



St. Catherine's C of E Primary School English Policy



Introduction:

This policy outlines the teaching, organisation and management of English taught and learnt at St. Catherine's School. The policy is based on the 2014 expectations and aims of the National Curriculum for English and the Early Years 'Development Matters' EYFS document. This ensures continuity and progression in the learning and teaching of English.

Overall curriculum purpose:

A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society. Children should also apply their writing and reading knowledge across the wider curriculum – for example, in science, history, geography and other subjects.

Aims:

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

The expectation is that the majority of pupils will move through the programmes of study at broadly the same pace. However, decisions about when to progress should always be based on the security of pupils' understanding and their readiness to progress to the next stage. Pupils who grasp concepts rapidly should be challenged through being offered rich learning experiences to deepen their understanding of concepts. Those who are not sufficiently confident with earlier material should consolidate their understanding, including through additional practice, before moving on. Our pedagogy is that children should be fluent readers, writers and speakers, and apply these skills across a range of situations and contexts. This begins in the EYFS as we believe that early acquisition of phonics leads to greater success as pupils move through the school.

Culture

Speaking and listening provide the foundation for further language development. A pupil's spoken language reflects the local culture and heritage of the individual and is therefore crucial to his or her identity and should be valued and built upon. Reading is one of the most powerful tools of learning both in and out of school. Reading provides opportunities

for pupils to gain both understanding and pleasure from a range of texts. Confidence and competence in the use of the written word is essential to the communication of meaning. A pupil's ability to write effectively affects performance in all areas of learning and living and is very much a developmental process. We value and encourage children as they move through the developmental stages of learning to spell, but we also recognise the importance of mastering and using accurately conventional spelling in order to convey meaning clearly in writing. Presentation of written work reflects the awareness of the writer to the needs of his or her audience. Our ultimate goal is for pupils to achieve a fast, flowing, legible style of writing.

Enrichment is planned for through RE, history, geography, science etc.

Planning

The school follows the National Curriculum (2014). Class teachers use Babcock No-Nonsense Literacy Teaching sequences to plan for the teaching of English. This lists the specific learning objectives (including reading, writing, grammar and spoken language) and expected outcomes for each lesson, and gives details of how the lessons are to be taught. Teachers create long-term yearly progression maps for reading and writing (including grammar) to ensure that children experience a range of genres, coverage of objectives and progression of skill across the school. These long-term plans are guided by teacher assessment. For reading we also use Literacy Shed Vipers scheme to support whole class guided reading. Reading and Spelling is also taught through Read Write Inc, this programme is implemented in Early Years.

Our systems ensure pupils experience a detailed and carefully sequenced curriculum and within that regular, planned rehearsal and practice in order to ensure that they securely grasp the concepts taught. The aim is for our pupils to become 'fluent' readers and competent and creative writers.

Early years:

Work undertaken within the Foundation Stage is guided by the requirements and recommendations set out in the Early Years 'Development Matters' EYFS document. All children are given ample opportunity to develop early writing, reading and speaking skills. Lessons in the Early Years aim to do this through varied activities that allow children to learn through exploration and play.

Leadership and Management

The subject leader's role is to empower colleagues to teach English to a high standard and support staff in the following ways:

- 🕒 By keeping up to date on current issues: disseminating information and providing guidance and training for staff members (either directly or through other professionals)
- 🕒 Leading by example / modelling lessons or styles of teaching
- 🕒 Having a knowledge of the quality of English provision across the school
- 🕒 Monitoring expectations, provision and attainment across the school and providing feedback to develop practice further in order to raise standards.
- 🕒 Provide necessary equipment and maintaining it to a high standard.

Differentiation and support: (Including provision for SEND, G&T, EAL, and PPG pupils)

Support and scaffolding is provided in all English lessons and is done in various ways, such as:

- setting challenging age-related tasks based on systematic, accurate assessment of pupils' prior skills, knowledge and understanding;
- small, differentiated target steps for all children to move through at a pace that suits their needs;
- timely support and intervention; systematically and effectively checking pupils' understanding throughout lessons;
- ensuring that marking and constructive feedback is personal, frequent and of a consistently high quality - enabling

pupils to understand how to improve and develop their work - with planned in time for children to respond to feedback;

Marking and Feedback:

The main purpose of our marking policy is to ensure that as children progress through the school they benefit from constructive guidance and next step questioning to challenge and consolidate their learning further. Please refer to school marking policy for further details.

Assessment:

Assessment is regarded as an integral part of teaching and learning and is a continuous process. It is the responsibility of the class teacher to assess all pupils in their class. This is mainly achieved through mini-plenaries, questioning, marking, T.A feedback and pupil self-assessment.

Reading is assessed through Read Write Inc assessments every 6 weeks, ongoing guided reading formative assessments and summative reading tests every term.

Spelling and grammar are assessed formatively throughout each term and through summative assessments at the end of each term. During our daily grammar, we incorporate assessment opportunities to check learning is not too easy/not too hard.

Writing is assessed at the end of each writing unit (every 3 weeks) and the end of each term. Throughout the year, teachers will formally assess writing on EGG sheets to support final judgements.

Speaking and listening skills are assessed formatively throughout the year and at the end of every term.

Assessment is used to guide planning, intervention and classroom support.

Monitoring and Review:

The monitoring of the standards of children's work and the quality of learning and teaching English is the shared responsibility of the S.L.T and the subject leader. The work of the subject leader also involves supporting colleagues in the teaching of English, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. A named member of the school governing body is briefed to overview the teaching of English in the school. Monitoring shows the following of systems are strong and teachers are trying to strike a balance between teaching and applying skills. The areas to work on are assessment and early identification of children working below age-related expectations in writing and reading, to ensure we are supporting all children to make good progress in English.

Reviewed: Annually

