

English Policy

September 2018



Saint Augustine Webster
Catholic Voluntary Academy



Mission Statement

The school will aim to:

- * develop an awareness of God's love and presence in individual lives and to elicit a response to that;
- * help pupils to develop a reasoned set of attitudes, values and beliefs allowing the individual to make sound and moral judgements in the light of personal commitment to the Lord, Jesus Christ;
- * make prayer, worship and liturgy valued experiences;
- * develop real links with home and parish;
- * create caring relationships with all those children and adults who are involved in the school.

This policy needs to be read alongside other school policies including:

- Homework policy
- Curriculum and Planning policy
- Early Years Foundation Stage policy
- Gifted and talented policy
- SEND policy
- Assessment policy
- Computing policy

This policy should also be read alongside the new National Curriculum in England (published September 2013) and other current documents from the Standards and testing Agency.

Our Curriculum overview, medium and short term planning can help support this policy.

Rationale:

The National Curriculum (2014) clearly states that teaching the English language is an essential, if not the most essential role of a primary school.

At School we recognise that without effective communication, little achievement can be made. We know that we have a duty to ensure that English teaching is a priority and we recognise that this is necessarily cross-curricular and a constant through-out school life and beyond. It is part of the 'essential knowledge' (3.1 National Curriculum (NC)) that is needed in society:

'Teachers should develop pupil's spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. **Fluency in the English language is an essential foundation for success in all subjects.**' (6.1 NC)

We are an inclusive school who set high expectations. We recognise the importance of accurate and regular assessment in order to support individuals, at every part of their learning journey, and in whatever circumstances. We plan teaching opportunities to help those for whom English is an additional language and those with disabilities as outlined in the SEND code of practice.

1.) Spoken Language:

The National Curriculum states that pupils should be 'taught to speak clearly and convey ideas confidently in Standard English' (6.2 NC)

They should:

- Justify ideas with reasons
- Ask questions to check understanding
- Develop vocabulary and build knowledge
- Negotiate
- Evaluate and build on the ideas of others
- Select the appropriate register for effective communication
- Give well-structured descriptions and explanations
- Speculate, hypothesise and explore ideas
- Organise their ideas prior to writing

Vocabulary Development:

Learning vocabulary is key to 'learning and progress across the whole curriculum' (6.4 NC) since it allows pupils to access a wider range of words when writing and for them to understand and comprehend texts efficiently.

Vocabulary teaching needs to be:

- Active
- Progressive/ systematic
- Making links from known words
- Develop understanding of shades of meaning
- Include 'instruction verbs' used in examinations
- Subject specific- accurate mathematical and scientific words

We encourage our pupils to speak clearly and confidently and articulate their views and opinions.

We teach that children need to express themselves orally in an appropriate way, matching their style and response to audience and purpose, listening and responding to literature and giving and receiving instructions.

They develop the skills of participating effectively in group discussions.

2.) Reading:

'Pupils should be taught to read easily, fluently and with good understanding and develop the habit of reading widely and often, for both pleasure and information.' (7 NC)

'Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. (7 NC)

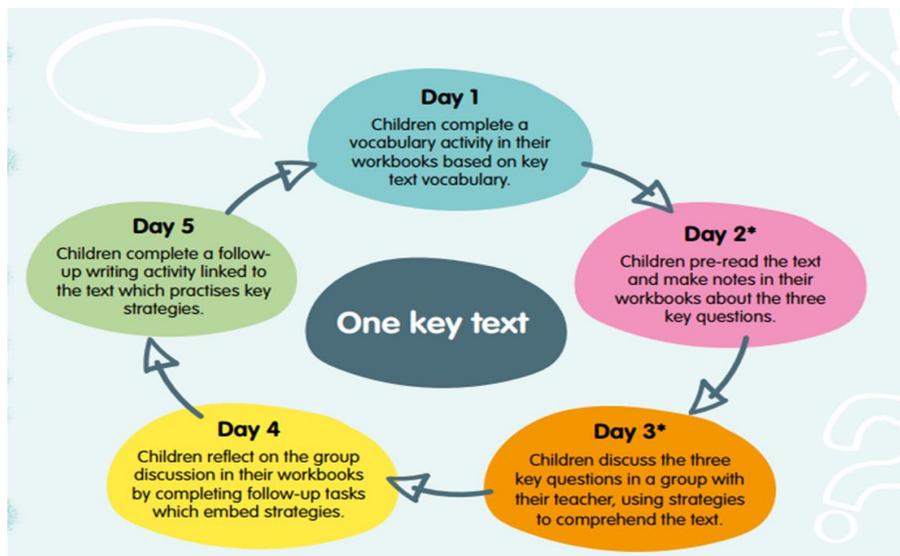
The 2014 Curriculum divides reading skills into two dimensions:

- Word reading/ decoding
- Comprehension

We recognise that both these elements are essential to success and we support the acquisition of both sets of skills through various methods. We recognise that these areas are clearly linked to the other aspects of English learning: speaking and listening, writing, grammar and vocabulary. We also understand that reading is a developmental process and part of life-long learning which we encourage, and praise children for, at every stage of it.

2.1 Our aims and connected provision

- Pupils learn to read easily and fluently through daily Read, Write, Inc. phonics programme in EYFS and Key Stage One (see Appendix), regular reading to adults in school and are encouraged to share books at home.
- Pupils are encouraged to develop skills in reading, throughout the curriculum, across all age ranges.
- Pupils are encouraged to read widely, through our use of differing class texts, mobile library trolley and library visits with high quality attractive books in classrooms.
- Pupils are encouraged to read for pleasure using reading partners, quiet reading time, listening to an adult read, through Active Learn Bug Club and the use of iPads and e-readers.
- Pupils are encouraged to read to find information in all lessons and comprehension is assessed regularly.
- Pupils follow a daily comprehension task, exploring texts through guided reading sessions, to support their understanding and vocabulary skills.



3.) Writing:

The National Curriculum states that pupils should:

- Develop the stamina and skills to write at length
- Use accurate spelling and punctuation
- Be grammatically correct
- Write in a range of ways and purposes including narratives, explanations, descriptions, comparisons, summaries and evaluations
- Write to support their understanding and consolidation of what they have heard or read

The 2014 Curriculum divides writing skills into two dimensions:

- Transcription (spelling and handwriting)
- Composition (articulating ideas in speech and writing)

We recognise that both these elements are essential to success and we support the acquisition of both sets of skills through various methods. We recognise that these areas are clearly linked to the other aspects of English learning: speaking and listening, reading, grammar and vocabulary.

3.1 Our aims and connected provision

- We teach grammar as a separate lesson and as an integral part of all writing
- We have a systematic approach, we revisit key learning and build upon it in all areas from phonics, through to grammar and spelling
- We use high quality texts, modelling and shared/ collaborative writing to demonstrate good practice
- We encourage and promote 'talk for writing'
- We provide writing frames to support the least confident
- We provide time for planning, editing and revising
- We mark according to the marking policy and set achievable, appropriate targets
- We use checklists for pupils to self or peer assess, when appropriate in order to evaluate effectively
- We encourage joined handwriting to support spelling and speed
- We use drama and hot-seating to help pupils to develop understanding
- Support for pupils with SEND as appropriate
- Regular contact with parents as required to help them support their child

4.) Planning and Assessment:

5.1 Planning:

- The Read, Write, Inc is used for phonics in EYFS and KS1
- Within KS2 explicit grammar and spelling and handwriting lessons are taught weekly ensuring developmental learning building on prior knowledge
- Short term planning is flexible allowing for assessment for learning after each session/ group of sessions
- Pupils may be streamed by ability for some sessions/ types of homework/ support
- Pupils entitled to Pupil Premium funding are be given additional English support which is tracked and monitored termly
- Pupils with EAL are given additional English support, as appropriate, which is tracked and monitored termly

5.2 Assessment:

- Teachers assess pupil's learning during every session, in line with the assessment policy, and adapt their practice accordingly.
- End of Key Stage Assessments are analysed by the Co-ordinator and Head teacher and feed into the school SEF, development plan and performance management.

6. Professional development:

- Staff are expected to attend relevant courses during the school year
- Regular moderation takes place, in line with the assessment policy.

E. Hill and L. Cooper

September 2018

Review date September 2019

Appendix

Early Years Foundation Stage

We teach Literacy in the Foundation Stage as an integral part of the school's work. We relate the Literacy aspects of the children's work to the objectives set out in the Early Learning Goals and Foundation Stage Curriculum Guidance, which underpin the curriculum for children aged three to five. We give all children the opportunity:

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

KS1- Read Write Inc (RWI) phonics scheme aims for all our pupils to learn to read and write effectively and quickly it is primarily used in our school from Reception to year 2 and is carried out every day in small focused groups.

In RWI phonics pupils:

- Decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills.
- Read common exception words on sight
- Understand what they read
- Read aloud with fluency and expression
- Write confidently; with a strong focus on vocabulary and grammar
- Spell quickly and easily by segmenting the sounds in words
- Acquire good handwriting

In addition, we teach pupils in small groups to work effectively with a partner to explain and consolidate what they are learning. This provides the teacher with opportunities to assess learning.

In Reception we emphasise the alphabetical code. The pupils rapidly learn sounds and the letter, or groups of letters, they need to represent them. Simple mnemonics help them grasp this quickly. This is especially useful for pupils at risk of making slower progress. This learning is consolidated daily. Pupils have frequent practice in reading high frequency words with irregular spellings-common exception words.

We make sure that pupils read books that are closely matched to their increasing knowledge of phonics and the common exception words. This is so that, early on, they experience success and gain confidence as readers. Re-reading and discussing these books with the teacher supports their increasingly fluent decoding.

Our aim is for pupils to complete the phonics programme as quickly as possible. The sooner they complete it, the sooner they will be able to choose books to read at their own interest and comprehension level.