



St. Augustine's Catholic Primary School

English Policy 2017-18

At St. Augustine's 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.

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 and fluency
- Participate in discussions and debate in a variety of contexts
- Listen to the views, opinions and ideas of others with increased interest
- 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

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
- Listening to 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.

Spelling and Phonics

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
- 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
- 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.

Spellings are based on spelling patterns being learnt in class. 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.

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
- 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.

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
- 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.

St Augustine's School uses **Talk for Writing** as it enables children to imitate the key language they need for a particular topic orally before they try reading and analysing it.

Through fun activities that help them rehearse the tune of the language they need, followed by shared writing to show them how to craft their writing, children are helped to write in the same style. Talk for Writing is powerful because it enables children to imitate the language they need for a particular topic orally before reading and analysing it and then writing their own version.

It builds on 3 key stages: Imitation, Innovation, Independent Application

Imitation - the children hear the text, say it for themselves and enjoy it before seeing it written down. Once they have internalised the language of the text, they are in a position to read the text and start to think about the key ingredients that help to make it work. In this way pupils start to construct a toolkit for this type of text so that they can talk about the ingredients themselves – a key stage in internalising the toolkit in their heads.

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.

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 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.

Assessment, Recording and Reporting

Assessments are made in line with our assessment policy.

Teachers use effective assessment for learning to ensure planning is based on prior attainment and that pupils know what they need to do to achieve the next steps. During sessions, our model of teaching and learning places assessment for learning at the centre of all interventions. Because of this, it is expected that teacher's assessments will move children forward in their learning in every lesson.

Group or individual targets are set according to need and in line with the curriculum. These are arrived at as the result of a dialogue between teacher and learner. Children are supported in making progress towards these targets.

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. This formative assessment may include; teacher/LSA notes on specific pupils, guided reading records, checklists of high frequency words/ phonic knowledge, discussion and marking of children's work, writing assessment/ final copy books.

Monitoring and Evaluation

The Head teacher and Senior Staff monitor English. Having identified priorities, the SLT and Literacy Leader construct an action plan that may form part of the School Development

Plan. This forms the basis for any monitoring activities and will clearly identify when, who and what is to be monitored and how this will take place.

The Headteacher will monitor the quality of learning and teaching within the agreed framework of the Learning and Teaching Policy.

The co-ordinator will also be expected to; share expertise, keep abreast of relevant information relating to English, induct new staff, identify staff development needs and ensure resources are appropriately deployed. The English Governor will provide a link between the governing body and the staff. The appointed governor will; find out about current policy and practice for the teaching of English, report to the governing body, in conjunction with the Headteacher, on the progress of literacy attainment, meet with the English co-ordinator to discuss the implementation of the policy and possibly observe daily English sessions.

Appendix 1 – Cursive Handwriting