



St Ethelbert's Catholic Primary School

English Policy

"I serve Jesus with my body, heart, mind and soul."

Serviam means 'I serve'. Jesus Christ has taught us that it is more blessed to serve than to be served. At St Ethelbert's school, following our Catholic faith, we serve the whole person – mind, heart, body and soul.

Body – because we care for our wellbeing, our parish neighbourhood and our environment.

Heart – because we teach love and respect for all.

Mind – because we believe in excellent education.

Soul – because we learn to pray and become closer to God as his children.

The National Curriculum for English Language, with its values, aims and purposes, and its programme of study, is laid out in "The National Curriculum for England (2013)".

In St Ethelbert's, we believe that English is central to the development of the child and to the curriculum. It forms an integral part of all subjects at all levels. Language helps children to learn to reason, to think and to understand and make sense of the world about them. It follows that whenever anything is to be taught or learned, there is a potential for developing a child's language. The fundamental skills, knowledge and concepts are categorised into three key elements:

- **Spoken language**
 - **Cognitively**
 - **Socially**
 - **linguistically;**
- **Reading;**
 - **Word reading**
 - **Comprehension (both listening and reading)**
- **Writing**
 - **Transcription (spelling and handwriting)**
 - **Composition (articulating ideas, structuring ideas in speaking and writing)**

The National Curriculum will be used as a resource for the teaching of English skills. Language will also be taught within the other subjects of the curriculum, through all three strands of Spoken Language, Reading and Writing. During the English sessions, there will be whole class teaching as well as differentiated group work. Children with language difficulties will sometimes work in small groups, with the support of a teaching assistant, using programmes specifically aimed at their levels of ability. They may also have an IEP - which is supported by the SEND team; in addition, specific funding for EAL and Pupil Premium must be considered when allocating provision for these vulnerable groups. For general, everyday use in the classrooms, we have a range of textual resources and schemes, along with other materials and apparatus, which teachers may draw on, to aid their teaching. These are available across all the key stages.

Spoken Language

As English is integral to the learning process throughout the curriculum, it follows that whatever subject is being taught or learned there is potential for developing a child's language, through Spoken Language.

Our policy is to develop the children's abilities to communicate effectively in speech and to understand the spoken word so that they can express their ideas, feelings and experiences, and come to an understanding of the ideas, feelings and experiences of others. We will help pupils to understand the function and importance of Standard English, to ensure the development of effective Spoken Language, so that they can:

- Formulate, clarify and express their ideas;
- Express themselves in a variety of situations using language that is appropriate to their needs and the intended audience;
- Listen, understand and respond appropriately to others;
- Use with increasing confidence, the vocabulary and grammar of Standard English.

In St Ethelbert's School, the teaching of speech and language must be cross-curricular (although lessons can be discrete) and through all subjects, children will be encouraged to describe, inform, instruct, report, narrate, argue and question. Through drama lessons, performance of plays and other entertainments, reading and singing at masses and assemblies, children will be helped to develop positive eye contact, posture, gesture and articulation. It is taught through modelling good spoken language by all adults employed by the school.

Reading

The objectives of the Reading Programme are:

- To emphasise phonics in the early stages of reading at EYFS
- To teach the children to master their initial reading skills so that they become independent and enthusiastic readers;
- To read a range of texts fluently, accurately and with understanding;
- To find out the information they need in order to research and answer questions;
- To understand the variety of written language and the differences between fiction and non-fiction;
- To understand and respond to a wide range of books and media texts;
- To improve their ability to analyse, evaluate, and criticise texts which they have read;
- To foster a love for reading so that they might enjoy all forms of literature.

We will achieve our objectives in the following ways:

- By the appropriate use of all reading books, games, activities and apparatus, the growth of each child's reading ability will be well structured and progression will be made at their own level, no matter what their chronological age;
- Teaching and encouraging the children to employ a range of methods to decipher new words: e.g. phonics and in-context reading cues;
- All parents will be encouraged to read to their children from the very earliest age and to continue after their children are reasonably fluent readers;
- A procedure has been developed whereby all parents are expected to monitor their own children's reading on the home reading books. Parents will be expected to share these books with their children by reading with them and listening to them. A record of this reading will be kept in a book by the parents, children and teachers;
- By keeping a large variety of good reference and fiction books in the school library, and reviewing and adding to the collection regularly;
- By encouraging pupils to borrow books from both the fiction and non-fiction sections of the library, to take home, as often as they need to;
- As well as the main school library, every class must be furnished with a class library or reading corner. Staff should become familiar with children's literature. There should be a variety of picture books, poetry books, stories, fantasy and reference books, word books and dictionaries. Class teachers should read to their children regularly;
- Emphasis should be placed on the written word (throughout the school) through labels, charts, diagrams, comments, messages and instructions, etc.
- Teachers and Teaching Assistants will hear children read and discuss books on an individual basis as often as possible, as well as in groups during the Guided Reading session, and within the usual English lesson. The model of hearing "Every Child Read Every Day" is not practical or possible, so several kinds of shared reading experiences may be instituted e.g.

older children reading their own or published work to younger children, parents and friends coming in on a regular basis to read with and to the children;

- A Book Week will be held once a year.
- Author celebrations will be held once a year.
- World Book Day will be celebrated each year.

Writing

The aims and objectives of the writing programme are to develop pupils' writing skills so that they can:

- Articulate what they want to say before they write.
- Make plans which can be useful before they begin composition.
- Draft and redraft, using increasingly competent skills at self editing and making improvements to their work.
- Express themselves clearly and precisely for enjoyment;
- Demonstrate their understanding of how writing enables them to remember, communicate, organise and develop their ideas and information;
- Write for an increasing range of purposes, matching their language to the appropriate needs of their audience;
- Understand the correct use and purpose of an increasing range of written forms;
- Write neatly and with accurate spelling and expression;

We will achieve our objectives by making sure that the children always have adequate tools for writing, i.e. sharp pencils, handwriting pens, paper, books, and each classroom should be a "Literary Classroom" with dictionaries, wordbooks, word lists, labels and displays to help the child.

Collaborative writing also has a place, with children working in groups or pairs. It helps if the teacher shares ideas with the children rather than "throwing them in at the deep end". The infants need to be encouraged to have a go at writing from the very start of Reception to see what they can achieve for themselves (emergent writing). As their writing begins to develop, they should begin to use dictionaries, wordbooks, wall displays, etc. to aid them.

The children may use technology to help them to write, and there are a variety of computer programmes available from Reception to Year 6.

Children's writing may be part of the English language work, or cross-curricular. Where appropriate, and usually when part of English Language work, their writing should be drafted first and then edited and improved, with the style and content amended as necessary, by the child and with the support of the teacher. Finally, if time allows, a good copy should be made as a handwriting exercise. There will then be evidence of both drafted work and a fair copy unaffected by poor handwriting and spelling.

Throughout each Key Stage, children should have experience of writing (depending on their ability and experiences) for all of the purposes laid down in the Programmes of Study for both Key Stages in the National Curriculum.

Spelling (See separate **Spelling and Phonics Policy**)

Handwriting

Handwriting practice can be linked to the spelling programme as there are strong links between the two. At St Ethelbert's, we introduce a joined style of handwriting by Year 2 and, in some cases, as early as Year 1. Reception children are taught to make individual letters with a lead-in stroke, from the line, to foster natural joins as soon as they are ready – usually by the end of term two.

Additional Educational Needs

At present, throughout both key stages, children listed as requiring and IEP, Pupil Premium, vulnerable groups, stay with their class group during the initial text part of the Literacy lessons. Subsequently, they may, at times, be taken out as a group, to work under the supervision and support of a specially trained Teaching Assistant or Qualified Teacher. They are given a specialised and individual programme of work, in line with their abilities. These programmes include both commercial schemes and school based strategies. The commercial schemes include, but not limited to: the Sounds~Write Phonics Programme, Letters and Sounds, Jolly Phonics, Toe-by-Toe, Pixl, AcceleRead, ExceleWrite and Nessy. The programmes have multi-sensory approaches to learning, and may be reinforced through the use of computing and the interactive white board.

Exceeding Pupils

Within the classroom, we have greater expectations of children who are assessed as having a mastery of a particular area of the English Curriculum Programmes of Study. They are given the opportunity to demonstrate their enthusiasm and aptitude in all curricular areas through Drama, Spoken Language, Reading and Writing. Children are also given opportunities to perform to audiences during termly and yearly school productions. Work in the classroom is differentiated to take their learning to a greater depth, thus encouraging these children to reach their full potential. Recognising and encouraging deeper understanding enhances their self-esteem and, hopefully, bestows on them a desire to use their knowledge, skills and understand to the very best of their ability, towards a successful academic future.

English at the Foundation Stage

Communication, Speaking, Listening and Thinking are the base of all language development and in the Foundation Stage we use a cross curricular approach to the teaching of language. We have a stimulating environment and teacher directed tasks, such as role play areas, small world activities, games, puppets etc. to enrich and develop the language skills of the children. More formally, we tell news, listen to stories, sing, repeat rhymes and poems.

Linking Sounds to Letters: Children do this by hearing rhymes and alliteration through singing, repeating nursery rhymes and poems, learning the initial sounds of the alphabet and following Letters and Sounds.

Reading: The children learn to enjoy books through listening to stories, sharing and looking at a variety of Big Books and small books, labels, captions etc. shared and guided reading experiences and home reading books. As the children's reading skills develop they are introduced to the Foundation Stage Key Words, Jelly and Bean Phonic reading scheme and a wide range of other structured schemed books.

Writing: Gross motor skills will be developed through physical activities. Fine motor skills will be developed by using malleable materials, scissors, squeezing, pinching techniques etc. and the readily availability of paper and mark making implements: tracing, copying their names, captions etc. emergent writing and writing for a purpose. The children will learn to write the phonemes in line with Letter and Sounds and Jolly Phonic schemes, before progressing to Soundwrite in preparation for KS1. Teachers assess the class and pupil needs and use the available schemes according to the needs of the pupils.

Equal opportunities

Children of all ethnic groups, both genders and all abilities have equal access to the English curriculum. Positive images in terms of such groups are promoted throughout the school, both in the use of language and in the provision of resources. Classroom areas are labelled clearly to support those with barriers including EAL pupils.

Health and safety

Guidelines in the health and safety policy will apply with regard to use of online activities, all school based activities and out of school activities relating to English.

Assessment, recording and reporting

Opportunities for teacher assessment will be identified in planning documents, together with opportunities for any pupil self assessment.

Assessment in English is continuous, to inform planning and diagnose strengths and weaknesses. In Spoken Language this involves observing children through using a variety of language for different purposes. In reading this involves formal and informal observation and close monitoring of children's developing use of strategies and responses to texts. In writing it involves effective marking which is positive, constructive and developmental. Feedback to children about their progress in English is through verbal comment, discussion and the marking of work (see marking policy). Summative assessment is through SATs, Moderation of Writing at the end of each Key Stage, teacher assessment using the Interim teacher assessment frameworks for each Key Stage; as well as the Pre-Key Stage standards, Pupil Asset and testing. Termly records, teacher's own records, home/school contact books, test results and children's work will provide a record of progress.

Reporting is on a termly basis during consultation sessions and annually through a written report.

The role of the subject leader

The subject leader will:

- Take the lead in policy development and the production of schemes of work designed to ensure progression and continuity in English throughout the school;
- Support colleagues in their development of detailed short term plans and the implementation of the programmes of study and in assessment and record-keeping;
- Monitor the delivery of the English Curriculum and advise the headteacher on action needed;
- Take responsibility for the purchase and organisation of central resources for English;
- Keep up-to-date with developments in English and disseminate information to colleagues as appropriate.

Resourcing

English funding will be within the school budget plan for each financial year. Annual planning meetings will review the needs of English. Resourcing, personal development and training needs will be discussed.

Review

This policy document will be reviewed, in response to local or national initiatives. Evaluations of monitoring procedures are as detailed in the school development plan.

Mrs K Lockwood

Review December 2018