



St. Mary's R.C. Primary School

English Policy (Updated July 2024)

Vision:

We believe that every child is a gift from God, therefore, we aim to provide an outstanding and happy Catholic education which develops the 'whole child' whilst enabling them to reach their full potential.

Mission statement:

We love God ... so we follow the examples of Jesus

We love learning ... so we always do our very best in everything

We love each other ... so we treat each other as we want to be treated

Overview

We aim to provide a supportive, stimulating and secure environment where children are encouraged to express themselves and where their contributions are valued.

The study of English develops children's ability to listen, speak, read and write for a wide range of purposes, including the communication of their ideas, views and feelings. Children are enabled to express themselves creatively and imaginatively as they become enthusiastic and critical readers of stories, poetry and drama, as well as of 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.

Objectives:

The staff at St Mary's RC Primary School consider:-

- Learning English as a right for all pupils.
- The responsibility of all teachers for the development of all areas of the English Curriculum such as Reading, Writing, Speaking and Listening and SPaG (Spelling, Grammar and Punctuation).
- The development of English across all areas of the curriculum.

Strategies:

In the teaching of English, the teacher fulfils a number of roles in all modes of language.

- **Model:** as a skilled user of language, the teacher's role is the central element in fostering positive attitudes towards the English language.
- **Facilitator:** providing a supportive and stimulating environment, organising purposeful activities and enabling children to develop English skills.
- **Initiator:** providing a variety of resources and opportunities for a wide range of balanced activities to encourage the development of skills in talking, listening, reading and writing.
- **Monitor:** observing and recording the development of skills in English.
- **Assessor:** evaluating and assessing the development of skills in English.

Outcomes:

- To raise the standard of all learners of English.
- To enable pupils to express and communicate meaning in spoken language, listening to and interpreting what others say and matching style and response to audience,

context and purpose. Every child knows they have a voice and it will be valued and heard.

- To provide pupils with a range of relevant and purposeful opportunities to develop their ability to read, understand and engage with various types of text for enjoyment and learning.
- To enable children to communicate using written language effectively, making and shaping text appropriately, according to context, purpose, reader or audience.

ORACY (SPEAKING & LISTENING)

Overview:

Talking and listening are fundamental skills upon which the educational development of our children depend. Through the development of oral and aural skills, they learn about language and this equips them to demonstrate and refine their learning.

Our overall aim is for our children to become efficient language users. This will be achieved by devoting time, energy and resources to the development of oral communication. Through purposeful interaction with teachers, children will be provided with experiences that develop their skills and their thinking.

As a school, we use Rosenshine's principles throughout to support talking and listening and learning skills.

We are part of Voice 21 (as of September 2024) and this will help enhance our speaking and listening opportunities across the curriculum with a focus on English. The children will be taught to use their voice for purpose and to express thoughts and opinions eloquently, efficiently and confidently. This will then impact their written work if they have spoken about it before hand.

Objectives:

- To develop children's abilities to listen, speak, read and write for a wide range of purposes, using language to learn and communicate ideas, views and feelings.
- To enable 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.
- To 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.

Strategies:

- The need for planning for talk in all areas of the curriculum.
- The provision of experiences and activities to promote a wide range of types of talk.
- The value you place on talking and listening for social, communicative and cognitive purposes.
- Classroom organisation and management e.g. use of pairs, small and large groups; varying composition of groups; varying roles in groups.
- The teacher's role in modelling oral language.
- Link with reading and writing.

Outcomes:

Children will be able to communicate confidently and effectively using the spoken word. Children to become effective and reflective listeners. Children can speak in a variety of situations. Writing will improve if speaking and listening improves because 'if you can say it, you can write it'.

READING**Overview:**

Our aims are that our children will learn to read, will enjoy a wide variety of texts and will become independent, critical, life-long readers and learners.

School environment:

Our school library has been updated and is an inviting and enjoyable environment for the children to relax and read for enjoyment. In the library, there are a range of texts: from fiction, non-fiction and poetry. Through the use of MyON (part of Accelerated Reader), children also have access to e-books, newspapers and comics. Every child has access to the main library, as well as the class library, throughout the week and it enables teachers to support the reading of youngsters by providing more books that are popular with the young reader. All of KS2 have access to Accelerated Reader (including MyON) both at home and in school.

Objectives:

- To provide a rich and stimulating language environment, where speaking and reading and writing are integrated.
- To foster an enthusiasm for and love of reading for life.
- To have confidence and enjoyment in their reading.

Strategies

- regular reading to children in all classes-story time (a minimum of twice a week)
- developing phonological awareness-sound work every day
- phonics teaching daily
- guided reading in small groups- modelling of reading strategies in KS1
- Volunteer readers come in weekly and target the bottom 20% in the allocated cohort

Outcomes:

- Children to be able to understand the phonic system and spelling conventions and use them to read and spell accurately.
- To be able to orchestrate a full range of reading cues (phonic, graphic, syntactic, contextual) to monitor their reading and correct their own mistakes.
- Have a suitable technical vocabulary through which to understand and discuss their reading and writing, express opinions, articulate feelings and formulate responses to a range of texts.
- To be interested in books, read for enjoyment and evaluate and justify their preferences.

WRITING

INTENT

Writing is an essential tool in the learning process. Children write to express their emotions, to convey their thoughts and opinions. By developing these skills, we can equip our children to use writing across the range of curricular activities in which they are involved. Our aim is that our children will develop the ability to write effectively in various forms according to purpose and audience through videos, extracts or any other suitable hooks using imagination and high-level vocabulary suited to the task. We will also enable the children to use their voices purposefully and effectively and develop all oracy skills through Voice 21, giving them plenty of speaking and listening opportunities.

- To help children enjoy writing and recognise its value.
- To enable children to write with accuracy, creativity and meaning.

- To increase the children's ability to use planning, drafting and editing to improve their work.
- To develop an interest in words and their meanings; developing a growing vocabulary in spoken and written forms.
- To develop their spoken language and give opportunities for speaking and listening through Voice 21 to then be able to use in their writing.

IMPLEMENTATION

Across school, children receive a daily English lesson. Within each unit of work, carefully sequenced lessons ensure that prior learning of grammar, punctuation and spelling is revisited and developed. Each year group have a yearly overview of writing across a range of genres, ensuring that children are able to write for a range of purposes and audiences using higher level vocabulary. We make sure lessons are engaging and hook the children's attention. At the start of the unit, the children are very clear of the audience and purpose of their writing to ensure they know exactly what they are writing, why they are writing it and who they are writing it for. We also ensure that appropriate scaffolds are put in place for children who need it or to encourage the children to push themselves even further. For children who are not at age related expectancy, they are provided with interventions or support to help them develop their writing at a level that is matched to their individual needs. The nature of the intervention will be decided by the teacher, with support from the SENDCo. Provision in class may include working in a small group work with an adult, using scaffolds or using technology to assist with completion of work.

IMPACT

Children leave St Mary's as happy, confident writers that are skilled in oracy, who have the key skills and knowledge necessary for the next stage of their learning. This will be monitored through assessments, moderations and through sharing best practise.

CLASSROOM ENVIRONMENT

Every classroom has an English/SPaG working wall, which provides useful vocabulary and phrases that the children can use for their final piece of writing. There is a space for purpose, audience, WAGOLL and key vocabulary as well as an area for the week's spellings. In the library, there are a bank of dictionaries and thesauri, which children can access. Each class displays writing from the children each to show off good practise and to praise their writing skills.

STRATEGIES IN THE CLASSROOM:

- The purpose and audience of the writing is made clear to children before they begin.
- Videos, book extracts or other suitable hooks are used (this is mainly through Literacy Shed).
- All writing genres are chosen based on year group suitability.

- In the build up to a writing piece, SPaG is covered first, followed by the features of the genre and then the vocabulary.
- Teachers show children how to approach a writing task by writing themselves, explaining what they are doing as they go along (modelled writing).
- Various forms of writing displayed (in the form of WAGOLs) and discussed throughout the year so that children become familiar with the structure and language features of these forms e.g. letters, diaries, lists, poems.
- Children write for themselves, their peers, the school, and the wider community at times. The audience is always stated at the beginning of a unit.
- Writing sessions include time for discussion, planning, proof reading and editing.
- Children practise their handwriting through phonics and spelling lessons.
- Use of AfL to give children feedback and use of self and peer assessment used to support AfL.
- Provide an environment where children know their voices are valued and heard so they are confident to speak in tasks.

PLANNING

- English is a core subject in the National Curriculum. We use the National Curriculum and the end of Key Stage requirements to ensure the statutory requirements of the programme of study for English are implemented.
- We carry out the curriculum planning in English in three phases (long-term, medium-term and short-term) using an overview document. Our yearly teaching programme identifies the key objectives/genres/texts in English that we teach to each year.
- Class teachers complete a short-term plan for the teaching of English. This lists the specific learning objectives, activities and expected outcomes for each lesson.
- We plan the activities in English so that they build on the children's prior learning. While we give children of all abilities the opportunity to develop their skills, knowledge and understanding, we also plan progression into the writing journey, so that there is an increasing challenge for the children as they move up through the school. We aim to make writing as purposeful as possible for every child.

ASSESSMENT

- Teachers assess children's work in English in three phases:
 - The short-term assessments that teachers make as part of every lesson helps them to adjust their daily plans. They match these short-term assessments closely to the teaching objectives. Written or verbal feedback is given to help guide children's progress through marking and AfL. The children are encouraged to make judgements about how they can improve/edit their own work-self assessment and with help of their peers-peer assessment.
 - Teachers use medium-term assessments to measure progress against the key objectives, and to help them plan for the next unit of work. These are often every two weeks or at the end of a writing unit. Knowledge of the school assessment grids as ongoing assessments is used and marked in the margin (KS2) or on a checklist (KS1) so show the key objectives the child has met in that piece.
 - Teachers make long-term assessments towards the end of the school year using a build-up of writing pieces towards the end of the year, and they use these to assess progress against school and national targets. With the help of these long-term assessments, they are able to set targets for the next school year, and to summarise the progress of each child before discussing it with the child's parents or carers. The next teacher then uses these long-term assessments as the planning basis for the new school year.
 - These long-term assessments are based on end-of-year tests (reading and SPaG) and teacher assessments throughout the year but focussing on the last term in particular (writing). Children undertake the national tests for reading and SPaG in Year 6. It is optional for Year 2 but we will continue to undertake these. The children in Year 1 also undertake a phonics assessment.
- AfL is a tool used throughout English lessons to let the children know at that time how they are progressing against the learning intention and how to improve or stretch themselves.
- The subject leader keeps samples of children's work from moderation meetings. This demonstrates what the expected level of achievement is in English in each year of the school. Teachers meet termly to moderate work and review individual examples of work against the national exemplification material and ensure moderation of work is carried out.
- Staff are keen to improve their subject knowledge and the subject leader takes an active role in disseminating best practice and making recommendations for staff development.

MONITORING AND EVALUATING:

The coordination and planning of the English curriculum are the responsibility of the subject leader, who also:

- supports colleagues in their teaching, by keeping informed about current developments in English and by providing a strategic lead and direction for this subject
- gives the head teacher an annual summary report in which they evaluate the strengths and weaknesses in English and indicates areas for further improvement
- uses specially allocated regular management time to review evidence of the children's work, and to observe English lessons across the school

A named member of the school's governing body is briefed to oversee the teaching of English throughout school.

RESOURCES:

There are a range of resources to support the teaching of English across the school. All classrooms have access to a variety of age-appropriate books. All classrooms have a selection of fiction, non-fiction and poetry texts. Children have access to the internet through the iPads using the Literacy software and apps. Teachers have Literacy Shed and Grammarsaurus to use in lessons and planning. The library contains a range of books to support children's individual research. Staff and children in KS2 also have access to Accelerated Reader.

ICT

ICT is used throughout English lessons as a teaching tool through the use of the class computer, whiteboard, laptops and the iPad apps. It is used to model, encourage and consolidate knowledge as a whole class, in groups and individually. Children can also type or record their work using ICT. ICT is also being used through Literacy Shed to provide engaging videos for the children to use as a stimulus. Children are also given opportunities to record or type their work up or use PurpleMash to produce writing in other subject areas.

INCLUSION

- At our school, we teach English to all children, whatever their ability and individual needs. English forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our English teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language and we take all reasonable steps to achieve this. We ensure through careful planning that all of the needs of disadvantaged pupils are met within English.

- Interventions take place for children with additional needs or who may require additional to and different from their peers. This is individually monitored by teachers and additional support is provided where needed.
- We enable all pupils to have access to the full range of activities involved in learning English. Where children are to participate in activities outside the classroom (e.g. a theatre trip) we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.
- Teaching assistants provide help by using:
 - texts that children can easily read and understand
 - strategies to help with their reading and sound work
 - scribing
 - visual and written materials in different formats
 - ICT, other technological aids
 - alternative communication, such as signs and symbols

EXTRA CURRICULAR ACTIVITIES

We run extracurricular activities to promote English. We have book fairs and book weeks throughout the year.

CONTRIBUTION OF ENGLISH TO TEACHING IN OTHER CURRICULUM AREAS

The skills that children develop in English are linked to, and applied in, every subject of our curriculum. The children's skills in reading, writing, speaking and listening enable them to communicate and express themselves in all areas of their work at school.

Mathematics

- The teaching of English contributes significantly to children's mathematical understanding, in a variety of ways. Children in the Foundation Stage develop their understanding of number, pattern, shape and space by talking about these matters with adults and other children. Children in Key Stage 1 meet stories and rhymes that involve 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 plenary sessions, and they communicate mathematically through the developing use of precise mathematical language.

Personal, Social and Health Education (PSHE) and Citizenship

- English contributes to the teaching of PSHE and citizenship by encouraging children to take part in class and group discussions on topical issues. Older children also research and debate topical problems and events. They discuss lifestyle choices, and meet and talk with visitors who work within the school community. Planned activities within the classroom also encourage children to work together and to respect each other's views.

Spiritual, Moral, Social and Cultural Development

- The teaching of English develops skills through which our children can offer critical responses to the moral questions they meet in their work. Their understanding and appreciation of a range of texts bring them into contact with their own literary heritage and with texts from a diverse range of cultures. The organisation of our lessons allows children to work together and gives them the chance to discuss their ideas and results.

Outcomes:

Through the implementation of this policy for writing, the children will be provided with rich and exciting experiences. This will stimulate and engage children in the writing process across the curriculum, achieve high standards in writing, help all children reach their full potential and equip them with all the necessary skills to make a successful transition to the next stage of their education.

This policy will be reviewed at least every two years.

Date: Sept 2024

Signed: Chair of Governors

Reviewed: