ST EDWARD'S CATHOLIC PRIMARY SCHOOL

English Policy

Head Teacher:  Mrs S Wakefield
Lead Person: Lauren Flain and Megan Underhill
Agreed by LGB on: 04.10.2018
Due for next review: September 2020

School Mission Statement

Achieve in God's Love.
St Edward's Catholic Primary School is at the heart of a community rooted in its core values. Our children, by their actions, grow in the image of God.
Rationale

This policy reflects our school’s values, philosophy and mission statement in relation to the teaching and learning of the English language. It sets out a framework within which all staff can operate and it gives guidance on planning, teaching and assessment. Literacy is a fundamental life skill; it develops the children’s ability to communicate effectively – to listen, speak, read and write for a wide range of purposes. Children will be enabled 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. Children gain an understanding of how language works by looking at its patterns, structures and origins. Children use their knowledge, skills and understanding across a range of different genre and experiences.

St Edward’s works to ensure that all children develop the ability to communicate effectively and listen productively so that any barriers to learning are swiftly identified and steps taken to remove them to ensure progression across all subjects. This document has been prepared in consultation and discussion with all teaching staff at St Edward’s and the Governing Body. It has been produced for all teaching staff, non-teaching staff with classroom responsibilities, school governors & KCSP advisors.

Our aims in teaching English

- To enable children to use and understand language as speakers, listeners, readers and writers.
- To encourage children to be competent, confident and independent in the use of language, both spoken and written.
- To provide a stimulating education for all learners, developing their cultural literacy.
- To ensure that all children have the opportunity to engage with quality texts, relevant to their level of development.
- To ensure that all children understand the value of the editing process and take pride in their final draft.
- To provide the opportunity to monitor and assess the language development of each child.
- To develop children’s awareness of different audiences and purposes for speaking and writing.
- To enable children to use the English language in all areas of the curriculum.
- To encourage a whole school approach to language.
- To identify as soon as possible any children having special educational needs in order to overcome their barriers to learning.
- To identify Pupil Premium and disadvantaged pupils and ensure they are well supported and can reach the same level of attainment as their peers.
**Equal Opportunities**

All pupils will have equal opportunity to reach their full potential across the English Language Curriculum regardless of their race, gender, cultural or linguistic background, their ability; or any physical or sensory disability.

**Additional Educational Need**

It is our policy to concentrate on all pupils’ abilities and needs. This emphasis aims to change feelings of disaffection, under achievement and low self-esteem.

English intervention programmes are tailored to quickly address each learner’s current need.

Some pupils experience learning difficulties, which affect their progress in English. Class teachers are responsible for trying to pinpoint any difficulties, so that through early intervention, these pupils can be helped to fulfil their full potential. Class teachers will ensure that suitable work is set in class for pupils, through careful planning for differentiation for both less able and more able children.

**Planning the English curriculum**

At St. Edwards we ensure that all English planning adheres to the National Curriculum and the philosophies of E D Hirsch.

Effective planning ensures:

- That there are achievable learning objectives for all pupils.
- That work is matched to pupils’ abilities and experience.
- That the teaching and resources are effectively differentiated.
- That the teacher and TAs’ time is employed effectively throughout the lesson.
- That there is progression and continuity throughout every lesson.
- That English objectives are included whenever possible in cross-curricular activities.

**Speaking and Listening**

**Aim**

To develop, as fully as possible, each child’s competence, confidence and enjoyment in speaking and listening. Speaking and listening activities are embedded throughout the curriculum. The Primary Framework provides guidance on incorporating Speaking and Listening into planning through specific speaking, group discussion and listening tasks.

**Reading**

**Aims**

- To develop each child’s ability to read, understand and respond to all types of texts.
- For the children to immerse themselves in text; reading for pleasure, information and with comprehension.
Phonics
Aims

- To use the Read, Write Inc programme to boost children’s phonologic awareness across EYFS and Key Stage 1 and support the children to apply these fundamental strategies in reading and writing.
- To complete in-depth phonics assessments of all children in Key Stage 1 and EYFS and for those children in Key Stage 2, who will need to access the phonics intervention programme - Fresh Start.

Writing
Aims

- To develop the child’s growing ability to construct and convey meaning in many different styles and genres.
- To develop children’s awareness of writing for a purpose, styles of writing and authorial voice and intent.

Handwriting and Spelling

At St. Edwards, the teaching of spellings and handwriting is embedded in every lesson, throughout the curriculum.

Aim

- To produce clear, well-formed, legible writing that is consistent and neat in appearance and which follows the cursive style adhered to by the school.
- To ensure that all adults are responsible for ensuring that children apply key spelling strategies through all areas of learning.

Assessment

Continuous formative assessments of reading and writing progress are made throughout the year. Summative Assessment is carried out at the end of each term and Key Stage through the use of SATs and Teacher Assessment. Children are made aware of their age appropriate objectives and where they ‘should be’ at the end of the academic year.

There will be regular in-school meetings in which staff will moderate evidence collected. This, alongside Island and KCSP moderation, will evaluate standards and ensure parity within schools.

Resources and Accommodation

At St Edward’s we use the ‘Accelerated Reader’ scheme. This is a powerful tool for monitoring and managing independent reading practice while promoting reading for pleasure.

The school library has both fiction and non-fiction books. Further selections of books of different genre are kept in individual classrooms.

Sets of guided reading books and banded reading books, in accordance with the ‘Accelerated Reader’ scheme, are accessible in the school library.

Roles and responsibility of the subject leader

The subject team and Head teacher should be responsible for improving the standards of teaching and learning in Literacy through:

- Monitoring and evaluating Literacy through regular lesson observations and work scrutiny.
- Pupil progress meetings.
- Provision of Literacy.
- Supporting colleagues in their CPD.
- Purchasing and organising resources.
- Keeping up to date with recent Literacy developments.
- Informing Senior Management and Governors of Literacy issues.
- Regular reports are made to Governors on the progress of English.