

# *St Bernadette's Catholic Primary School*

## English Policy

This document provides a framework within which parents, staff and governors can work together to meet the needs of pupils.

The Mission for St Bernadette's Catholic Primary School,

*“to ensure a happy and secure learning environment where we celebrate the dignity and worth of all in our school community. As a Christian community we recognise that in loving others we love Jesus and so help each other to reach our full potential.”*

Therefore the development and implementation of our English policy supports us in achieving our mission and in providing the appropriate provision for all the children in our care.

### 1. Aims and objectives

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. Learners gain an understanding of how language works by looking at its patterns, structures and origins. Children use their knowledge, skills and understanding in speaking, reading and writing across a range of different situations.

The aims of English are:

- to enable children to speak clearly and audibly in ways which take account of their listeners;
- to encourage children to listen with concentration in order to be able to identify the main points of what they have heard;
- to enable children to adapt their speech to a wide range of circumstances and demands;
- to develop children's abilities to reflect on their own and others' contributions and the language used;
- to enable children to evaluate their own and others' contributions through a range of drama activities;
- to read with confidence, fluency and understanding;
- to show an interest in books, read with enjoyment, evaluate and justify their preferences;
- understand phonics and use this knowledge to read and spell accurately

- to help children enjoy writing and recognise its value;
- to enable children to write with accuracy and meaning in narrative and non-fiction;
- to increase the children's ability to use planning, drafting and editing to improve their work;
- To develop a fluent and legible handwriting style.

## 2 Teaching and learning styles

2.1 At St Bernadette's Catholic Primary School we use a variety of teaching and learning styles in English lessons, taking the elements of best practice of the New National Curriculum for English. Our principal aim is to develop children's knowledge, skills, and understanding in English and their ability to generalise these skills in other areas of learning. Learners have the opportunity to experience a wide range of texts and use a range of resources such as dictionaries, thesauruses and word banks to support their work. Children use ICT in English lessons where it enhances their learning, as in drafting their work and using multimedia to study how words and images are combined to convey meaning. In order to be secure we expect all year groups to use and apply their learning in other areas of the curriculum.

2.2 There are children of differing ability in all classes at St Bernadette's Catholic Primary School. 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 use the Key Learning Indicators of Performance grids (KLIPs) for Reading and Writing. The average child will be working at Age Related Expectations, however, we recognise that some children will be working on objectives from a lower year group. When children have achieved mastery in-depth in all areas of their year group, they can be moved to the next year group's expectations- with agreement from all staff during staff meeting.

We use teaching assistants to support some children and to enable work to be matched to the needs of individuals, and to provide timely intervention.

2.3 There are children at St Bernadette's Catholic Primary School who are learning English as an additional language. Provision for these children is outlined in the English as an additional language policy.

2.4 St Bernadette's Catholic Primary School is an inclusive community outlined in The Equal Opportunities policy.

### 3 English curriculum planning

3.1 English is a core subject in the National Curriculum. We use the New National Curriculum for English to inform our planning and as the basis for implementing the statutory requirements.

3.2 In accordance with the planning procedures, English is planned both discretely and as a vehicle for learning in other areas e.g., the teaching of report writing for use in science. The New National Curriculum for English encompasses the breadth of what is taught.

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

3.4 Class teachers complete a cross curricular plan for the teaching of English writing and these are discussed during staff meetings and training.

3.5 Guided or Whole class Reading and writing are planned for separately.

3.6 English lessons are complemented by daily handwriting (see Handwriting Policy) and spelling sessions. Teachers follow a phonic first approach through Ruth Miskin's Speed Sounds. After the children have finished Speed Sounds in Year 1 they move onto a whole school spelling programme from Years 2 to 6. This programme moves the children to learning spelling rules.

3.7 The New National Curriculum specifies the statutory requirements for Grammar at both key stages. In KS1 Grammar is taught both discretely and through the ReadWrite scheme of work. In KS2, Grammar is taught discretely and then consolidated during the English unit work and cross curricular.

### 4 The Foundation Stage

We teach English in our reception class 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 Early Learning Goals which underpin the curriculum planning 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, and to practise and extend their range of vocabulary and communication skills. They have the opportunity to explore, enjoy, learn about, and use words and text in a range of situations.

## 5 Contribution of English to teaching in other curriculum areas

5.1 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 in school.

### 5.2 Mathematics

English contributes significantly to the teaching of mathematics in our 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 plenary sessions and they communicate mathematically through the developing use of precise mathematical language. These skills are increasingly important when we are teaching mastery and mastery in-depth.

### 5.3 Computing

The use of ICT enables children to use and apply their developing skills in English in a variety of ways. Younger children use ICT as a source of information and as a way of enabling them to present their completed work effectively. Older children use the Internet when searching for information about a different part of the world, or when using desktop publishing to design a class newspaper. Children use the planning and proofing tools in a word processor when checking their draft work. We encourage all children to use ICT as a resource for learning, whenever they feel it is appropriate.

We encourage younger children to take part in class and group discussions on topical issues. In their science work they talk about things that improve their health and about rules for keeping them safe around the school. Learners in upper key stage 2 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 encourage children to work together and respect each other's views.

### 5.4 Spiritual, moral, social and cultural development

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

## 6. Teaching English to children with special needs

At St Bernadette's Catholic Primary School we teach English to all children, whatever their ability. English forms part of the school curriculum policy to provide a broad and balanced education to all children. Teachers provide learning opportunities matched to the needs of children with learning difficulties. Work in English takes into account the targets set for individual children in their Special Education Needs Support plans. Teachers provide Support with communication and literacy by:

- using texts that children can read and understand;
- using visual and written materials in different formats;
- using ICT, other technological aids and recorded materials;
- using alternative communication such as signs and symbols (including PECS);
- using a translator or scribe so that children can access classwork and tests.

## 7 Assessment and recording

### 7.1 Teachers assess children's work in three phases.

1. Formative assessments, which teachers make as part of every lesson, help teachers to adjust their daily plans. Teachers match these short-term assessments closely to the teaching objectives. Teacher's daily marking follows a system called Tickled Pink and Green for Growth (See Marking Policy for more information).
2. Teachers use summative assessments (End of Key Stage tests and low stakes standardised tests) to measure progress against the key objectives, and to help them plan for the next unit of work. At the end of each term, assessments of reading and writing are recorded using the Key Learning Indicator of Performance grids (Klips).
3. Teachers draw on a range of evidence to inform their judgements of 'entering', 'developing' and 'secure' (see information re Curriculum without levels). Curricular Targets for reading and writing are agreed each term, based on the outcomes of assessments. (See appendix for a detailed plan for the moderation of writing)

Children undertake a statutory phonics screening test in Year 1. At the end of Year 2 children take tests in reading, grammar, punctuation and spelling. These tests are used to inform teacher assessment. In Year 6 children take tests in reading, grammar, punctuation and spelling.

4. Formative and summative assessments are used to evaluate progress against school and national targets. Analyse School Performance, Lancashire Tracker and other school data are used as the basis for planning work for the new school year.

## 8. Resources

There are a range of resources to support the teaching of English across the school (see English resource document). All classrooms have dictionaries and a range of age-appropriate small apparatus. All classrooms have a selection of fiction and non-fiction texts. Children have access to the Internet through their classroom computer and/or the shared laptop provision. .

## 9 Monitoring, evaluation and review

9.1 Monitoring of the standards of the children's work and of the quality of teaching in English is the responsibility of the English subject leader. The work of the subject leader also involves supporting colleagues in the teaching of English, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The subject leader meets regularly with the head teacher and gives the governors an annual summary report in which she evaluates the strengths and weaknesses in the subject, and indicates areas for further improvement. The leader has specially-allocated management time in order to enable her to review samples of the children's work and undertake lesson observations of English teaching across the school. The named governor responsible for English meets regularly with the subject leader in order to review progress.

9.2 The quality and effectiveness of the English curriculum will be monitored and evaluated through regular reports to the Governors' Curriculum committee, and a vigorous programmed of whole School self-evaluation. The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

## Appendix



### An explanation of 'entering', 'developing' and 'secure' in relation to the Teacher Assessment of writing at St Bernadette's Catholic Primary School.

#### Entering

The children begin the year with teacher input/support including scaffolding. They are at the entering stage of their understanding and application of their year group expectations. It is expected that the majority of children will be at the entering stage by the end of the Autumn term.

**Therefore, we are looking at the whole child and their responses in lessons- evidence may not be applied in independent work or cross curricular.**

#### Moderation evidence

You will have a picture of the child's abilities based on class responses. This evidence, based on teacher assessment, will show that the children are beginning to put into practice the objectives you are teaching. By the end of the Autumn term you may see some application in their independent work and cross curricular.

Look at Fiction, Non-fiction and Poetry

#### Developing

The children are now developing the skills to complete objectives independently and can apply them (some support maybe needed).

**Therefore, we are looking at the *Independent pieces of work done after the English Unit and some cross curricular examples.***

#### Moderation evidence

You should have six pieces of independent writing which were done after the English Unit and some cross curricular work. This work in the majority of cases will be gathered from Autumn and Spring terms.

Have a range of Fiction, Non-Fiction and some Poetry.

#### Secure

The children are now secure in their understanding of their year group expectations and can apply the objectives independently.

**Therefore, we are looking at *both the independent pieces of work done after the English unit and writing done in other subjects.***

#### Moderation evidence

You should have six pieces of independent writing which were done after the English unit, and from the Spring and Summer term. You will also have six pieces of writing done in other subjects from the Spring and Summer term.

Have a range of Fiction, Non-Fiction and some Poetry.

Have a range of RE, Science, History, Geography and any other cross curricular examples.

***These terms always relate to depth of understanding NOT coverage.***

**Children who come to you below age related expectations.**

If a child comes to you as entering, the previous class teacher is telling you that they can meet the objectives within classwork, but they are only beginning to meet the objectives independently and in cross curricular work. Therefore, the child is beginning to put into practice the objectives from the lower KLIPs grids independently and in cross curricular work.

If a child comes to you as developing, the previous teacher is telling you that they can apply the objectives independently in the writing done after the English unit, but they are not consistently applying the objectives in other subjects. Therefore, the child will apply the objectives from the lower KLIPs grid in the independent pieces of work done a week after unit of work and there may be some examples in cross curricular work.

*You should plan units of work and guided writing tasks based on the range of KLIPs grids the children in your class are working on.*