

Sacred Heart Hindsford R.C. Primary School

English Policy



Policy written by S. Johnson – English Lead

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Accepted by Governors: *J. Carter* signed (chair)
J. McDermott signed (Head)

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By living out our Catholic faith

**TOGETHER
we ENCOURAGE
and ACHIEVE**

"I have called you by name"

Aims:

At Sacred Heart, 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 literacy skills.

At Sacred Heart, we strive for children to be a 'Primary Literate Pupil'.
By the time each child leaves primary school, we aim for them to:

- be confident in the art of speaking and listening and to be able to use discussion to communicate and further their learning, making formal presentations, demonstrating to others and participating in debate.
- use discussion in order to learn; developing the skills to elaborate and explain clearly their understanding and ideas.
- develop the habit of reading widely and often, for both pleasure and information.
- read and write with confidence, fluency and understanding, with accurate spelling and punctuation and to be taught the correct use of grammar.
- 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.
- develop a range of independent strategies to self-monitor and correct when writing.
- appreciate our rich and varied literary heritage.

Statutory Requirements

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Document (2000) and in the Communication, Language and Literacy section of the Curriculum Guidance for the Foundation Stage (2000).

Children in Reception work within the Early Years Foundation Stage Framework towards the Early Learning Goals. Reception children experience activities to develop their knowledge, understanding and skills through the seven areas of learning, including the prime area of Communication and Language and the supporting area of Literacy.

In the Foundation Stage, Communication and Language Development involves giving children the 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.

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

The Communication and Language element encourages children to listen, respond and engage in activities with others, and to express themselves effectively. Children

develop their reading and writing skills by using their phonic knowledge to decode words and to read and write simple sentences.

Children in Reception follow Letters and Sounds daily. (***See phonics and spelling.***)

We believe that Reception children should be given opportunities to:

- speak and listen and represent 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.

At Key Stage One (Years 1 and 2), 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.

At Key Stage Two (Years 3-6), 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 three times a year.

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

Subject Organisation:

The EYFSP 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.

The English Curriculum is delivered using the National Curriculum Framework.

At Sacred Heart we use a variety of teaching and learning styles in our English sessions in order to meet the needs of all our pupils. In both Key Stages 1 and 2 we do this through a daily English lesson.

A great importance is placed on Reading and developing a love of literature at Sacred Heart. Therefore, we have designed a novel based curriculum. Every class focuses on one main text each half term which may cover a range of genres. English skills for each year group have been carefully mapped out to ensure that all key skills are taught through the book-based curriculum.

Each session is organised as appropriate for the teaching and learning of a particular genre and/or skills. i.e. Children may experience a combination of whole-class shared reading and writing, the teaching of reading comprehension, focussed group teaching, small group led activities, paired activities and/or independent tasks. In EYFS and Years 1 and 2, continuous provision is used which includes a range of English activities.

Spelling, Punctuation and Grammar (SPaG) is taught within English lessons and handwriting is taught discretely in each class (See Handwriting Policy).

Children in both key stages are taught to improve their work, editing and redrafting lessons are taught and at the start of every English lesson, children are given five minutes where they can check their previous day's work and to make any corrections or amendments using their 'Perfecting Pink Pens.'

Spelling – see later in the policy.

We aim to provide the best teaching for all children so that they all reach their potential in English according to their individual abilities. We identify pupils or groups of pupils that may need additional support and take steps to improve their attainment or deepen their learning. More-able children are identified within classes and they are encouraged to gain a deeper understanding of their learning by being given greater depth challenges.

Approaches to Speaking and Listening:

The National Curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. At Sacred Heart, Speaking and Listening activities are embedded throughout the Curriculum and teachers plan and deliver a minimum of one oracy based activity a week.

Approaches to Reading:

Reading

At Sacred Heart, we believe that a quality English Curriculum should develop children's love of reading, writing and discussion.

Our priorities are to ensure:

- children develop the skills to decode words and read them fluently.
- children have access to a wide range of books and genres and that they enjoy reading for pleasure.

Our aims:

Give children plentiful opportunities to read for different purposes and to learn about a range different authors and genres.

Ensure that all children have a good comprehension understanding of what they have read by being able to answer a range of questions accurately.

It is our priority that our children leave school reading fluently, understanding what they read and therefore being able to participate fully as a member of society.

An English Curriculum map is planned for each year group to ensure a range of genres are covered throughout the year and these are taught in each class through a specific novel each term. Shared Reading is conducted in all classes, where the whole class share a main text as part of their English lesson. In addition to this, to promote the children's love for reading, each class share at least one 'class novel' each term where the children can listen for enjoyment. This is not happening in Year 5 not sure about other key stage 2 classes

To promote our love of reading at Sacred Heart, we place a high value on inviting authors into school to talk to our children, conduct workshops and inspire them as writers! We have 'Mystery Readers' where parents are encouraged to come into school and share favourite books with children. We also hold regular parent reading drop-in sessions where parents can share and enjoy books with their child. Also, every Wednesday at 8:45am a member of staff reads a selected book to their class. The children are encouraged to listen to the book purely for pleasure and enjoyment.

Whole-Class/Guided Reading

Guided Reading occurs within the English lesson in Key Stage 1, and outside the English lesson in Key Stage 2.

In KS2, children have at least 3 whole-class reading sessions a week alongside taught comprehension lessons. VIPERS question stems are used in both key stages and all children are encouraged to use sentence stems to scaffold their responses.

In KS1, reading is taught in Guided groups and we use the Rigby Guided Reading Scheme supplemented by a range of other appropriate schemes including The Bug Club Decodable Guided Reading Scheme for Key Stage One. Whole-class comprehension lessons are also taught in KS1 alongside Guided Reading.

A fortnightly Cracking Comprehension lesson is taught to Years 1-6 where comprehension skills are modelled to the children with an interactive text. Children are then given the opportunity to complete a similar comprehension activity. The teacher and children then review the activity, addressing any errors together.

Independent Reading

Children have a home reading book appropriate to their reading level and ability, which they are encouraged to read on a daily basis with an adult or more accomplished reader. Children take home a reading diary as a communication between home and school with regards to children's reading. Children have opportunities to read their individual class reading book during the school day.

We have a range of appropriate and stimulating high quality texts taken from a range of reading schemes to ensure progress in children's reading and promote their love of reading. In Key Stage One, the reading scheme is organised according to the spelling/phonics phases to ensure that the books that the children read closely match the children's phonics ability. Class libraries in Key Stage 2 are also colour banded to ensure that children are reading books at the appropriate level. Each class has an attractive reading area where children can enjoy reading.

To encourage the children to read books from a variety of genres, the children in Key Stage Two are also given a Reading Passport which allows them to stamp off the different genres of books that they have read.

Phonics and Spelling

In Key Stage One children have a clearly structured daily phonics session. At Sacred Heart we use the Letters and Sounds phonics programme. This is differentiated in each class to ensure that all children access phonics teaching and learning appropriate to their needs. Children who need more support in Letters and Sounds are taught in small groups and have extra teaching assistant support. In Key Stage One, one spelling session is dedicated to the spelling of tricky words.

Any children who fail the Year 1 Phonics Screening Test at the end of Year 1 are given additional support in Year 2 where they are taught in a small intervention group.

In Key Stage Two, we follow the 'No Nonsense Spelling Scheme' as a basis for the teaching and learning of spelling. However, children in Key Stage Two who still need to access Letters and Sounds have the opportunity to do so. In Key Stage Two, teachers plan and deliver a minimum of one spelling based lesson per week where spelling rules are taught. In both Key Stages, teachers send home weekly spellings as homework which are tested in class the following week.

Assessments of the common exception words for each year group are also completed on a half-termly basis. Classes also have a weekly spelling lesson focused on year group spellings alongside spelling homework.

Extended Writing

Once a fortnight, all children take part in an Extended Writing session. From assessing the outcome of this, the children are then re-grouped according to the skill they next need to be taught. Each class then has a 'Skills Session' each week where this diagnostic teaching can take place to address the individual and group's needs. Skills are taught within genre lessons.

Handwriting

All teachers have high expectations in the presentation of work in all areas of the curriculum. At Sacred Heart, direct teaching of handwriting takes place during the

week where we firstly teach the children how to form cursive print including any pre-joins. This then leads on to teaching the children to form cursive joined handwriting. Children are given opportunity to practice letter formation and joins at given times throughout the week as appropriate.

Amendment to the English Policy (Covid-19 requirements):

Children to have a school reading book which is kept in class. When this is ready to be changed, it must be quarantined for 3 days.

For home reading, we are trialling the online Pearson Bug Club. Children are to bring in their reading record on a Monday so that a member of staff can check for 3 adult signatures to monitor home reading.

Marking

(See separate Marking Policy.)

Cross-Curricular English Opportunities:

Teachers will 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. All classes teach a cross-curricular Extended Writing piece each term.

The Use of Technology:

Opportunities to use technology to support teaching and learning in English will be planned for and used as appropriate including the use of interactive texts.

Assessment and Target Setting:

We assess children's work in English from three aspects (long-term, medium-term and short-term):

We make short-term assessments which we use to help inform our short-term planning. These are closely matched to the teaching objectives and outcomes (WALT's and WILF's) and will often be made from day to day observation. We make medium-term assessments to measure progress and to help us plan subsequent teaching and learning opportunities.

We make these judgements through ongoing written work and regular consortia moderation meetings are held to ensure that teacher's judgements are accurate when assessing written work.

The final yearly assessment allows us to set targets for the next school year and make a summary of each child's progress before discussing it with parents and collating it in the child's end of year report.

The English subject leader collects in all English books including Extended Writing books throughout the year to monitor progress. Half termly assessments results are also collected and placed on a tracking grid to monitor progress and plan interventions at the earliest opportunity.

We make these assessments with the help of on-going Teacher Assessment and the end of key stage SATs tests (year 2 and 6).

The children are also assessed on Spelling, Punctuation and Grammar each half term, using half termly tests. The English subject leader then tracks these scores to monitor progress and put necessary interventions into place. Assessments of the common exception words for each year group are also completed on a half-termly basis.

Inclusion:

It is part of the school Curriculum policy to provide a broad and balanced education to all children. 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. Higher attaining and Gifted children will be identified and suitable learning challenges provided, as well as those children learning English as an additional language.

Work in English takes into account the targets set for children from their fortnightly extended writing activities.

Any children requiring additional support outside their English lessons in class, may come out of class for short 1:1 sessions with a specialist teaching assistant who will use their IEP targets to address their needs.

Any children who fail the Year 1 Phonics Screening Test at the end of Year 1 are given additional support in Year 2 where they are taught in a small intervention group.

Equal Opportunities

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

Role of the Subject Leader:

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

- observation of English lessons.
- a termly work scrutiny of children's books/work, planning and marking .
- analysing data and tracking pupil progress.

- the 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
- regular reports are made to the governors on the progress of English.

Parental Involvement:

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- Holding parents' evenings to discuss children's progress.
- Sending reading books and home/school record books to monitor progress at home and school.
- Holding Study Support Sessions in each class to help parents support their child at home with their learning.
- Holding drop-in sessions where parents can work with their children.
- Sending an annual report to parents in which we explain the progress made by each child and indicate how the child can develop their learning.
- Explaining to parents how they can support their children with homework.

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
 Feedback Policy
 Special Educational Needs Policy
 Computing Policy
 Equal Opportunities Policy
 Health and Safety Policy

Appendices

See English Curriculum Maps for each year group – school website.

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