



Curriculum Committee

Non -Statutory

Reviewed: February 2016

Next review due: February 2018

***St Joseph's Catholic Primary School***  
To live, love and learn in a caring Christian community

## **English POLICY**

**This policy aims to celebrate and disseminate current practice in the teaching of Literacy at St. Joseph's and to excel the current staff commitment to deliver excellence and accessibility for all learners across the curriculum.**

## **Policy for English 2016**

### **Aims:**

Our aims are to enable children to become fully literate and reach their full potential in Literacy and English.

In accordance with the current Primary Curriculum Framework Guidance: 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 language, and to develop their love of literature through widespread reading for enjoyment. 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

## **Curriculum Organisation**

### **Early Years Foundation Stage**

Literacy is taught daily in both Reception and Nursery. Practitioners use the 'Letters and Sounds' and 'Jolly Phonics' schemes of work to plan daily carpet sessions, which allow children in the early stages to learn initial graphemes/phonemes and then latterly put these skills into practice for both reading and writing. Throughout the year children will also be encouraged to write for a purpose linked to the current class topic, and will need to look at basic structure of sentences. Handwriting is taught discretely through the Letter Join programme which the school subscribe to.

Literacy is taught discretely through child-initiated play. Practitioners are trained to see and extend learning opportunities in children's play. This will include writing for a purpose in the role-play areas, labelling work the children have created, or extending independent writing from the writing table.

All the activities within both child-initiated learning and adult lead times will be planned to address the 'Development Matters Statements' for both communication and language and Literacy. For children in the final term of Reception this will also support and provide evidence for their end of year Foundation Stage Profile.

### **Key Stage 1 & 2**

The requirements for this subject, as set out in the current National Curriculum (NC), are delivered through daily Literacy lessons, covering aspects of reading, writing, grammar and speaking and listening. Children in both Key Stages also have guided reading sessions each week. In addition to this:

- In KS1 the children have daily phonics sessions and weekly handwriting practice using the Letter Join scheme which the school subscribe to.
- In KS1 weekly spelling tests are linked to the phonics programme of study for that week.
- In KS2 the children are taught grammar as a discrete lesson and also complete weekly handwriting lessons using the Letter Join scheme which the school subscribe to.
- In KS2 a weekly spelling principle is taught and spellings are given in dictation in order to not only focus on handwriting but to see words in context.
- In UKS2 pupils are set by ability in Literacy and taught by a set teacher, not class teacher.
- Homework is set in each class weekly to aid spelling, reading, comprehension, grammar and writing.

### **Contribution to other curriculum areas**

English transcends all other areas of the curriculum and enables children to access a variety of forms of writing. Wherever possible we develop the application of the skills they learn in Literacy lessons, in different contexts and subjects.

### **Information and communication technology (ICT)**

We use ICT effectively to enhance the learning of English in class, through the use of Interactive White Boards with links to the internet, laptops and iPads together with a selection of DVDs and compatible resources. Children have access to the laptops and iPads where and when appropriate to develop their literacy skills.

## **Personal, social and health education (PSHE) and citizenship**

The English curriculum is supported through the teaching of personal, social and health education and citizenship. The children are encouraged to discuss or debate issues pertaining to their health and well-being and to express themselves clearly and listen attentively to others.

### **Inclusion**

We teach English to all children, whatever their ability, and our teaching is planned to provide learning opportunities that match the needs of children. Lessons are differentiated through task or organisation with children working in mixed ability pairs or groups. For our gifted and talented pupils, we provide opportunities to complete extension tasks that are designed to challenge and increase the depth and application of learning. Throughout every lesson practitioners use AfL to ensure that all learners are making rapid and sustained progress and that the lesson is accessible to all.

### **Assessment, marking and recording**

This academic year (2015-2016) we have moved to new assessment systems and have chosen to follow the HfL assessment system. In each class or set, six target children are tracked using an assessment grid and we moderate half termly in order to reach accurate judgements.

We also assess the children's work in English by:

- Observation and discussion with the children during lessons
- Collation of levelled pieces of work in UKS2 as evidence to support TA levels which are held in an assessment portfolio for each child
- Schonell spelling test and Salford reading test in both Key Stages
- Benchmarking in KS1 and LKS2
- Regular phonics testing in KS1
- SATs assessment papers used in UKS2 in preparation for SAT's in May time

We are continuously building an evidence bank of writing at different HfL levels for reference and to improve consistency in assessment which is added to our moderation folder. This folder is kept with the Literacy Coordinator.

Each Key Stage holds their own marking policies that are designed to flow into each other as the children progress up the school.

### **Health & Safety**

(See health & safety policy)

## **Resources**

A variety of resources are available for the teaching of English and these are regularly reviewed and updated by the subject coordinator. We use Hamilton (online planning company in line with the current curriculum requirements) as a method to plan from and a lot of resources can be found on their online facility. For handwriting we use Letter Join which is an online resource. Letters and Sounds and Jolly Phonics resources are both used in the teaching of phonics.

Staff are using SMARTBOARDS to plan and share these with other class teachers and saved for the next two year rotation.

## **Monitoring and review**

The subject coordinator is responsible for producing the English Policy and for monitoring the standard of the children's work and the quality of teaching. The subject leader is also responsible for supporting colleagues in the teaching of English, for being informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school. The coordinator produces an annual report and action plan which indicates strengths and weaknesses of the subject and identifies areas for further improvement. The subject leader has allocated time for monitoring children's work and observing teaching across the school.

Specific strategies and techniques for the teaching of English, in the three main areas are outlined in more detail in the Appendix to this policy.

### **Signed:**

Stacey Brown

### **Date:**

February 2016