

St. John Bosco RC Primary School



English Policy

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INTRODUCTION

At St. John Bosco School we believe that literacy and communication are key life skills. The skills of listening, speaking, reading and writing enable children to organise and express their thoughts and to access the knowledge and ideas of others. Through the English curriculum, we will help children develop these skills and the knowledge that will enable them to communicate effectively and creatively through spoken and written language and equip them with the skills to become life-long learners. We want our children to enjoy and appreciate literature and its rich variety by responding to literature at a personal and aesthetic level that will enrich their lives. For these reasons, English plays an essential role across the curriculum.

1. AIMS AND OBJECTIVES FOR THE TEACHING OF ENGLISH

To encourage children to:

- Be effective, enthusiastic and competent communicators and good listeners
- Express opinions, articulate feelings and formulate responses to a range of texts (both fiction and non-fiction) using appropriate technical vocabulary
- Foster an interest in words and their meanings, and develop a growing vocabulary in both spoken and written form
- Enjoy, engage with and understand a range of text types and genres
- Be able to write in a variety of styles and forms showing awareness of audience and purpose
- Develop powers of imagination, inventiveness and critical awareness in all areas of literacy
- Use grammar and punctuation accurately
- Understand spelling conventions
- Produce effective, well-presented written learning
- Understand the importance of standard English Planning The National Curriculum 2014 forms the basis of teaching and learning.

Teachers work towards independent learning and plan for different groups. Teachers use the schools' medium term plan, which incorporates the National Curriculum 2014, as a starting point for their planning. These plans are used as the basis for short term planning and are adapted according to the needs of the children. Each Class has a specific genre 'range' to ensure a breadth of literacy experience. Clear learning objectives are set for each session and are shared with pupils. Teachers personalise learning according to the needs of the pupils and use a range of teaching strategies to engage all learners. English is encouraged and developed across our curriculum and links are made where appropriate. Technology is used where it enhances, extends and complements literacy teaching and learning. Additional adults may be used to support the teaching of Literacy. They work under the guidance of the teacher with small groups of children or individuals. The teacher is always accountable for the learning and progress of the children in their class. Staff play a key role in modelling spoken English and reading and writing strategies. Children needing extra support may have this within or outside the English sessions.

Spoken Language Children need to be able to:

- Communicate effectively, speaking with increasing confidence, clarity, fluency and appropriate register
- Participate in discussions and debate in a variety of contexts
- Listen to the views, opinions and ideas of others with increased interest
- Negotiate, evaluate and build upon the ideas of others
- Articulate ideas and thoughts clearly with appropriate tone and vocabulary recognising audience
- Respond to questions and opinions appropriately
- Retell stories and poems which are known by heart
- Ask questions with increasing relevance and insight, to check their understanding and extend their knowledge

Pupils have access to a wide range of speaking and listening opportunities that include:

- Talking about their own experiences and recounting events
- Participating in discussion and debate
- Talk for writing
- Retelling stories and poems
- Expressing opinions and justifying ideas
- Listening to stories read aloud
- Presenting ideas to different audiences
- Taking part in school Masses, liturgies, assemblies
- Responding to different kinds of texts
- Talking to visitors in school

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- Listening to and discussing the ideas and opinions of adults and peers
- Role-play and other drama activities across the curriculum
- Using dramatic techniques, including acting in role to explore ideas and texts
- Creating, sharing and evaluating ideas and understanding through drama

Teachers provide a wide range of contexts for spoken language throughout the school day and learning takes place in a variety of situations and group settings. Teachers and other adults in school model speaking clearly. This includes clear diction, reasoned argument, using imaginative and challenging language and use of Standard English. Listening is modelled, as is the appropriate use of non-verbal communication, respecting the views of others. Teachers are also sensitive in encouraging the participation of retiring or reticent children. Spoken Language outcomes are planned for.

2. SPELLING, PHONICS, PUNCTUATION AND GRAMMAR

Children should be able to:

- Blend and segment sounds easily
- Learn that segmenting words into their constituent phonemes for spelling is the reverse of blending phonemes into words for reading
- Spell words accurately by combining the use of grapheme-phoneme correspondence knowledge as the prime approach, and also morphological knowledge and etymological information
- Demarcate their written work using age appropriate punctuation, as defined by the National Curriculum
- Use a range of approaches to learn and spell irregular words Pupils have access to a range of phonics opportunities that include at EYFS and KS1 and KS2 if required:
- Whole class teaching of specific spelling patterns
- Daily discrete phonics teaching
- Using phonics knowledge in real life contexts
- Use appropriate forms of grammar in their spoken and written work

3. APPLYING SKILLS IN CROSS CURRICULAR CONTEXTS

These include at KS2:

- Whole class teaching of specific spelling conventions and rules
- Discrete phonics teaching as part of an intervention group where gaps in phonological knowledge have been identified
- Using phonological knowledge in real life contexts
- Applying skills in cross curricular contexts

Teachers provide a wide range of contexts for reinforcing spelling patterns and tricky words throughout the school day. All teachers use multi-sensory phonics materials based on Letters and Sounds, Jolly Phonics and/or The National Curriculum 2014 Spelling Guidance as a basis for their planning for the teaching of spelling. Learning takes place in a variety of situations and group settings. Children are expected to spell high frequency words correctly and the word lists for their particular year group, as detailed in the National Curriculum. Spellings are based on spelling patterns being learnt in class and may include examples of prior learning. It must be stressed that spellings should be based on prior attainment and phonological need and children's learning should be tested regularly to ensure that spellings are fit for purpose.

4. READING

To enable children to:

- Develop positive attitudes towards reading so that it is a pleasurable and meaningful activity
- Use reading skills as an integral part of learning in all curriculum areas
- Read and respond to a variety of texts whilst gaining increased level of fluency, accuracy, independence and understanding
- Develop different strategies for approaching reading and to be able to orchestrate the full range of strategies

Pupils have access to a wide range of reading opportunities that include:

- Guided reading
- Shared reading
- Regular independent reading for pleasure
- Home/School reading
- Hearing books read aloud

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- Selecting own choice of texts, including ICT texts
- Reading in other subjects, including ICT texts

Much of the Programme of Study will be taught through English lessons.

Additional time is provided on a regular basis for reading at other times. There is time set aside for independent reading, accessing the class library, listening to whole class stories and research linked to other subjects. Teachers promote and value reading as an enjoyable activity and a life skill. Teachers plan for a range of comprehension strategies that allow pupils to engage with text in a variety of ways. In shared reading, the teacher models the reading process to the whole class as an expert reader providing a high level of support.

Teaching objectives are pre-planned and sessions are characterised by explicit teaching of specific reading strategies, oral response and collaboration. Texts are rich and challenging, beyond the current reading ability of the majority of the class. In guided reading, texts are chosen to match the ability of the group, but still to provide an element of challenge. Guided reading provides a forum for pupils to demonstrate what they have learned about reading; the focus for the reading is concerned with extending strategies/objectives taught in shared reading.

Many other opportunities are provided for pupils to practise and extend reading in other subjects. Pupils select texts under the guidance of the teacher or additional adult for independent and home/school reading. Teachers monitor independent reading and discuss progress with individual pupils on a regular basis. Where pupils are working below age appropriate objectives, they may receive additional reading interventions to ensure rapid progress. All teachers are responsible for providing a stimulating reading environment, promoting book ownership and recommending books to pupils. Classroom and central displays are language rich and special displays should promote authors and books.

Reading at home is regarded as an important part of reading development. Parents are encouraged to hear their children read regularly and respond to their child's reading in their reading record.

5. VOCABULARY

The National Curriculum makes it clear that learning vocabulary is key to “learning and progress across the whole curriculum”, since it allows pupils to access a wider range of words when writing and for them to understand and comprehend texts efficiently.

Vocabulary teaching needs to:

- Be active
- Be progressive and systematic
- Make links from known words and phrases
- Develop understanding of shades of meaning
- Subject specific – e.g. through the use of accurate, mathematical, scientific and technical; words

We encourage our children to have a wide and growing vocabulary in a number of ways. These include:

- Lists of spellings/key words to take home and learn
- Displays of key words linked to topics/subjects
- Oral use of correct vocabulary
- In depth word based lessons, looking at patterns (SPaG & Phonics)
- Using dictionaries, thesauri, indices / glossaries
- Using texts to explore vocabulary choices and the effects they have
- Targeted support/intervention to small groups as appropriate

6. WRITING

Children should learn to:

- Write in different contexts and for different purposes and audiences
- Be increasingly aware of the conventions of writing, including grammar, punctuation and spelling
- Plan, draft and edit their writing to suit the purpose
- Use technology as a literacy medium for presenting learning and manipulating text
- Form letters correctly, leading to a fluent joined and legible handwriting style, giving increasing regard to presentation

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- Be creative, imaginative writers, using these skills to explore the world around them

Pupils have access to a wide range of writing opportunities that include:

- Shared writing
- Guided writing
- Independent writing
- Writing different text types and narrative styles
- Writing in different curriculum areas
- Handwriting practice
- collaborative writing
- Writing related to own experiences and enjoyment
- Writing from a variety of stimuli
- Planning, drafting, editing and presenting
- Using ICT Teachers promote writing and look for ways to inspire and motivate pupils so that they see themselves as 'writers'.

Teachers establish the purpose and audience for writing and make teaching objectives explicit to pupils so they know why they are studying a particular text type, the kind of writing activities they need to undertake and what the expected outcome will be.

Innovation

Once the children have internalised the text, they are then ready to start innovating on the pattern of the text. The key activity in this stage is shared writing. Demonstrating how to regularly read your work aloud to see if it works is important here. This process enables the children to write their own versions through developing their ability to generate good words and phrases and also develops the inner judge when they start to decide why one word or phrase is best. Throughout the shared writing, the children should be strengthening the toolkit so they start to understand the type of ingredients that may help.

Independent Application

The teacher has the opportunity to assess the children's work and to adapt their planning in the light of what the children can actually do. This stage will continue to focus on the next steps needed to support progress so the children can become independent speakers and writers of this type of text. This process also helps the children internalise the toolkit for such writing so that it becomes a practical flexible toolkit in the head rather than a list to be looked at and blindly followed. The teacher will now have a good picture of what features to focus on in the next unit to move the children forward. Subject-specific texts that link to learning being undertaken in other areas should also be used in literacy lessons to support the wider curriculum. Shared reading and writing provide a context for discussion and demonstration of grammatical features at word level, sentence level and text level. Activities are personalised through the use of writing frames, scaffolds, spelling banks, collaborative learning and peer or adult support.

7. HANDWRITING

It is paramount that children are rigorously taught correct letter formation from the very beginning of their time in school. As soon as the children are ready, they should be taught to sit properly in order to have the correct posture for writing, hold a pencil in the correct tripod grip and develop a legible and joined handwriting style. Our children are taught a fully cursive script from Year 1. A mixture of whole class, small group and individual teaching is planned for and delivered. It is expected that all members of staff model the school's age appropriate handwriting style at all times, i.e. when writing on the board or in children's books.

By the end of Key Stage 2, all children should be displaying an efficient, quick, neat and legible handwriting style that is effective in recording their ideas.

8. ASSESSMENT, RECORDING AND REPORTING

Formative assessment involves spending time before and during each unit or theme time eliciting children's knowledge and understanding – Mind Mapping, discussions etc. We follow the principles of Assessment for Learning in all of our Knowledge and understanding. This involves identifying a child's progress in each area of learning, determining what each child has learned and identifying the next steps in his/her learning, linked to the learning intention and success criteria for the session. Effective tools used by our teaching staff include:

- Sharing explicit learning intentions and success criteria
- Quality questioning

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- Self assessment and peer assessment against learning intentions and success criteria
- Quality marking to identify areas where the success criteria has been met and areas that need to be improved

Summative assessment involves spending time at the end of each unit or at the end of year assessing children's skills and understanding. The Early Year Outcomes provide a baseline assessment level in each area of learning. This can be used to produce end of year targets throughout KS1 and KS2. Class teachers will use their professional judgement to determine whether each child is working at, above or below the expected level using the key skills document termly and levels are inputted into the school's tracking system.

Marking is in line with our marking and feedback policy. Children are also involved in generating their own success criteria and are encouraged to review their progress towards these through self, peer and teacher assessment. The teacher annotates planning to enable them to deliver an effective, creative and relevant curriculum that builds on prior attainment and meets the needs of all pupils. These records support teaching staff in making summative assessments and maintaining relevant data on the children they teach. This data, in turn, informs future learning to ensure progress is made by all. Formative teacher assessment is carried out on a daily and weekly basis to inform future planning, e.g. classroom organisation, teaching strategies, differentiation and support. It involves identifying children's progress against teaching objectives, determining what children have achieved and moving them on to the next stage of learning.

9. RESOURCES

There are sufficient resources for all English teaching units in the school. This allows resources to be matched to any developments in the curriculum through the teaching of key skills. The library also contains a good supply of topic books and software to support children's individual research. Audits are carried out and the needs of the subject are identified and met. This is also detailed in the school's SEF.

10. MONITORING AND REVIEW

The coordination and planning of the English curriculum and the monitoring of the quality of teaching and standards of children's work in English is the responsibility of the Senior Leadership Team and Subject Leader. The work of the Subject Leader also involves supporting colleagues in their planning and teaching, being informed about current developments in English and providing a strategic lead and direction for this subject in the school.

Signed: _____

Designation: _____

Date: _____

Review Date: _____