

St Edmund's Catholic Primary School

Policy on English

Curriculum Statement.

English is a vital way of communicating at all levels and is fundamental to thinking and learning in all areas of life.

The National Curriculum (2014) clearly states that teaching the English language is an essential, if not the most essential role of a primary school.

'Teachers should develop pupil's spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.'

At St Edmund's we provide a supportive, stimulating and secure environment where pupils are encouraged to express themselves and where their contributions are valued. We will provide for the language development of pupils and will develop their ability to use language to think, to explore and to recognise and communicate their ideas.

Following the guidelines in the National Curriculum, pupils are taught to recognise and use Standard English. They will understand how the English language works by looking at the structures, origins and patterns of language. We will help them communicate effectively by expressing their views and opinions not only in a correct and appropriate way but also in an imaginative and creative way, both orally and in their writing. Our pupils are taught to read accurately and with understanding and we encourage them to read for pleasure and be enthusiastic readers of narrative, poetry, plays and non-fiction texts.

AIMS

Spoken Language:

The National Curriculum for English and the EYFS 2012 Framework reflects the importance of spoken language in pupils' development across the whole curriculum- both cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. It states that pupils should be 'taught to speak clearly and convey ideas confidently in Standard English'.

They should:

- Justify ideas with reasons
- Ask questions to check understanding
- Develop vocabulary and build knowledge
- Negotiate
- Evaluate and build on the ideas of others
- Select the appropriate register for effective communication
- Give well-structured descriptions and explanations
- Speculate, hypothesise and explore ideas
- Organise their ideas prior to writing

Our aim at St Edmund's is for pupils to become efficient language users and we encourage them to:

- Speak clearly and confidently and articulate their views and opinions.

In our school every day we learn, love and pray.

- Express themselves orally in an appropriate way, matching their style and response to audience and purpose.
- Listen with concentration to a range of spoken language in real contexts such as storytelling, film, television and radio.
- Develop the skills of participating effectively in group discussions and debates.
- Perform and present their own work in front of their peers.
- Hold debates and try to persuade others to their point of view
- Lead prayers in times of Worship
- Perform plays and assemblies to the school community

Reading

The 2014 National Curriculum divides reading skills into two dimensions:

- Word reading/ decoding
- Comprehension

It states that pupils should be taught to read fluently, understand extended prose and be encouraged to read for pleasure. Reading is singled out as of extreme importance since through it 'pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually'.

Our aim at St Edmund's is that our pupils will learn to read a variety of texts for pleasure and become independent, critical and life-long readers and learners.

Provision for Reading

EYFS

- In Reception, synthetic phonics is taught every day using the Letters and Sounds scheme and is supplemented with Jolly Phonics.
- Nursery focus on Phase 1 of Letters and Sounds, leading up to Phase 2 in the summer term.
- Pupils read individually once a week to their teacher/ TA.
- Pupils have 5 high frequency flashcards that they take home to practice reading weekly, then read them during their 1:1 reading session.
- Pupils read every day in their phonics and literacy lessons
- Reading is modelled every day in phonics
- Comprehension happens daily when we read and share books as a class.
- The children have access to a wide variety of books and other reading materials.
- Their reading is combined with their writing focus.
- Pupils have 2 x reading sessions a day when the teacher reads them a story.

KS1

- In Years 1 and 2, pupils are taught phonics daily through the Letters and Sounds scheme.
- Pupils read individually to parents and volunteer helpers and in guided reading groups.
- They follow a variety of Reading Schemes and books are colour banded according to levels.
- A wide variety of books are available in the classrooms and in the shared library area.
- Parents are encouraged to read with their child every day.
- Regular assessments are made and some pupils will be given targeted intervention teaching (Family Fisher Trust).
- Class books are read daily.
- Children are taught to use the KS1 library.
- In Year 2, comprehension is taught in small groups and constantly monitored.

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- Children have a 'RED' challenge every half term holiday to encourage and promote reading for pleasure.
- All classes visit Abingdon Library each year.

KS2

- Pupils are taught reading skills (e.g. inference, author choice) during whole class guided reading lessons.
- Reading targets are taught in English lessons regularly.
- Some pupils are heard read daily.
- Dedicated time is set aside in each class for children to read their own choice of book for pleasure.
- Teachers take time to discuss book choices and allow children to tell each other what they are reading and what they recommend.
- Book Clubs are run in Year 5 and Year 6.
- The children have regular access to a well-stocked junior library and use the Dewey system.
- Regular comprehensions are taught and given for homework.
- Pupils are encouraged to read at home and this is monitored through reading records.
- The Star Reader system encourages frequent reading and rewards children for their reading.
- Reading Ambassadors promote reading across the school.
- Authors are invited in on a regular basis.
- Children visit the Abingdon Library each year.
- Reading certificates in Gold Book assembly celebrate Reading.

Writing

The 2014 National Curriculum divides writing skills into two dimensions:

- Transcription (spelling and handwriting)
- Composition (articulating ideas in speech and writing)

It states that pupils should:

- Develop the stamina and skills to write at length
- Use accurate spelling and punctuation
- Be grammatically correct
- Write in a range of ways and purposes including narratives, explanations, descriptions, comparisons, summaries and evaluations
- Write to support their understanding and consolidation of what they have heard or read

Writing is an essential tool in the learning process. Pupils write to express their emotions, to convey their thoughts and to present evidence of research. By developing these skills we can equip our pupils to use writing through a range of curricular activities.

Our aim at St Edmund's is that our pupils will enjoy writing and develop the ability to write effectively in various forms according to purpose and audience and wherever possible use *real-life* opportunities for writing.

Provision for Writing

EYFS

- Sentence and word level work is taught four times a week and is based on the same focus as the reading session.

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- Pupils are given opportunities for mark making and to write in their continuous provision both indoors and out.
- The free writing area has key words of the week and a variety of writing materials.
- Fine motor skills equipment is available.
- Handwriting is taught separately in small groups.
- Organisation is in small groups and 1:1 work.

KS1

- Synthetic phonics are taught daily through the different phases of the Letters and Sounds scheme
- Spelling of 'tricky words' (non- phonetic) are taught and sent home to learn.
- Writing is cross curricular and is based on the termly topic.

KS2

- All KS1 writing skills are consolidated and built upon.
- SPAG (Spelling, Punctuation and Grammar) is taught discreetly and regular tests are given for assessment.
- Spellings taught following online schemes and National Curriculum spelling lists. Spellings are given for homework and are assessed in class through dictation, activities and tests.

KS1 and 2

- Opportunities are given for pupils to write for a ***real purpose and audience***.
- Common spelling patterns are taught and sent as homework.
- National curriculum recommended word lists are taught
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf
- Word and sentence level work is taught regularly.
- Time is given for planning, editing and revising of writing.
- Writing frames are provided to support the least confident.
- A range of good quality texts (including picture books and celebrated authors) are used to motivate the pupils.
- Teachers model writing to demonstrate good practice.
- Pupils write in a wide variety of forms e.g. narrative, letters, poems, notes, diaries, plays etc.
- Children write every day.
- Extended writing opportunities occur at least three times a short term.
- Letter formation followed by continuous cursive handwriting script is taught at least twice a week and follows <http://www.teachhandwriting.co.uk/> and <http://www.letterjoin.co.uk/> scheme.
- Drama is used to help develop written skills, explore meanings of text, create different roles and develop spoken performances.
- ICT opportunities are given for pupils to compose directly on screen, use a range of fonts and layout presentation related to audience and purpose, to use grammar and spell checkers and to develop their word processing skills.

Extra Literacy opportunities in St Edmund's:

- Theatre productions
- Book fair

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- Writing competitions
- Handwriting competitions
- Author visits and events
- World Book Day
- Library visits

Standardised tests:

- Phonics screening check Year 1
- DfE KS1 and 2 SATs assessments.
- Young's Spelling test
- Salford Reading test.

Formative Assessments.

- Teachers set personalised targets for writing which are regularly checked by the teacher and pupils.
- Teachers follow the marking policy to correct and suggest 'next steps' to enable progress.
- Teachers complete target cards and record data on Integriss. Reading is tracked in reading files in classrooms.
- Success criteria checklists are used for pupils to self-assess or peer assess, when appropriate so they can evaluate effectively.

Monitoring and Evaluation.

- Pupil progress meetings with Headteacher.
- English lead teachers conduct English and handwriting 'book looks'
- Staff meetings are set aside for writing moderation.
- CPD training for all staff
- Lesson observations by Headteacher, English lead teacher and peer observations.
- English learning walks.

Inclusion

We provide effective learning opportunities in the following ways:

- Pupils are set individual targets
- FFT interventions are used
- Differentiated English work is set for both SEND and high attaining pupils.
- Teachers ensure effective participation of SEND and EAL pupils.

Home school Links

We recognise that the role of the family is vital in supporting the child's language development as a speaker, reader and writer.

- Regular English homework is set throughout the school.
- Parents communicate through a Reading Record book

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- Home-school contracts and Homework policies are linked to English.

English Governor: Mrs Debbie Brown

English Lead Teacher: Mrs Ceri Hurley and Mrs Sue Graham

Policy written: **January 2015**

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