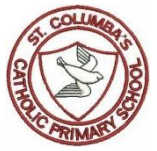


St. Columba's Catholic Primary School



English Policy

INTRODUCTION

This document is a statement of the principles and strategies for the teaching and learning at St. Columba's Catholic Primary School. It was developed through a process of consultation with teaching staff and in conjunction with the New Primary Curriculum 2014.

AIMS

We aim to develop pupils' abilities within an integrated programme of Speaking & Listening, Reading & Writing. Pupils will be given opportunities to interrelate the requirements of English, within a broad and balanced approach to the teaching of English across the curriculum, with opportunities to consolidate and reinforce taught literacy skills.

At St Columba's Catholic Primary school we strive for children to be a 'Primary Literate Pupil'

By the end of KS2 we aim for a child to be able to:

- Read and write with confidence, fluency and understanding, using a range of independent strategies to self-monitor and correct with particular attention to spelling, punctuation and grammar.
- Have an interest in books and read for enjoyment.
- Have an interest in words, their meanings; developing a growing vocabulary in spoken and written forms.
- Understand a range of text types and genres - be able to write in a variety of styles and forms appropriate to the situation.
- Develop the powers of imagination, inventiveness and critical awareness.
- Have a suitable technical vocabulary to articulate their responses.

STATUTORY REQUIREMENTS

In the Foundation Stage (Nursery and Reception) children should be given opportunities to;

- speak and listen and represent ideas in their activities, especially through continuous provision and role play
- use communication, language and literacy in every part of the curriculum with focus on letters and sounds
- become immersed in an environment rich in print and possibilities for communication.

At Key Stage One (Years 1 and 2), children should learn to speak confidently and listen to what others have to say. They should begin to read and write independently and with enthusiasm. They should use language to explore their own experiences and imaginary worlds.

At Key Stage Two (Years 3-6), children should learn to change the way they speak and write to suit different situations, purposes and audiences. They should read a range of texts and respond to different layers of meaning in them. They should explore the use of language in literary and non-literary texts and learn how the structure of language works.

THE GOVERNING BODY

Regular reports are made to the governors on the progress of English provision.

This policy will be reviewed annually or in the light of changes to legal requirements.

SUBJECT ORGANISATION

The English Curriculum is delivered using the Primary National Strategy framework. The Early Learning Goals are followed to ensure continuity and progression from the Foundation Stage through to the National Curriculum. During the daily Literacy lesson in KS1 and KS2, children may experience whole class shared/modelled reading and writing, whole class or group spelling, grammar or punctuation activities, extended writing time or guided group work. Guided reading is carried out daily. Children are taught literacy in mixed ability classes, by their own class teacher. Differentiation is planned for and appropriate challenge and support put in place, dependant on the needs of the pupils. Specialist Teaching Assistants provide extra support and guidance for speech and language and spelling.

PLANNING

Planning is a process all teachers are involved in. All teachers use the Primary Framework and Liverpool Scheme of Work to inform Medium Term Planning. These plans form the basis for more detailed weekly plans. All plans are regularly monitored by the Literacy Coordinator and Head teacher.

DISPLAY:

Each class has a Literacy working wall. Targets and success criteria will form part of this display. This demonstrates Literacy work in progress.

APPROACHES TO SPEAKING AND LISTENING

The Four Strands of Speaking and Listening: Speaking; Listening; Group Discussion and Interaction, and Drama permeate the whole curriculum. Interactive teaching strategies are used to engage all pupils in order to raise reading and writing standards. Children are encouraged to develop effective communication skills in readiness for later life. Standard English and the correct use of grammar are modelled by all staff.

APPROACHES TO READING

Opportunities are provided for:

- Shared reading - within English lessons and at other times of the day
- Guided reading - takes place during Guided reading workshops, but can take within other subjects.
- Independent reading - daily in Key Stage 2.
- Silent reading every Friday for KS1, KS2 and staff.
- Phonics - 'Letters and Sounds' lessons on a daily basis in Foundation and Key Stage 1, 'Direct Phonics' and 'Support for Spelling' for targeted KS2 children.

RESOURCES

- KS1 Rigby Star, Oxford Reading Tree and Ginn- New Way are our main reading schemes but these are supplemented by other schemes and other texts.
- KS2 use a variety of resources, including Oxford Reading Tree Project X, which provides a stimulus to encourage boys to enjoy reading. All classes have a collection of texts for home reading (from published schemes as well as a range of significant authors), dictionaries and thesauri, interactive whiteboard, fiction and non-fiction big books.

APPROACHES TO WRITING

Opportunities are provided for:

- Emergent writing in Foundation Stage and Key Stage 1 through directed teaching activities or as a result of continuous provision in class
- Shared Writing - within the English lesson with a focus on Spelling, Grammar and Punctuation.
- Guided Writing/Independent Writing - within the English lesson or other areas of learning
- Extended writing - within the English lesson
- Writing - through other subjects
- Handwriting - modelled and practised regularly within the English lesson

using the Berol Handwriting Scheme. Handwriting competitions are held termly.

Writing is stimulated by experiences outside the classroom or as a result of a visitor to school.

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 English lessons to other areas of the curriculum. Themed weeks are regularly held to provide inspiration for reading and writing so that standards are improved.

THE USE OF ICT

Opportunities to use ICT to support teaching and learning in Literacy will be planned for and used as appropriate.

ASSESSMENT AND TARGET SETTING

Work will be assessed in line with the Assessment Policy.

In KS1 and KS2, children will be aware of their targets.

In the Foundation stage, targets are reviewed with the children and parents using Early Learning Goals in individual profiles.

Short Term

All children are regularly assessed on an ongoing day to day basis. Any observations are recorded, with particular reference to Assessment focuses and Guided Reading. Children exceeding or not achieving objectives are recorded in Weekly Plans.

This information is used to inform next steps in planning.

Medium Term

Children are formally assessed each term. Age related expectations are used to assess attainment. Rigorous tracking is monitored throughout the whole school. A range of formal assessments are used in Autumn and Spring and then again in the Summer. These results are also analysed, comments are made in Progress meetings with the HT and are used to inform future planning.

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 provision made.

INTERVENTION PROGRAMMES

Pupils that have been identified as requiring additional support are provided with guided sessions. " ELS, Direct Phonics and Fuzz Buzz " resources are used and the sessions are taught by teachers and specialist and experienced teaching assistants.

In line with our Equal Opportunities and Inclusion Policies, we are committed to providing a teaching environment conducive to children reaching their full potential. Each child is valued, respected and challenged regardless of race, gender, religion, social background, culture or disability.

ROLE OF SUBJECT LEADER:

The Subject Leader is responsible for improving the standards of teaching and learning in English through:

Monitoring and evaluating English:-

- pupil progress
- provision of English (including Intervention and Support programmes)
- the quality of the Learning Environment;
- the deployment and provision of support staff
- taking the lead in policy development
- auditing and supporting colleagues in their CPD
- purchasing and organising resources
- Keeping up to date with recent curriculum developments.

MONITORING AND EVALUATING ENGLISH

The Head teacher and English Coordinator are involved in the monitoring of plans throughout the key stages. Scrutiny of books whilst led by the English Coordinator is also shared with the staff. At least once a year, an area of English will be the focus of a Learning Walk. Written and verbal feedback will be given to individual staff.

PARENTAL/COMMUNITY INVOLVEMENT

Parents are encouraged to support their child's learning in many ways.

- Meetings are held for parents in the Foundation Stage to explain our approach to the teaching of reading and writing.
- Throughout the school, Parents' evenings are held twice yearly to discuss individual progress and targets for the future
- Reading records are used throughout the school to aid communication between home and school.
- Regular Reading homework is set throughout the school - timings are age dependent
- We promote events 'Bedtime Reading' sessions to see parents and

families come in to read with their children and be read to by school staff.

- Family Learning Fun sessions provide opportunities for parents of Reception children to understand the structure of reading and writing
- We have Reading Ambassadors from the community (The Chief Fire Officer and Chief Constable of Merseyside)

We have volunteers to listen to children : dinner ladies, governors and members of the local community. (All DBS checked)

Policy agreed by Governors on	May 2015
Signature of Chair of Governors	<i>Mrs J Simms</i>
Signature of Head Teacher	<i>Miss M Evans</i>
Date to be reviewed	May 2016