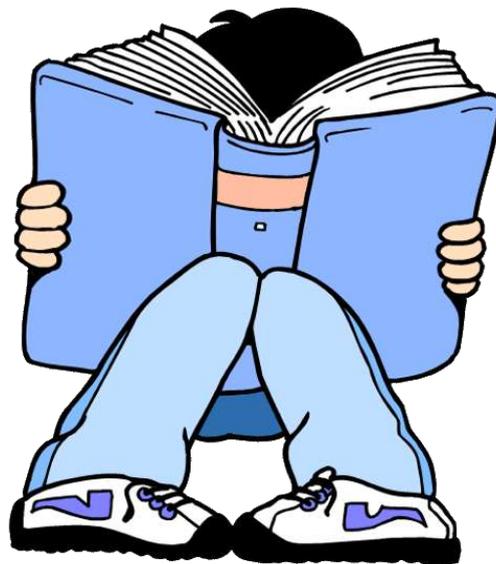


*St Aidan's R.C. Primary  
School*

*A Policy for the  
Teaching of  
English*

*Updated January 2015*



*Learning and Growing Together; Inspired by the Love of Jesus.*

## **St Aidan's R.C.Primary School**

### **ENGLISH POLICY**

#### **AIMS**

The development of speaking and listening reading and writing continues to be a priority for our children. Pupils will be given opportunities to develop their use, knowledge and understanding of spoken and written English within a broad and balanced curriculum, with opportunities to consolidate and reinforce literacy skills across the curriculum.

- To enable children to use and understand language as speakers, readers and writers
- To develop children's awareness of different audiences and purposes for speaking and writing.
- To encourage children to be competent, confident and independent in the use of spoken and written language.
- To provide structured opportunities to monitor and assess literacy progress for each child and to respond quickly and effectively in providing support and challenge for pupils as appropriate.
- To enable children to apply literacy skills across the curriculum

Pupils at St Aidan's R.C. Primary School will leave Year 6:

- reading and writing with confidence, fluency and understanding, using a range of independent strategies to self-monitor and correct;
- with a love of reading and a desire to read for enjoyment; with an interest in words and their meanings; developing a growing vocabulary in spoken and written forms;
- understanding a range of text types, media types and genres;
- able to write in a variety of styles and forms appropriate to the situation; using their developing imagination, inventiveness and critical awareness; having a suitable technical vocabulary to articulate their responses.

#### **STATUTORY REQUIREMENTS**

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum Document (2014) and Language and Literacy sections of the Statutory Framework for the Early Years Foundation Stage (2012).

#### **APPROACHES TO LEARNING**

##### **In the Foundation Stage (Reception)**

Children are given opportunities to:

- speak and listen and represent ideas in their activities;
- use communication, language and literacy in every part of the curriculum;

- become immersed in an environment rich in print and opportunities to communicate.

### **Foundation Stage**

Pupils will develop basic skills in reading through diligent, concentrated and systematic teaching of phonics and high-quality and expert teaching that follows the carefully planned and tightly structured approach to teaching phonic knowledge and other essential reading skills.

Children have opportunities to develop their communication, language and literacy skills on a daily basis in both adult led and child initiated activities.

### **At Key Stage One (Years 1 and 2)** children learn;

- to speak confidently and listen to what others have to say across all subject areas.
- to use a range of strategies to enable the decoding of words
- to use a range of strategies to spell words in their writing
- to read and write for a variety of purposes, independently and with enthusiasm.
- to use language to explore their own experiences and imaginary worlds.

### **Key Stage 1**

In Key Stage 1 daily discreet phonics lessons (Letters and Sounds) will be delivered in a systematic, progressive and differentiated manner.

Children take part in both guided and individual reading sessions and have regular story times to develop a love of reading

Daily literacy sessions are planned and delivered with an emphasis on real texts and the links between speaking and listening, reading and writing. Literacy skills are developed and consolidated in different contexts across the curriculum.

Provision is made for children who require extra support and challenge through differentiated class teaching and focused interventions.

Grammar, handwriting and comprehension teaching takes place as discrete skills based sessions as well as within literacy lessons when skills are applied in the context of different genres and texts.

### **At Key Stage Two (Years 3-6)** children learn

- to change the way they speak and write to suit different situations, purposes and audiences.
- read a range of texts and respond to different layers of meaning in them.
- explore the use of language in literary and non-literary texts and learn how the structure of language works.

### **Key Stage 2**

In Key Stage 2 children have daily Literacy Lessons which reinforce the development of basic skills in a wide range of meaningful contexts. Skills in grammar, handwriting, spelling and comprehension are taught through short focused sessions and applied and contextualised in literacy and across the wider curriculum. Children take part in individual and guided reading sessions and have regular opportunities to read for fluency, understanding and pleasure.

Provision is made for children who require extra support and challenge through differentiated class teaching and focused intervention.

### **Planning (Appendix 1)**

The National Curriculum is used for planning with exemplified units of work and whole school guidance documents being referenced as a flexible model for the teaching of Literacy throughout the school. Units of work are organised for each year group to form a yearly plan with an appropriate balance of fiction and non-fiction work.

Units are taught in fortnightly blocks. Planning covers skills required to successfully read, analyse, plan, draft and edit a complete or extended piece of writing and encompasses objectives informed by prior assessments as well as the evaluating and marking of children's previous work. Additional adults are used to support the teaching of Literacy. They work under the guidance of the teacher with small groups of children or individuals.

### **APPROACHES TO SPEAKING AND LISTENING**

At St Aidan's R.C. Primary School the development of Speaking and Listening skills is very important. Opportunities to develop these skills include: focused talk in classrooms, planned opportunities for vocabulary development, paired and group discussion, class assemblies and presentations, drama and performances throughout the year.

Whilst we acknowledge that a pupil's own dialect, or other language is of prime importance, we recognise the need for all pupils to speak, read and write Standard English fluently and accurately. By modelling accurate grammar and making deliberate choices about the language that we use formally and informally with pupils and parents we will encourage these skills for our children.

Children who require extra support in speaking and listening benefit from targeted intervention and support from a Speech and Language Therapist.

### **APPROACHES TO READING**

The teaching of reading is the central strategy in developing children's literacy. Children will be supported to develop all the key elements of word recognition, decoding, recognising the link between letters and sounds that will lead to understanding of meaning and language comprehension.

Teachers model reading strategies during shared and guided reading sessions and provide opportunities for children to develop reading strategies and to discuss texts in detail. Independent reading provides time for both assessment and 1-1 teaching. Daily discreet phonics lessons in FS and KS1 enable children to decode efficiently. This is continued into KS2 where necessary.

A range of reading schemes are used to support early readers as well as book banded 'real books' used for guided and class reading. Teaching assistants and reading volunteers support reading activities to ensure that children have more frequent opportunities to read with adults. For children who experience

difficulties with reading, differentiated in class support and carefully planned intervention is put in place and regularly monitored and evaluated.

Children take home a levelled book from school according to their ability. These books are levelled to help these children to continue to grow in confidence as readers, with a text that is appropriate for their reading age.

Each child has a home-school reading record that teachers and parents can use to share information about a child's reading. Parents are encouraged to read with their child daily. Guidance for Parents on Reading and Phonics is provided throughout the year.

We still encourage all readers to share a book at home with their grown-ups. We believe that this not only helps to develop inferential skills, but also supports a lifelong love of reading. Our weekly story share sessions as well as in class reading and access to class reading areas and the school library supports the building of fluency, comprehension and inferential skills as well as encouraging a love of reading. We recognise the value of adults (both in school and at home) reading aloud to children, in order to improve their grasp of story language, enthuse them with a love of books and to inspire them as writers. To this end, each year a variety of events are planned (e.g. author visits, parent story share days etc)

### **APPROACHES TO WRITING**

We aim to develop the children's ability to produce well structured, detailed writing that is clear, fit for purpose and engaging for the reader. Attention is paid throughout the school to the formal structures of English, grammatical detail, punctuation, spelling and handwriting.. We use Assertive Mentoring each half term in order to assess progress and set targets for development. Teachers model writing strategies and the use of phonics and spelling strategies in shared writing sessions. Guided writing sessions are used to target specific needs of both groups and individuals.

The children are given frequent opportunities in school to write in different contexts using quality texts as a model and for a variety of purposes and audiences. There are many opportunities provided for children to improve their writing inspired by drama techniques and film clips. They may be asked to produce their writing on their own or as part of group. Children will also be given the opportunity to use ICT for their writing. We have developed our own Handwriting Scheme in school to help children develop fluent, clear and legible joined up writing. Children will learn in Reception to form letters from the line and with a lead-in stroke ready for joining in Year 1. We encourage pride in the presentation of work and reward efforts on a weekly basis. In KS2 children who are able to demonstrate clear presentation are able to use a pen .

### **ASSESSMENT**

Assessments are made in line with the school assessment policy.

Personal targets, progress and attainment in Literacy are reported each half term and discussions held with parents at the Autumn and Spring Term parent's meetings. \_ Children are assessed on entering the school and are formally assessed at the end

of the Foundation Stage, Key Stage 1 and 2. Optional tests are used at the end of each year and support teachers' in their on going assessments. Regular assessments through published progress tests, Assertive Mentoring materials and

assessment for learning are used to track pupil attainment and inform teachers' planning and the setting of targets for reading and writing.

Analysis of assessment data is used to set progress and attainment targets for each pupil.

Children are involved in their own assessment in a variety of ways including the use of success criteria, marking ladders, responding to feedback and reflecting on targets and next steps in learning. Children regularly assess their own work and that of their peers.

In Key Stage One the children's Phonics are routinely assessed to ensure that they are working on the correct phase of 'Letters and Sounds'

### **THE ROLE OF THE SUBJECT LEADER**

- Ensuring breadth, continuity and progression from year group to year group.
- Advising and supporting colleagues in the implementation and assessment of literacy throughout the school – including that of gifted children.
- Assisting with requisition and maintenance of resources required for the teaching of literacy.
- Monitoring and observing pupils' work, planning and teaching. Using outcomes of this to identify strengths and areas for development and ensuring that this is Leadership Team as appropriate.
- Managing training for staff as appropriate, making certain that this aligns with the areas for development identified in School Improvement Plan
- To support actions identified in school development plans and to monitor and measure success
  
- To liaise with the Subject Governor on an annual basis.

### **ROLE OF CLASS TEACHER**

- To ensure progression in the acquisition of literacy skills with due regard to the National Curriculum.
- Teachers are expected to keep up to date with subject knowledge and To use guidance and support materials
- To identify their own training needs and take advantage of training opportunities.
- To keep appropriate on-going records relating to attainment of pupils in writing and reading.
- To plan effectively for literacy, liaising with subject leader when necessary.
- To use outcomes from ongoing assessments to inform planning and next steps in learning for pupils.
- To inform parents of pupils' progress, achievements and attainment.
- To raise issues that result in the re-evaluation of the policy and resources.

### **EQUAL OPPORTUNITIES**

St Aidan's Primary School has universal ambitions for every child, whatever their background or circumstances. Children learn and thrive when they are healthy, safe and engaged.

In order to engage all children, cultural diversity, home languages, gender and religious beliefs are all celebrated. Our curriculum includes a wide range of texts

and other resources which represent the diversity and backgrounds of all our children.

We believe in 'valuing what the child brings to school' and recognise the importance of supporting a child's first language, not only to foster self-esteem, but to assist in the learning of English.

Analysis of pupil performance and tracking data we endeavour to ensure that there is expected and accelerated progress for all pupils.

### **INCLUSION**

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. Gifted children will be identified and suitable learning challenges provided

### **PARENTAL/COMMUNITY INVOLVEMENT**

We value parent involvement in children's development of literacy and promote a home school partnership in the following ways:

Sharing information – newsletters, curriculum workshops and parents meetings

Celebrations – assemblies, school performances, displays, book fairs

Homework - in line with our homework policy and home/school agreement

### **CROSS-CURRICULAR LITERACY OPPORTUNITIES**

Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through literacy lessons to other areas of the curriculum, with a particular focus in our school of writing through all subject areas where the same standard of writing is expected as seen in Literacy books.

### **THE USE OF ICT**

We recognise the important role ICT has to play in our school in the development of Literacy skills. ICT is used on a daily basis to enhance the teaching of literacy and to give all children the opportunity to experience, read and write multimodal texts and develop visual literacy. The use of ICT is cross – curricular.

SATs results are published in accordance with Government legislation.

### **GOVERNING BODY**

At St Aidan's R.C. Primary School we maintain an identified governor for literacy who is invited to attend relevant school INSET. The literacy governor visits the school termly to talk with the subject co-ordinator.

This policy was agreed by the Governing body on 11<sup>th</sup> February 2015 and will be reviewed in 2016