

ST. CHAD'S CATHOLIC PRIMARY SCHOOL

*At St Chad's we are part of Gods family. *We learn from Jesus' teachings in the Gospel *We love Jesus and love each other with all our hearts *We show kindness to everyone just like Jesus did.*



ENGLISH POLICY

CRC Article 29(goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

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Reviewed by: Krystyna Bickley

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RATIONALE

At St Chad'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 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

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

GUIDELINES

- Pupils are taught by a variety of methods that are appropriate to their age and ability.
- Through the English scheme of learning pupils should encounter a range of activities that engage and develop their competence in all areas of English.
- Pupils use ICT to support and enhance their learning.
- 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:

- To provide a positive environment that enables them to develop and improve their speaking and listening skills.
- To enable all pupils to develop listening and questioning skills.
- 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. Staff 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.

Pupils are supported to read using book banded books using the Pearson resources. Support staff engage in reading activities to ensure that children have more frequent opportunities to read with adults. It is expected that children age related read with an adult in school at least once a week.

Each child has a reading record that staff and parents can use to share information about a child's reading. Staff check children's reading records weekly and regularly change books to ensure children read books suitable for their reading capability. Parents encouraged to read with their child regularly and record how their child is coping.

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

- Pupils have access to fiction and non-fiction texts.
- Use IT texts effectively.
- 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 organised.
- 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 IT.
- Read aloud fluently.
- Express their personal preferences for books.

PHONICS:

The Read, Write, Inc (RWI) programme is used throughout KS1 and into KS2 for those pupils who need phonics teaching.

RWI Phonics programme: Children begin this complete and rigorous programme in Year 1 and remain on it until they have completed it. From Year 1 onwards children are divided into phonics groups dependent on their 'stage not age' reading and phonetic ability. Children receive daily phonic sessions. Children are assessed at the end of every half term and groups are rearranged/adults reassigned according to the progress made.

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 IT for their writing.

We use the Nelson Scheme for handwriting 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

- To use written language effectively.
- To write confidently and appropriately in different situations.
- To use IT.

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 and simple sentences.
- 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 English lessons to other areas of the curriculum.

THE USE OF INFORMATION TECHNOLOGY

We recognise the important role IT has to play in our school in the development of Literacy skills. It 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 regularly throughout the year 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. More able 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 English through:

- monitoring and evaluating English – tracking pupil progress, lesson observations, book trawls and monitoring 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 during the year when parents can discuss their children's progress with their teacher.

Reports and letters home 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