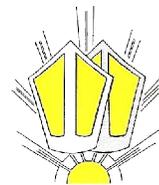


St Edmund's and St Thomas' Catholic Primary School



English Policy

Philosophy/Rationale

At St Edmund's and St Thomas' Catholic Primary School we believe that literacy is at the heart of education. Literacy pervades all aspects of school life and the skills of: speaking listening, reading and writing are evident in all areas of the curriculum. Through speaking, listening, reading and writing, children develop their powers of communication, inventiveness and critical awareness.

Language and literature is an essential part of everyday life and being literate is crucial for future success; both educationally and in the wider world as active citizens. For children to achieve well in English lessons and to develop a comprehensive set of literacy skills it is vital they experience a relevant and engaging English curriculum.

Our Mission Statement declares:

'Inspired by our Catholic faith and Christian principles, we will care for, guide and support each and every child. In our inclusive, happy school you will see: children at the heart of our community; achievements celebrated and full potential reached.'

We are whole-heartedly committed to ensuring we provide a high quality English curriculum in which all of our pupils achieve well. A curriculum which will enable our pupils to value, enjoy and celebrate diversity in culture and language.

This policy should be read in conjunction with: the **Teaching and Learning** policy, **Marking and Feedback** policy, **SEN** policy, **Assessment** policy and **Equal Opportunities** policy.

Aims

We aim to provide our children will a range of literacy and language experiences which will enable our children to:

Speaking

- Communicate effectively; both audibly and coherently.
- Develop the language skills which will allow them to: hypothesise, explore, investigate, report, describe, explain, question, instruct, recount, persuade, negotiate and entertain.
- Have the confidence to participate in discussions; whereby they will be able to present a point of view and justify this by using supporting evidence.
- Develop their vocabulary and stimulate their imagination and interest in language.

Listening

- Be active listeners, well focused and attentive.
- Be able to respond appropriately to others.
- Take an active part in all aspects of the curriculum, able to follow instructions and undertake tasks independently.
- Establish and maintain good social relationships.
- Work co-operatively by sharing ideas, taking turns and valuing the opinions of others.

Reading

- Develop a passion for and love of reading.
- Develop a range of reading strategies which can be used and adapted to different situations
- Experience reading a range of genres and identify the links to other subjects or experiences.
- Actively interact with texts, making thoughtful predictions and adjusting these as they read.
- Develop the ability to understand as they read and to infer and deduct in a range of texts.
- Develop critical analysis skills, able to understand and explain an author's intention or comment on their use of language.
- Able to identify and explain different viewpoints within a text
- Develop preferences for different texts.
- Develop research skills.

Writing

- Confidently express their thoughts, ideas and opinions on paper.
- Enjoy writing and experience success through the production of poems, stories, mini books, reports etc to inform and entertain a range of audiences: peer group, parents, and the wider school community.
- Understand and engage with the writing process of: planning, drafting and re-drafting.
- Write for purpose, using the appropriate language and organisational features.
- Understand the links between the spoken and the written language
- To use a range of sentence structures enhanced by: imaginative language choices; effective sentence openers; a wide range of connectives and organised through appropriate punctuation to give meaning to their writing.
- Develop good planning and organisation skills through the use of a variety of writing frames and writing skeletons.
- Develop a range of strategies to develop their spelling skills.
- Develop a neat, cursive style of handwriting

Spelling and Phonics

- Develop an understanding of the phonic system and apply this knowledge to reading (blending skills) and spelling (segmenting skills).

- Confidently 'have a go' at spelling.
- Experience a problem solving and investigative approach when learning about spelling patterns
- Confidently use a range of strategies when learning spellings and apply the strategies to different situations.

Curriculum Organisation:

EYFS/Y1

The English curriculum is organised in a two yearly cycle, to accommodate the mixed year group nature of Reception and Y1. When planning units of work teachers use the EYFS Curriculum Guidance and the Primary National Strategy and associated resources for guidance. The continuous provision and areas of learning actively promotes the development of speaking, listening, reading and writing skills. Teachers respond to the children's interests and ensure resources are well matched, engaging and extend the children's understanding. Pupils are taught reading, writing and phonics skills in ability based groups.

Y2

The English curriculum is organised in a yearly cycle. When planning units of work teachers use the Primary National Strategy and associated resources for guidance; but also look for ways to enrich the delivery of the curriculum. Phonics sessions are taught daily, in addition to the daily English lesson, in ability based group. Strong links are made between the phonics sessions and the English lesson.

Y3-6

The English curriculum is organised in a two yearly cycle, to accommodate the mixed year group nature of KS 2. When planning units of work teachers use the Primary National Strategy and associated resources for guidance; but also look for ways to enrich the delivery of the curriculum. One vehicle used to ensure the curriculum is relevant and highly engaging is the Learning Journey model. Through this model purposeful links are made across subjects. Speaking, listening, reading, writing and thinking skills are developed and embedded using another subject area. Two learning journeys are used per year.

Curriculum enrichment is also provided through: the inclusion of visual literacy activities; effective use of ICT resources; and the utilisation of visits and visitors.

Curriculum Provision:

Speaking and Listening

- All literacy units of work include a sharp focus on developing speaking and listening skills. This includes the use of role play and drama activities.
- Planning highlights daily opportunities for developing speaking and listening skills

- Pupils are afforded opportunities to develop their thinking through discussion based activities.
- Talking partners are used extensively to discuss ideas, formulate questions, debate issues.
- Pupils work in a variety of groupings to encourage wider and more varied interaction: problem solving groups in Mathematics and Science; planning and discussion groups in Literacy. Pupils are encouraged to take on different roles within the group, e.g. leader, speaker and scribe.
- Mentoring opportunities are planned across the age groups which develop social and communication skills, coaching skills and enable pupils to consolidate learning.
- Opportunities are provided for pupils to prepare and deliver presentations to a variety of audiences.

Phonics and Spelling

- Phonics lessons are taught in a highly systematic and structured way using a synthetic phonics programme - *Read Write Inc.*
- Grapheme-phoneme correspondences are taught in a clearly defined sequence.
- Phonics lessons are used to teach the processes of 'blending' for reading and 'segmenting' for writing.
- Opportunities are provided to practise and apply skills in reading and writing.
- Phonics and spellings lessons are taught in ability based classes.
- Phonics and spellings are taught following a specific teaching sequence, which helps the children to develop useful strategies for spelling.
- All pupils have a spelling journal which enables them to practise spellings at home with their families.
- ICT resources (WordShark) are used to consolidate phonological understanding and spelling skills.

Reading

- The reading programme includes: Shared Reading, Guided Reading, individual reading conferences and silent reading.
- Novels are used extensively to develop pupils' comprehension skills.
- Links are made with film versions of books studied to enhance the children's critical awareness skills.
- All children are expected to read at home and are encouraged to use *Reading Logs* to complete a homework activity linked to the book they are reading.
- Comprehension activities are embedded in planning and are used to develop the pupils' enquiry skills and extend their comprehension strategies.
- Guided reading is used to teach the children specific reading skills and to develop their higher order thinking skills.
- Reading strategies and AFs are displayed in classrooms to support the learning.

Writing

- The writing programme includes: Modelled Writing, Shared Writing, Supported Composition, Guided Writing and independent writing.

- Units of work have a strong focus on the writing process. Opportunities are afforded for pupils' to develop their: planning, drafting and editing skills.
- Pupils are given opportunities to be involved in the assessment of their own skills and progress through the inclusion of 'steps to success' in lessons.
- A daily basic skills lesson is used to consolidate basic sentence construction work and to revisit previous learning.
- Pupils are given reading journals and are encouraged to record thoughts and responses related to books studied.
- Opportunities are provided for pupils to record their ideas in a variety of ways including: mind mapping, listing, note taking, using photographs, in mini books, on posters and using writing frames.
- Every English lesson includes some opportunity to write.
- Planning details daily VCOP work (Vocabulary, Connectives, Openers and Punctuation) to reinforce skills and enable the transference of skills into the children's own writing.
- Opportunities are planned to write in a variety of ways for a variety of purposes and audiences across the curriculum and in the 'Big Writing' session
- Cursive handwriting is taught during Y2 and Y3

Cross Curricular Links

The skills our children develop in English underpin every subject in our curriculum. Opportunities are utilised to develop English skills through cross curricular units work. See curriculum policies.

ICT

Information and communication technologies are used to promote, enhance and support the teaching of English. ICT is used at whole-class, group and individual level. Interactive whiteboards are used to: share electronic versions of texts; model the writing process; display short film extracts; play sentence and word level games and display tasks, word-banks or steps to success created by the teacher. Lessons can focus on what pupils have achieved using ICT, or ICT can provide the means by which children develop and present their work. A range of equipment such as digital cameras, digital camcorders are used to promote speaking and listening and also prepare children for writing experiences. Class based computers and laptops are provided for individual work.

Equal Opportunities

All children have equal access and inclusive rights to the curriculum regardless of their age, gender, race, religion, culture, disability or ability. We plan work that is differentiated to meet the needs of all groups and individuals. We are committed to creating a positive climate that will enable everyone to work free from barriers, intimidation and harassment and to achieve their full potential.

SEN

SEN pupils access the English curriculum through the provision of carefully differentiated tasks. Teachers employ a wide range of teaching strategies to ensure all pupils learn and

make good progress. Teachers use information detailed on individual Pupil Profiles to prepare units of work for SEN pupils.

Progress is reviewed on a termly basis. Review meetings include all staff involved in teaching SEN children; as well as the SENCO. A record is maintained of the outcomes from the review meetings and new literacy targets are set.

Specific, additional support for literacy is provided outside of English lessons and is determined by the SENCO.

ICT resources and software is used across the school to ensure SEN pupils are able to practise skills, as well as access the curriculum. This includes the provision of laptops for pupils who experience difficulty transcribing ideas on paper.

Intervention Programmes

Individuals and groups of children identified as needing additional support for literacy receive support from some of the following programmes.

- Additional phonics support using Letters and Sounds or One to One Tuition Kit by *Read Write Inc.*
- Code/Project X reading programme
- Floppy Phonics guided reading
- ELS
- High and medium frequency visual recognition games.
- Better Reading programme.
- Active Literacy programme.
- Teoderescu fine motor control programme.
- Spelling and phonic support using Word Shark software.
- Group writing programme (in house programme using story sacks and talk for writing techniques).
- Read and respond activities (provided by Local Authority specialist SEN teacher).
- 1:1 Tuition for literacy.
- Talking books (in house programme develop speaking listening, reading and writing skills).
- Individual writing programme (in house programme which develops composition and sentence construction skills).

Assessment

Reading

EYFS /Y1

- EYFS pupils are assessed using observation models detailed in the Effective Early Learning Quality Mark. This is a form of ongoing teacher assessment. Outcomes are used to enhance the learning environment and opportunities; as well as inform planning.

- APP is used to record the progress of Nursery, Reception and Y1 pupils in reading. Information gathered on a regular basis (through guided reading and individual reading conferences) using the APP model, is used to inform planning and update targets.
- The FSP is used to record and report the Reception children's attainment at the end of year.

Y1/Y2

- Individual reading conferences are conducted throughout the year with Reception, Y1 and Y2 children, using a diagnostic toolkit. Reading behaviours needing further development are identified and the information informs guided and shared reading planning.
- Children judged to be reading at level 2 are assessed termly, using Y2 SATS running record activities.
- PIVATS is used to measure the attainment and progress of SEND pupils.
- APP is used to provide reading attainment levels for Y1 pupils in January and June.
- Y2 pupils are awarded an attainment level at the end of the year using: teacher assessments, a running record activity and a level 2 or 3 comprehension activity.

KS 2

- KS 2 pupils are teacher assessed throughout the year using guided reading and individual reading conferences. Outcomes are used to inform planning and update targets.
- Y3-5 pupils are assessed and awarded an attainment level using Optional SATs in January and June.
- KS 2 pupils judged to be reading at level 2 or below are assessed using a diagnostic running record activity. This takes place termly
- Y6 pupils are assessed using KS 2 comprehension tests in: October, January, March and May.

Writing

EYFS /Y1

- EYFS pupils are assessed using observation models detailed in the Effective Early Learning Quality Mark. This is a form of ongoing teacher assessment. Outcomes are used to enhance the learning environment and opportunities; as well as inform planning.
- APP is used to record the progress of Nursery and Reception pupils in writing. Information is gathered on a termly basis (through guided writing and independent writing activities) and recorded using the APP model. For Reception pupils the APP evidence is used to inform the FSP.
- The FSP is used to record and report the children's attainment at the end of the Reception year.

Y1-Y6

- Pupils are teacher assessed throughout the year using guided writing and independent writing activities. Outcomes are used to inform planning and update pupil targets.

- Writing progress and attainment is measured using APP on a termly basis. Staff moderate samples of work together to quality assure judgements. Y2-Y6 pupils are also awarded an attainment level in January using QCA mark schemes. Writing levels are reported and tracked termly.
- APP is used to produce end of year attainment levels for pupils in Y1-Y5, following a writing marking week.
- Y6 Pupils are awarded a teacher assessment level and a test level for writing.
- PIVATS is used to measure the attainment and progress of SEND pupils.

Phonics/Spelling

- Pupils are regularly assessed as they complete each phonic phase detailed in Letters and Sounds.
- Y1 pupils are assessed in January using screening materials and again in June.
- Y1-Y2 pupils' spelling skills are assessed against a 'tricky word' list each half term.
- KS 2 pupils are assessed through weekly spelling tests. Results inform planning.
- Y2-Y6 pupils complete two QCA spelling tests per year: January and June. (May for Y6 pupils). Information is used to organise the ability based classes; as well as inform the planning.

Parents / Carers

We believe that families have a fundamental role in helping their children to learn. We are wholly committed to home/school partnership as detailed in our home/school contract. As a result we do all that we can to inform families about what and how their children are learning; as well as providing guidance about how they can support their children's learning at home.

We achieve this by:

- By holding Parents' Evenings to discuss children's progress, targets and achievements.
- Sending an annual report to parents in which we explain the attainment of and progress made by each child and indicate how the child can develop their learning.
- Hosting curriculum meetings for all families/carers outlining the curriculum; as well as providing guidance about work that can be completed at home and explaining how they can support their children with homework.
- Hosting reading and phonics meetings for KS 1 parents
- Hosting KS 2 SATs meetings
- Inviting Reception and Y1 families to stay and read one morning per week.
- Leading family learning afternoons which explore aspects of the English curriculum in detail and afford families the opportunity to work on tasks with their child.
- Providing Family Learning courses (8 sessions) for Reception and Y1 families, examining early literacy skills.
- Providing a Reading is Fun club for Reception - Y2 families, encouraging adults and children to work together on reading related activities.
- Providing literacy and science sacks for all classes in the school, containing guidance for parents about how to develop: speaking listening, reading, writing and science skills. Families keep the sack for a week and select the activities they wish to undertake. Comments from the child and parent/carer are recorded in special log books.

- Providing spelling journals, reading logs, and homework dairies to enable communication between home and school.
- Providing an ICT based homework tool that can be accessed at home via the child's individual password.

This policy was written by Alison Pritchard in consultation with Rita Sweeney, Carmel McAnespy and Terri McQueen.