uk