

St Veronica's R C Primary School



Not just a school; a family.

English Policy

The Mission Statement of St Veronica's RC Primary School

Secure in the love of Jesus, we

Try to do our best.

Valuing all God's family, we recognise that

Each one of us is special.

Respecting everything God has made, we use

Opportunities to explore and learn.

Never overlooking the needs of others, we

Include everyone, helped by our

Caring, friendly, Catholic community.

Always forgiving, we

Share and celebrate the life of Jesus

English Policy

In line with our Mission Statement, our prime aim in the teaching and learning of English is that every child is encouraged to do their best, has opportunities to explore and learn and comes to love and respect the wonderful world God has created for them.

St. Veronica's R.C. Primary School understands the need for all pupils to develop their English ability as an essential component of all subjects and as a subject in its own right. A good understanding of English knowledge and conceptual understanding helps to support pupils work across the curriculum.

This policy outlines the guiding principles by which this school will implement English.

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 periodically or in the light of changes to legal requirements.

Statutory Requirements:

Statutory requirements for the teaching and learning of English are laid out in The National Curriculum in England Framework Document for Teaching, September 2014 and the Statutory framework for the Early Years Foundation Stage, September 2014.

Aims

The study of English develops children's abilities to listen, speak, read and write for a wide range of purposes, so using language to learn and communicate ideas, views and feelings. It enables children to express themselves creatively and imaginatively, as they become enthusiastic and critical readers of stories, poetry and drama, as well as 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 and writing across a range of different situations. 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 literacy skills.

The aims of the teaching of English at St Veronica's:

- To provide children with the opportunity to read, write and speak with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct.
- To promote an interest in books and reading for enjoyment.
- To understand a range of text types and genres – to be able to write in a variety of styles and forms appropriate to the situation.
- To develop in the children, the powers of imagination, inventiveness and critical awareness.
- For the children to acquire a wide vocabulary, an understanding of grammar, punctuation and spelling and knowledge of linguistic conventions for reading, writing and spoken language.
- To give children an environment which is safe and secure and which provides encouragement for the development of all aspects of English.
- To ensure that there is equality of access and opportunity for all children to develop their English skills.
- To seek to ensure that all children achieve their full potential in all aspects of English by the time they move from primary to secondary education.

English Structure

EYFS

In the EYFS children should be given the opportunities to:

- Speak, listen and represent their ideas in their activities;
- Use communication, language and literacy in every part of the curriculum;
- Become immersed in an environment rich in print and possibilities for communication.

Prime areas- Communication and language- development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

Specific area- English development involves encouraging children to link sounds and letters and to begin to read and write. Children are given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

Key Stage 1

At key stage 1- Children will learn to speak confidently and listen to what others have to say. They will begin to read and write independently and with enthusiasm. They will use language to explore their own experiences and imaginary worlds. Children will continue to link sounds and letters as their reading and writing develops.

Key stage 2

At key stage 2- children will learn to change the way they speak and write to suit different situations, purposes and audiences. They will read a range of texts and respond to different layers of meaning in them. They will explore the use of language in literary and non-literary texts and learn how to structure the language works (grammar). They will develop their awareness of spelling, grammar and punctuation across the curriculum.

Subject organisation

At St Veronica's we use a variety of teaching and learning styles in English lessons, such as:

- Demonstration
- Modelling
- Explanation
- Questioning
- Discussion

Our principal aim is to develop children's knowledge, skills, and understanding in English. We do this through a daily lesson that has a high proportion of whole class and group teaching. Children have the opportunity to experience a wide range of texts and use a range of resources such as dictionaries, thesauruses and word mats to support their work. Children use ICT in English lessons where it enhances their learning, as in drafting their work using multimedia to study how words and images are combined to convey meaning. Opportunities are created to enhance pupils' vocabulary, and the vocabulary they need to discuss their reading, writing and spoken language. It is important that pupils learn the correct grammatical terms in English and these are integrated within the teaching of grammar and punctuation. Wherever possible we encourage children to use and apply their learning in other areas of the curriculum. In addition, guided reading throughout the school is timetabled. Phonics in EYFS and KS1 is a daily entitlement. This is taught in phased groups according to children's individual requirements.

There are children of differing ability in all classes at St Veronica's. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies. In some lessons we do it through adaptation of teaching, while in other lessons we ask children to work from the same starting point

before moving on to develop their own ideas. We use teaching assistants to support some children and to enable work to be matched to the needs of individuals.

Planning and Approaches

English is a core subject in the National Curriculum. We use the Lancashire Literacy Framework as the basis for implementing the statutory requirements of the programme of study for English.

We carry out the curriculum planning in English in 3 phases (reading, gathering and writing). The National Curriculum details what we teach in the long term. Our yearly teaching programme identifies the key objectives in English that we teach to each year. The Key Skills in Reading and Key Skills in Writing documents outline the progression throughout the school and the objectives for each year group.

Our medium term plans give details of the main teaching objectives for the term. These plans define what we teach and ensure an appropriate balance and distribution of work across each term.

Class teachers complete a weekly plan for the teaching of English. This lists the specific learning objectives for each lesson and gives details of how the lessons are to be taught. It also includes details of what each group of children will be learning. The class teacher keeps these individual plans, but they are monitored termly by English subject lead.

EYFS

We teach English in the Foundation Stage as an integral part of the school's work. We relate the English aspects of the children's work to the objectives set out in the Development Matters, Early learning goals and Foundation Stage Curriculum guidance, which underpin the curriculum for children aged three to five. Children are assessed regularly against these standards. We give all children the opportunity to:

- Talk and communicate in a widening range of situations
- Respond to adults and to each other
- To listen carefully
- To practise and extend their vocabulary and communication skills
- To explore words and texts

Cross Curricular English.

The skills that children develop in English are linked to, and applied in, every subject of our curriculum. Teachers will seek to take advantage of opportunities to make cross-curricular links. The children's skills in reading, writing, speaking and listening enable them to communicate and express themselves in all areas of their work in school. English contributes significantly to the teaching of mathematics in school. Children in the foundation stage develop their understanding of number, pattern shape and space by talking about these areas with adults and other children.

Children in key stage 1 meet stories and rhymes that rely on 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 sessions and they communicate mathematically through the developing use of precise mathematical language. It also helps them to develop their religious language so that pieces of work in RE show their progression.

When children study a particular genre in English, they are then given the opportunity to develop their writing using that genre in another subject every half term.

Use of ICT

Opportunities to use ICT to support teaching and learning in English are planned for and used as appropriate.

Assessment, evaluation, record keeping and reporting

Teachers assess children's work in English in three phases. The short term assessments that teachers make as part of every lesson help teachers adjust their daily plans. Teachers match these short term assessments closely to the teaching objectives. Teachers use the Lancashire KLIP grids and LAPs to assess children regularly to help them to plan for progression. Teachers also use the Lancashire tracker for reading, writing and GPS to monitor progress. All this information is used to assess children, which then informs the assessment tracker and identification of children requiring intervention is determined. Progress and attainment against national targets is measured regularly.

The class teacher comments about the child's progress in their report. Annual written reports are given during the summer term. Two verbal reports are given at Parents' Evenings.

Resources

There are a range of resources to support the teaching of English across the school. Each classroom has a selection of fiction and non-fiction texts in their reading corner. Children have access to the internet through laptops and iPads. Each class has a supply of home school reading books to ensure that children have the opportunity to read further at home. Working walls are used in classrooms to support the English units. Grammar and Punctuation that has been taught is displayed and the children are encouraged, and expected, to use it across all curriculum areas. Phonics displays are within KS1 classrooms.

Guided reading books are available for all children and phonics resources have been purchased to support the teaching of phonics especially in KS1.

Children also have regular access to the school library.

Inclusion

We aim to provide for all children so that they can progress as much as possible in English according to their individual abilities. We will identify which pupils or groups of pupils are underachieving and take steps to improve their attainment.

This can be done through the intervention programmes available or through support in class with teaching assistants.

Gifted children will be identified and suitable learning challenges provided.

Equal Opportunities

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

Parental involvement

St Veronica's believes that the active support and involvement of parents is crucial to children achieving their potential in English and in all aspects of the curriculum. Parents will be actively encouraged to read with their children, discuss their books with them and help them choose books to read at home as well as the home school reading book. Spellings are sent home weekly to be learnt and then assessed. Parents are encouraged to help their children to learn the words, think about their meanings and to write correctly punctuated, grammatically accurate sentences. Homework throughout the year will include English focuses and opportunities to apply the literacy skills in cross-curricular projects.

Conclusion

This policy also needs to be read in line with other school policies and therefore should be read in conjunction with:

- Assessment and Record Keeping,
- Marking Policy,
- Special Educational Needs Policy,
- Computing Policy,
- Equal Opportunities Policy,
- Health and Safety Policy.

Member of staff responsible: Mike Richards

This policy has been peer reviewed by staff in November 2024