

ST JOHN THE BAPTIST C OF E PRIMARY SCHOOL



Life in all its fullness

English Policy September 2021

- An exciting, quality environment
- A creative and inspiring school
- An inclusive place that nurtures children's individual talents

ST JOHN THE BAPTIST C OF E PRIMARY SCHOOL

ENGLISH POLICY

1 Aims and intentions

1.1 The study of English develops children's abilities to listen, speak, read and write for a wide range of purposes, so using language to learn and communicate ideas, views and feelings. It enables children to express themselves creatively and imaginatively as they become enthusiastic and critical readers of stories, poetry and drama, as well as non-fiction and media texts. Children gain 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. At St Johns, we aim to embed the Christian values of hope, wisdom, love, resilience, self-discipline and encouragers through the teaching of the English curriculum.

1.2 The aims of English are:

- To enable children to speak clearly and audibly in ways which take account of their listeners.
- To encourage children to listen with concentration in order to be able to identify the main points of what they have heard.
- To enable children to adapt their speech to a wide range of circumstances and demands.
- To develop children's abilities to reflect on their own and others' contributions and the language used.
- To enable children to evaluate their own and others' contributions through a range of drama activities.
- To develop confident, independent readers through an appropriate focus on word, sentence and text-level knowledge.
- To encourage children to become enthusiastic and reflective readers through contact with challenging and lengthy texts.
- To help children to write with accuracy and meaning in narrative and non-fiction.
- To increase the children's ability to use planning, drafting and editing to improve their work.
- To develop creativity in writing.

2 Teaching and learning style

2.1 At St John the Baptist Primary School we use a variety of teaching and learning styles in English lessons. Handwriting, Grammar, Punctuation and Spelling (GPS) may be taught separately and explicitly. Our principal aim is

to develop children's knowledge, skills and understanding in English. We do this through a daily lesson that has a high proportion of whole class and group teaching. During these lessons children experience a variety of whole class shared reading or writing activities, independent activity and a whole class session to review progress and learning. Underpinning these sessions are grammar, punctuation and spelling (GPS) skills that are taught explicitly and implicitly. We use 'Rainbow Grammar' and 'Sounds and Syllables' to do this. They have the opportunity to experience a wide range of texts and use a range of resources such as dictionaries, thesauruses, vocabulary resources and phonic mats to support their work. Children use computing in English lessons where it enhances their learning, as in drafting their work, researching and using multimedia to study how words and images are combined to convey meaning. Children are encouraged to use and apply their learning in other areas of the curriculum.

2.2 We use a structured writing approach to highlight vocabulary, share ideas and explicitly teach features of various genres to support children in creative high quality pieces of work.

2.3 There are children of differing abilities in all classes at St John the Baptist Primary School. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies. In some lessons we do it through differentiated group work, while in other lessons we ask children to work from the same starting point before moving on to develop their own ideas. We use teaching assistants to support some children and to enable work to be matched to the needs of individuals. Sometimes within extra lessons (Booster support).

3 English curriculum planning

3.1 English is a core subject in the National Curriculum. We use this as the basis for implementing the statutory requirements of the programme of study for English.

3.2 We carry out the curriculum planning in English in three phases (long-term, medium-term and short-term). The school agreed overview which details what we teach in the long-term linked to class topics where possible. Our yearly teaching programme identifies the key intentions in English that we teach to each year. This is displayed on class pages of the school website.

3.3 Our medium-term plans give details of the main teaching intentions for each unit. These plans define what we teach and ensure an appropriate balance and distribution of work across each term. The English subject leaders are responsible for keeping and reviewing these plans.

- 3.4** Class teachers complete a weekly (short-term) plan for the teaching of English on a weekly timetable. This contains the specific learning intentions for each lesson. Learning objectives demonstrate progression and development throughout the unit. Plans are reviewed daily and adapted where necessary as part of assessment for learning.

4 The Foundation Stage

- 4.1** We teach communication, language and literacy in the Foundation Stage as an integral part of the schools work. As the Reception class is part of the Foundation Stage of the National Curriculum, we relate the English aspects of the children's work to the intentions set out in the EYFS Curriculum which underpin the curriculum planning for children aged four 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 and to practice and extend their range of vocabulary and communication skills. They have the opportunity to explore, enjoy, learn about and use words and text in a range of situations. This phase is essential to the development and progress as children move through school.

5 Contribution of English to teaching in other curriculum areas

- 5.1** The skills that children develop in English are linked to, and applied in, every subject 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 in school.

5.2 Mathematics

English contributes significantly to the teaching of mathematics in our school. Children in the Foundation Stage develop their understanding of number, pattern, shape and space by talking about these areas with adults and other children. Children in Key Stage 1 meet stories, word problems and rhymes that rely on counting and sequencing. 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 plenary sessions and they communicate mathematically through the developing use of precise mathematical language. In all age phases, language and vocabulary is developed.

5.3 Computing (ICT)

The use of computing enables children to use and apply their developing skills in English in a variety of ways. Younger children use ICT as a source of information and as a way of enabling them to present their completed work effectively. Older children use the Internet when searching for information about a different part of the world or when using publishing programmes to design a class newspaper. Children use the planning and proofing tools in a word processor when checking their draft work. We encourage all children to use ICT as a resource for learning, whenever they feel it is appropriate, such as Ipad Apps to engage and practice phonics, reading sentence or story work.

5.4 People Skills and R,S,H,E (Relationships, Sexual and Health Education)

English contributes to the teaching of personal, social and health education and citizenship. We encourage younger children to take part in class and group discussions on topical issues. In their science work they talk about things that improve their health and about rules for keeping them safe around the school. Older children research and debate topical problems and events. They discuss lifestyle choices and meet and talk with many visitors who work within the school community. Planned activities within the classroom encourage children to work together and respect each other's views.

5.5 Religious, Spiritual, moral, social and cultural development

The teaching of English develops skills through which our children can give critical responses to the moral questions they meet in their work. Their understanding and appreciation of a range of texts brings them into contact with their own literary heritage and texts from other cultures. The organisation of lessons allows children to work together and gives them the chance to discuss their ideas and results.

6 Teaching English to children with special educational needs

6.1 At our school, we teach English to all children, whatever their ability. English forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our English teaching, we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

6.2 When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style and differentiation – so that we can take some additional or different action to

enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

- 6.3** Intervention for individuals will lead to the creation of an Individual Provision Map for children with special educational needs. The provision map may include, as appropriate, specific targets relating to English.
- 6.4** We enable pupils to have access to the full range of activities involved in learning English. Where children are to participate in activities outside the classroom, for example, a theatre trip, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.
- 6.5** Teachers provide help with communication and literacy through:
- Using texts that children can read and understand.
 - Using visual and written materials in different formats.
 - Using ICT, other technological aids and taped materials.
 - Using alternative communication, such as signs and symbols.
 - Using translators and amanuenses.

7 English as an Additional Language (EAL)/English as a Second Language

- 7.1** Children are supported to develop phonological and grammatical skills and knowledge to help them to understand and use the complex features of the English language.
- 7.2** Vocabulary is developed through stories, speaking and listening, 'Word a Day', songs, pictures, subjects and topics related words.

8 Assessment and recording

- 8.1** Teachers assess children's work in English in three phases. The short-term assessments that teachers make as part of every lesson help teachers to adjust their daily plans. Teachers match these short-term assessments closely to the learning. They record individual pupil progress against key objectives and use these to give children individual targets which are regularly addressed, reviewed and new targets set. Teachers level writing on a half termly basis. Exemplar Materials will be used to monitor progress of children to identify patterns in progress and identify areas for development across the assessment focuses. Teachers make long-term assessments towards the end of the school year and they use these to assess progress against school and national targets. With the help of these long-term assessments, teachers are able to set targets for the next school year and summarise the progress of each child before discussing it with the child's parents. The next teacher also uses these long-term assessments as the basis for planning work for the new school year. These long-term assessments are made using end of year tests and teacher

assessments. Children undertake the national tests at the end of Year 2 and Year 6 plus optional tests of Years 1, 3, 4 and 5. Teachers also make annual assessments of children's progress using the level descriptions of the National Curriculum.

- 8.2** The subject leader carries out work scrutinies and teachers moderate marking and levelling. This demonstrates what the expected level of achievement is in English in each year of the school. Assessment staff meetings allow opportunity for moderation. These also happen within the collaboration of schools.

9 Resources

- 9.1** There are a range of resources to support the teaching of English across the school. All classrooms have dictionaries and a range of age-appropriate small apparatus. Each classroom values speaking and listening and children have access to a tape recorder and a range of audio texts where necessary. All classrooms have a selection of fiction and non-fiction texts' including subject specific and high quality texts from the Education Library Service (ELS). Children have access to the Internet. Audio-visual aids are also available from the central storage area. Children visit the local library on a half termly basis.

10 Monitoring and review

- 10.1** Monitoring of the standards of the children's work and of the quality of teaching in English is the responsibility of the English subject leader. The work of the subject leader also involves supporting colleagues in the teaching of English, being informed about current developments in the subject and providing a strategic lead and direction for the subject in the school. The leader has specially allocated regular management time in order to enable him/her to review samples of the children's work and undertake lesson observations of English teaching across the school. The named governor responsible for English meets regularly with the subject leader in order to review progress. Effective presentation and development in writing will be addressed using the 'effective strategies for writing' and five lessons of English taught each week. The school also moderates across other schools within the Rainbow Fellowship Collaboration.

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Reviewed by Staff: K Bewick
Governor :