



# **St. Leonard's Primary School**

## **English Policy**

### **Introduction**

At St Leonard's Primary School we believe that English is a fundamental life skill. English develops children's ability to speak, listen, read and write for a wide range of purposes. Children are enabled to express themselves creatively and imaginatively as they become enthusiastic and critical readers of stories, poetry and plays, as well as learning a wealth of knowledge gained through reading non-fiction texts. They develop an understanding of how language works by looking at its patterns, structures and origins. Children use their knowledge, skills and understanding in speaking and writing across a range of different situations.

### **Aims and Objectives**

- to enable children to speak clearly and audibly and to take into account of their listeners.
- to encourage children to listen with concentration, in order to identify the main points of what they have heard.
- to show children how to adapt their speech to a wide range of circumstances and demands.
- to teach children effective communication, both verbal and non verbal, through a variety of drama activities, including the communication of their ideas, views and feelings.
- to help them become confident, independent readers, through an appropriate focus on word, sentence and text level knowledge.
- to develop enthusiastic and reflective readers, through contact with challenging and substantial texts.
- to develop a love of reading
- to foster the enjoyment of writing, and a recognition of its value.
- to encourage accurate and meaningful writing, be it narrative or non-fiction.
- to encourage writing at length and develop writing stamina
- to enable children to become competent and confident when spelling a variety of words
- to improve the planning, drafting and editing of their written work.

## **Teaching and Learning**

At St Leonard's Primary School we use a variety of teaching and learning styles in our Literacy Lessons in order to meet the needs of all our pupils. Our principal aim is to develop children's knowledge, skills and understanding. In all classes we have a wide range of abilities, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. Staff have high expectations that all children can achieve their full potential. Teaching assistants work in class, supporting different ability groups, specific individuals or groups of children with a specific need, ensuring that the work is matched to the needs of the child.

Speaking and listening activities are embedded throughout the curriculum. Children have the opportunity to experience a wide range of texts, and to support their work with a variety of resources, such as dictionaries, thesauruses and individual word banks. Children use Computing in English lessons where it enhances their learning, as in drafting their work and using the internet for vocabulary and context about subjects. We encourage children to use and apply their learning in other areas of the curriculum.

In the Foundation Stage language and English development are incorporated in all areas of learning. Opportunities are provided for children to communicate thoughts, ideas and feelings. Purposeful role-play is used to develop language and imagination. Children are given opportunities to share and enjoy a wide range of rhymes, songs, poetry and books. An environment is provided which reflects the importance of language through sign, notices and books. Children are provided with opportunities to see adults writing and they can experiment with writing themselves.

From Foundation Stage to Year 2 children receive daily phonic sessions through the programme 'Letters and sounds'.

## **Curriculum planning**

English is recognised as a core subject, and whilst some work is discrete, other work is cross curricular. Y1-6 use the new National Curriculum to plan their English. They use texts based around their topic to provide a stimulus for children.

Years 1 to 6

Our books show the objectives/outcomes, differentiated activities, including support where appropriate, and Success criteria. We plan using the National

Curriculum objectives and produce a sequence of learning to lead to an extended piece of writing.

From Foundation Stage to Year 2, English planning also includes a daily phonic activity, based on the 'Letters and Sounds' Programme,

Time is built in for children to evaluate their work against learning objectives and personal targets.

Guided Reading is planned into the teaching programme where there is an emphasis on developing skills and fluency, reading with expression and being able to extract, deduce and infer information. Children are grouped according to ability groups. They are given opportunities for whole class reading, focus on fluency, written question based sessions and verbal sessions. Our guided reading is centred around the reading objectives from the curriculum e.g inference, vocabulary.

Handwriting is taught in Foundation Stage through the basic formation of individual letters. In Year 1 the children are introduced to individual letters written in a cursive style. In Year 2 the cursive style is developed, with some children joining their handwriting by the end of the year. Handwriting is linked to the work on phonics.

### **The Foundation Stage**

We teach English in the Foundation Stage as an integral part of the children's work. We relate the English aspects of the children's work to the objectives set out in the Early Learning Goals and Foundation Stage Curriculum Guidance, which underpin the curriculum for children aged three to five. We give all children the opportunity:

- to talk and communicate in a widening range of situations
- to respond to adults and to each other
- to listen carefully
- to practise and extend their vocabulary and communication skills
- to explore words and texts

### **Cross Curriculum Opportunities**

The skills that the children develop in English are linked to, and applied in, every area of our curriculum. The children's skills in reading, writing, speaking and listening enable them to communicate and express themselves in all areas of their work at school. They write in different genres for different purposes.

Our school combines our Topic focus with our English therefore allowing for exploration of the topic further.

## **Mathematics**

The teaching of English contributes significantly to children's mathematical understanding in a variety of ways.

Children in Foundation Stage develop their understanding of number, pattern, shape and space by talking about these matters with adults and other children.

Children in Key Stage 1 experience stories and rhymes that involve counting and sequencing. They focus on new mathematical vocabulary according to the topic.

Children in Key Stage 2 are encouraged to read and interpret problems, in order to identify the mathematics involved. They explain and present their work to others during lessons and they communicate mathematically through the developing use of precise mathematical language.

## **Computing**

The use of information and communication technology, with clear learning objectives, will promote, enhance and support the teaching of English at word, sentence and text level.

Computing is used at whole class, group and independent level.

The projection of a word processor permits the writing process to be modelled effectively.

Groups can work at a computer and input text. They may draft and edit their work.

A range of software / websites are available to develop specific grammatical and spelling skills.

Lessons can focus on what pupils have achieved using computing, or computing can provide the means of presenting their outcomes in a variety of ways.

A range of equipment such as Ipads are used to promote speaking and listening and also prepare children for writing experiences.

The interactive whiteboard is used regularly to read texts, model writing and allow children to interact and engage with the writing process.

## **Assessment for Learning**

We assess children's work in English from three aspects (long-term, medium-term and short term).

We make short term assessments which we use to help inform our short term planning. These are closely matched to the teaching objectives and will often be made from day to day observation, success criteria and personal targets.

Marking is based around the needs of the children. We use a marking policy that is focused on addressing the children's needs and moving their learning on within the lesson. Our marking symbols are well recognised by the children. The children also participate in Peer assessment and Self assessment so they can reflect on their own and others learning. Our marking ethos, is that children are

responsible for their learning and that they can make instant progress during the lesson.

We make termly assessments using our Sim's tracker. These assessments are based on what we have learnt about the children's progress throughout the term. We use TAF's which have been devised by the English lead to assess the children's writing, these are also used for moderation between classes due to their format.

We make long-term assessments towards the end of the school year and use them to assess progress against school and national targets. We can then set targets for the next year and make a summary of each child's progress before discussing it with parents and collating it in the child's end of year report. We make these assessments with the help of ongoing Teacher Assessments, end of Key Stage SATS tests ( year 2 and 6).

## **Roles and Responsibilities**

### **Head Teacher and Governing Body**

- support the use of appropriate teaching strategies by allocating resources effectively
- ensure that the school buildings and premises are best used to support successful teaching and learning
- monitor teaching strategies in the light of health and safety regulations
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment and ensuring progress
- ensure that staff development and performance management policies promote good quality teaching

### **English Leader**

- to have an impact on raising standards of attainment for English across the school
- ensure the effective implementation of the National Curriculum for English
- to review resources and supplement them when necessary
- to maintain an overview of current trends and developments within the subject
- to ensure, together with the Headteacher, a rigorous and effective programme of monitoring, to include book scrutinies, pupil interviews, observations and learning walks.

### **Class Teachers**

- ensure the effective implementation of the 2014 National Curriculum for English in all Year Groups except year 2 and 6 where the programmes of study from the previous curriculum will still be taught
- make effective use of Assessment for Learning within English
- to ensure work is differentiated, to enable all children to reach their full potential

### **Teaching Assistants**

Support the class teacher in the effective implementation of English by working with groups and individuals, supporting or guiding their work

## **Parents / Carers**

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- holding parent's evenings to discuss children's progress
- sending an annual report to parents in which we explain the progress made by each child and indicate how the child can develop their learning
- explaining how parents can support their children through workshops ie. phonics, reading and writing.
- encouraging parents to support their children by listening to them read and helping them with homework activities

**We are committed to giving all our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied experiences and needs. We offer a broad and balanced curriculum, and have high expectations of all children. The achievements, attitudes and well-being of all our children matter. This policy is intended to help to ensure that this school promotes the individuality of all children, irrespective of ethnicity, religion, attainment, age, disability, gender or background.**

## **Review**

This policy will be reviewed annually.