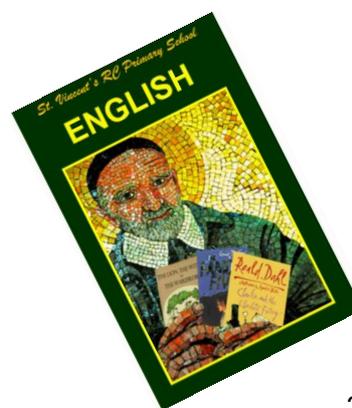




# English Policy



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**This policy should be read in conjunction with the *Teaching and Learning Policy*, any related subject policies and the following:**

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|--|---|
| Assessment Policy                      | Homework Policy                                 |
| Behaviour Policy                       | Safeguarding and Child Protection Policy        |
| Charging and Remissions Policy         | Special Educational Needs and Disability Policy |
| Equality and Community Cohesion Policy | E-Safety Handbook                               |
| Health and Safety Policy               | Home School Agreement                           |
|  | Marking Policy                                  |

**Throughout this policy 'parents' denotes those with parental responsibility. Other documents that support the teaching and learning of English:**

National curriculum in England Framework document  
Statutory word lists and spelling rules (National curriculum in England)  
Handwriting guidelines  
No nonsense spelling  
The school's approach to the teaching of reading  
Nurturing young readers

## **1. Mission Statement**

At St. Vincent's we believe that language is the tool by which we communicate and that it is inextricably bound-up with all learning. We are committed to developing children's competence in the understanding and expression of spoken and written language. We believe that language skills, knowledge and understanding can be taught and developed in the context of the whole curriculum and as part of the daily English lesson. Language learning should be meaningful and relevant to the learners, not broken up into abstract pieces.

All components of language - speaking and listening, reading and writing - are of equal importance in developing the communicative skills of the individual child. We consider that consistency of approach towards the teaching and learning of language throughout the school is vital for successful language development.

### **1.1. Aims and Objectives**

The aims of English at St. Vincent's RC Primary School are to:

- provide a stimulating language-rich environment where pupils are able to work collaboratively and where speaking and listening, reading and writing are inter-related;
- help children develop competence and confidence in all aspects of their language development; ensure continuity and progression in the provision of language experiences in school, including the delivery of the National Curriculum in England Framework document;
- encourage children to view reading as a lifelong pursuit, giving pleasure, enjoyment and information and help children to develop the skills required for reading and responding to a wide variety of texts;
- enable children to develop the skills, attitude and knowledge necessary to write independently and effectively for a wide range of purposes and audiences, and to take pride in a high standard of presentation;
- ensure equal opportunities for all children to gain access to the language curriculum. To foster respect for the different languages brought to school, as well as developing a use and understanding of standard English;
- ensure that the teaching of phonics in the Early Years and at Key Stage 1 is taught in line with Read-Write-inc and the Early Years Foundation Stage (EYFS) Framework;
- ensure the school fulfils national requirements regarding Programmes of Study and approaches to teaching, in line with the current Primary National Curriculum.
- actively encourage parents to participate and share in their child's language development, reading and writing, both in English and in any home language.

## **2. Approaches to Teaching and Learning**

### **2.1 Home-school links and the role of the parents**

Parents have an active role to play in their child's language development and are encouraged to participate and share in the process by:

- talking and listening to their children, both in English and any Home-Language;
- reading regularly to and with their children;
- providing children's literature at home whenever possible;
- identifying regular times to share books and listen to their child read;
- maintaining contact with their child's class teacher by making comments in the reading record books at KS1 and KS2.

- encouraging their child to visit libraries regularly.
- talking about their child's language development with the teacher at parent's evening and at other times if they have concerns;
- keep up-to-date with school information in relation to language development.

See Homework Policy.

### **3. Resources**

Each class has a book area from which children are able to select a reading book. Both fiction and non-fiction books are considered a valuable choice for a reading book, although balance is important. The children are encouraged to select their own books, with appropriate guidance from staff. Language areas also contain classroom-based resources, such as dictionaries and thesauruses.

Additional language and reading resources can be found in the central resources area and include; guided reading books, book band individual readers, videos/DVDs, photocopiable resources, plays, poetry and story sacks/Big books.

The Library is a lending library to all year groups and is also used as a reference library by pupils and staff. Children are able to borrow books on a regular basis, during school hours including some lunchtimes and after-school sessions.

### **4. Learning Environment**

Please refer to the Teaching and Learning Policy.

### **5. Planning**

At St. Vincent's we plan for continuity and progression throughout the school by using the National curriculum in England Framework document. Long and short term planning are completed by individual teachers in order to meet the needs of their class.

Learning objectives are aligned to the programmes of study, encompassing the full curriculum in the primary phase as detailed in the National Curriculum for English, to demonstrate progression in each strand. This includes spoken language, reading (word/comprehension), writing (transcription/composition) and spelling, grammar and punctuation. Hamilton Trust is used to deliver the curriculum.

Planning in the Early Years follows the EYFS Framework, focusing on the Literacy and Communication and Language Early Learning Goals.

#### **5.1 Guided and Group Reading and Writing**

##### **Key Stage 1**

Guided and group reading and writing are taught weekly within English lessons. With the support of a senior teacher and Teaching Assistants (TAs) SEN groups receive additional intervention focusing on specific targets linked to handwriting, spelling, reading and writing.

##### **Key Stage 2**

Guided/Group reading and writing are taught within English lessons and additionally guided reading slots are timetabled outside these to ensure children's progress. Additional support groups will be allocated throughout the week as with children in Key Stage 1.

Key stage two pupils take part in weekly Bug Club sessions which focus on a love of reading, improving vocabulary and comprehension skills.

## **5.2 Spelling**

Within the National Curriculum for English there are specific spelling words lists contained in the appendices. Children's knowledge and use of these words is recorded and monitored by class teachers. In the Early Years and Key Stage 1, phonics is taught daily using the Read-Write-Inc Programme which forms part of the school's approach to teaching and learning of spellings. At Key Stage 2 children learn spelling rules and strategies covering all the national objectives.

In marking children's writing, the focus is on helping children to apply the rules/strategies learnt and their knowledge of common words: enabling them to develop knowledge further and to learn new strategies for spelling a word. These errors may then be used as a focus for further specific teaching on an individual or group level. If there are a lot of incorrectly spelt words, then the teacher will select a limited number of words to correct to enable children to focus on a few at a time and to maintain high self-esteem.

## **5.3 Handwriting**

Handwriting and the presentation of work are skills which should be taught and improved in line with the individual child's needs on a regular and progressive basis. Children are taught to use joined script and are given the opportunity to practise their handwriting regularly: both in school and at home using letter-join.

See Handwriting Guidelines for further information including the school's chosen script.

## **6. Assessment**

During the summer term, Year 1 teachers carry-out a Statutory Phonics Screening to assess whether individual pupils have learnt phonic decoding to the expected standard. The test has been designed to identify the children who need extra help so they are given support by their school to improve their reading skills. Children who do not meet the threshold retake the check in Year 2 so that schools can track pupils until they are able to decode.

At the end of KS1 and KS2 pupils are formally assessed, against national interim frameworks, in reading, writing, spelling, grammar and punctuation.

Class teachers keep a record of reading observations on a regular basis. Children are heard to read individually at least until they are fluent and show competent comprehension skills. All children read within the context of guided reading groups. Lunch-time reading takes place daily to support selected pupils.

## **7. Cross Curricular Opportunities**

### **7.1 Reading, writing, communication, maths and ICT**

Reading, writing and speaking and listening skills are fostered across the curriculum in other subject areas. Teachers are encouraged to set clear learning intentions and success criteria in topic and science lessons where the children are completing extended pieces of writing. Reading activities and comprehension activities are linked to topic work when possible.

ICT is integrated into the delivery of English where appropriate. It is used as an essential tool to assist in shared reading, comprehension and writing. English games and other whiteboard resources are used as a tool to enhance the children's learning. Specific software and web sites such as Letter Join, Espresso and BBC educational web sites are regularly used throughout the school to support the key objectives. Word processing, publisher and Power Point are used as ways for children to present their work.

## **7.2 Foundation subjects**

English objectives from the primary curriculum are taught and developed through links to other subjects. Topics provide many appropriate contexts for the teaching and learning of English objectives as shown in 'Writing across the Curriculum'. Books are chosen to embrace cultural diversity (see section 9).

## **8. Enhancing the Curriculum**

Each class has a daily English lesson, generally lasting one hour - extended writing lessons are longer. Teachers are encouraged to use the classrooms, hall space and outdoor areas creatively, particularly with speaking and listening or drama activities. Throughout a unit of work there is a balance between reading, speaking and listening and written opportunities to develop and consolidate skills and understanding. Discussion, co-operation and collaborative learning is encouraged and pupils often work in pairs or small groups as well as individually.

Key vocabulary is displayed within classrooms with some displays being changed (Working Walls) according to the unit of work currently taught.

### **8.1 Enrichment**

To enrich the curriculum further, we have a weekly after-school Book Club. We host Scholastic Book Week and celebrate World Book Day. Every class has sets of Class Readers for whole class reading throughout the year.

## **9. Inclusion**

### **9.1 Equal Opportunities**

We make every effort to ensure that the books and resources available in school are free from racist and sexist stereotypes, and challenge issues such as race, gender and relationships.

Teachers are expected to show awareness of both boys and girls as readers, extending their knowledge of books through guided experience of a range of texts. It is recognised that some children, particularly boys, can be reluctant readers and writers and therefore we aim to provide a range of reading materials and writing opportunities to interest both boys and girls. The reading of newspapers, comic books and media related fiction should be validated so that boys can identify themselves as competent readers of a variety of texts.

### **9.2 Special Educational Needs and Disability (SEND)**

Reading materials in book corners reflect the abilities of the children in the class, including the less and more able reader. Within English lessons, learning opportunities are differentiated for ability groups, either by the activity or by the level of support from the teacher/classroom assistant in Guided, Group Reading or Writing.

Reading Recovery (Every Child a Reader) is provided for individuals by a specialist teacher in consultation with the class teacher and SENCO.

### **9.3 English as an Additional Language (EAL)**

Respect for other dialects and languages are fostered by learning about how language works and by providing a range of materials from other languages and cultures. Literature is an excellent starting point from which to develop learning programmes for bilingual pupils. It provides an opportunity for the development of language in a meaningful context. Picture books especially afford good visual support for bilingual learners across the curriculum.

**10. Health and Safety and Safeguarding**

Please refer to the Teaching and Learning Policy.

**11. Roles and Responsibilities**

Please refer to the Teaching and Learning Policy.

**12. Policy Review**

In addition to the review cycle, the English Policy will also be updated as necessary to reflect changes to the curriculum.