

ST PAUL'S R.C PRIMARY
SCHOOL



'Together in Faith, Working as One'

POLICY FOR ENGLISH

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read, and write fluently and confidently are effectively disenfranchised.

ENGLISH POLICY

1 Aims and objectives

- 1.1** The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.
- 1.2** The national curriculum for English aims to ensure that all pupils:
- read easily, fluently and with good understanding
 - develop the habit of reading widely and often, for both pleasure and information
 - acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic
 - conventions for reading, writing and spoken language
 - appreciate our rich and varied literary heritage
 - write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
 - use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
 - are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

2 Teaching and learning style

- 2.1** At St Paul's Primary School we use a variety of teaching and learning styles in English lessons, as recommended by the New National Curriculum. Our principal aim is to develop children's knowledge, skills, and understanding in English. We do this through a daily lesson that has a mixture of independent, paired, group and whole-class teaching and learning. Objectives from the curriculum are selected and addressed according to pupils' needs. At St. Paul's we aim for a balance of activities through each week to ensure that children's different learning styles are catered for and that English lessons are tailored to meet group and individual needs. Children have the opportunity to experience a wide range of texts, including electronic formats and they use a range of resources such as dictionaries and thesauruses to support their work. Every classroom has a computer and an interactive whiteboard with a range of software and internet access. This enables every teacher access to a wide range of stimulating resources. In KS2 Learner Response Systems (Paul Pods) are used regularly to both enhance and assess learning. Wherever possible we encourage children to use and apply their learning in other areas of the curriculum.
- 2.2** There are a range of ability levels in all classes at St. Paul's Primary School. We recognise this fact and provide suitable learning opportunities are for all children by differentiating 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 independent or supported 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 classroom assistants to support some children and to enable work to be matched to the needs of individuals.

3 English curriculum planning

- 3.1** English is a core subject in the New National Curriculum and we use this as the basis for implementing the statutory requirements of the programme of study for English. These objectives are taught discretely as part of English lessons and are applied across the curriculum.
- 3.2** The New National Curriculum details what we teach in the long-term. Our yearly teaching programme identifies the key objectives in literacy that we teach to each year.
- 3.3** We use Read to Write units from F2 to Year 6. These units enable teachers to provide high-quality teaching of writing through children's high-quality literature (Vehicle Texts). The units of work centre on engaging, vocabulary-rich texts, with a wealth of writing opportunities. Several of these carefully selected Vehicle Texts have strong thematic links to the Science, History and Geography curriculum.
- 3.4** Class teachers utilise the unit plan (MTP) to devise weekly plans that have specific learning objectives for individual lessons.

4 The Foundation Stage

We teach English in foundation classes as an integral part of the school's work. Following the New Foundation Stage Curriculum, we relate the English aspects of the children's work to the objectives set out in the Early Learning Goals and Early Years Outcomes, which underpin the curriculum planning for children from birth to five. The interests of the children primarily drive planned activities. These often relate to the focus text (Read to Write) and on occasion do not. Children are encouraged to mark make in a variety of situations, using a range of resources. 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 practise 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. All children are supported to develop the skills necessary to meet the Early Learning Goals.

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 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 have opportunity to explain and present their work to others and they communicate mathematically through the developing use of precise mathematical language.

5.3 Information and communication technology (ICT)

A range of ICT hardware and software is used across the school to support both teaching and learning in English. Children use the internet to research and source information for a range of purposes. Children have access to a range of programmes that enable them to develop their skills in reading, writing and desktop publishing.

5.4 Personal, social and health education and citizenship

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 addition, 'talk' and reflection is a significant part of our behaviour management policy. In science children 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 visitors who work within the school community. Planned activities within the classroom encourage children to work together collaboratively and respect each other's views.

5.5 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 Inclusion

6.1 English forms part of the school curriculum policy to provide a broad and balanced education to all children, including EAL and SEN learners. Planning takes account of the diverse learning needs within cohorts and teachers ensure all children are suitably challenged and supported to meet individual or group targets.

7 Assessment, Recording and Target Setting

7.1 Teachers assess children's work in English in three phases. Children have individual short-term targets, which are regularly reviewed and updated. The short-term assessments that teachers make as part of every lesson help teachers to adjust their daily plans and assess each child's progress against their own targets. Teachers match these short-term assessments closely to the teaching objectives and feedback to individual children. They use medium-term assessments to measure progress against the key objectives, and to help them plan for the next unit of work. 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.

- 7.2** Teachers meet regularly, both internally and externally, to review and moderate individual pieces of work. Through regular meetings and training teachers continuing to develop expertise in the use of the STAT Sheffield assessment materials to help them track and level the progress of individual children in Reading, Writing and SPaG.

8 Resources

- 8.1** There are a range of resources to support the teaching of English across the school. All classrooms have dictionaries, thesauruses, and a range of age-appropriate resources. Every class has a selection of fiction and non-fiction texts. Each classroom has an interactive whiteboard and internet access. Children can access the internet using iPads and laptops.

9 Monitoring and review

The subject leader has time allocated to review samples of children's work and undertake lesson observations. The results are shared with the SLT. Combined with assessment data (summative and teacher assessment), this information highlights the strengths and weaknesses in the subject and indicates areas for improvement.

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