

St Augustine's Catholic Primary School

ENGLISH POLICY

Agreed by Governors: February 2023

To be reviewed: March 2024

MISSION STATEMENT

*As one family working together
to be the best that we can be,
we live, love and learn with Jesus.*

The study of English develops children's abilities to listen, speak, read and write for a wide range of purposes. We strive to provide a learning environment which will enable pupils to develop, within their capabilities, an enthusiasm and enjoyment for English.

AIMS

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 develop confident, independent readers through an appropriate focus on word, sentence and text-level knowledge
- to enable children to write with accuracy and meaning in narrative and non-fiction forms and to develop an extensive, enriched vocabulary

OBJECTIVES

- Each pupil at St Augustine's will participate in the daily English lessons, including Guided Reading, Comprehension, Grammar and Extended Writing. Through these lessons, children are exposed to a rich variety of texts from a wide range of genres. They engage in shared, modelled, guided, paired and individual reading. Children are also expected to read at home for at least ten - fifteen minutes each night and to complete a reading diary.
- Children are encouraged to write in different ways and for different purposes. They develop their skills as functional, personal and imaginative writers. Children are encouraged to use planning, drafting and editing processes to improve their work.
- Regular teaching is employed in the conventions of written language: grammar, punctuation and spelling.
- Daily phonics work is delivered in the Foundation Stage and KS1 using the Read Write Inc programme.
- Daily handwriting lessons are delivered in which pupils are taught to write legibly and with speed. At St Augustine's we use the Nelson handwriting styles.
- Pupils are provided with opportunities to communicate with confidence, speak clearly and listen carefully to what others say. This skill can be developed effectively in the plenary session of each lesson using pupil assessment as well as in drama and debating focus times. Active questioning and discussion assist the pupils in developing their thinking and reasoning skills.

TEACHING AND LEARNING STYLES

At St Augustine's School, we use a variety of teaching and learning styles in English lessons. Our principal aim is to develop children's knowledge, skills and understanding in English. This is achieved through a daily lesson that has a high proportion of whole-class and group teaching. During these lessons, children experience a whole-class shared reading or writing activity as well as guided group or independent activities and a whole-class session to review progress and learning. They have the opportunity to experience a wide range of texts and use a range of resources such as dictionaries and thesauri to support their work.

There are children of differing ability in all classes at St Augustine's 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. Children sometimes take the lead in a lesson and activities may be practical, oral or written.

In line with other curriculum subjects, the learning objective for each lesson is shared with the children.

CURRICULUM PLANNING

English is a core subject in the National Curriculum. We implement the statutory requirements of the programme of study for English.

Planning is undertaken at three levels:

Long term planning is based on the yearly teaching programmes set out in the framework.

Medium term planning is carried out half-termly.

Short term planning is carried out weekly. These plans include the learning objectives for whole class shared work, independent/group work and for extended writing tasks. Related homework activities, to practise or provide extension tasks, should also be recorded.

The medium and short-term plans are stored centrally and monitored regularly by the English subject leader and the Headteacher.

After consultation, any issues arising from the monitoring are included in future staff meetings.

Planning is regularly reviewed to ensure that progress is linked to priorities in the School Improvement Plan.

CROSS CURRICULAR CONTRIBUTION

English is taught mainly as a separate subject but it is important to make links with other areas of the other curriculum. For specific aspects of English (eg non-fiction types of writing) it is possible to use texts from History, Geography, Science and Religious Education as models and to utilise these to provide frameworks for writing. These areas of the curriculum provide opportunities to produce reports, recounts, procedures and explanations. It is also important that pupils are taught in all subjects to express themselves correctly and appropriately and to read accurately and with understanding.

The use of IT enables children to use and apply their developing skills in English in a variety of ways. Younger children use IT 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 and use desktop publishing to design newspaper reports. Children use the planning and proofing tools in a word processor when checking their draft work.

FOUNDATION STAGE

In Reception, English is taught as an integral part of the school's work. The format for the daily lesson is similar to that used in the rest of the school. As the Reception class is part of the Foundation Stage, the English aspects of the children's work are related to the objectives set out in the Early Learning Goals which underpin the curriculum planning for children aged three to five. All children are given 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.

ENGLISH AS AN ADDITIONAL LANGUAGE

At St Augustine's, we encourage all our children to achieve the highest possible standards. We do this through taking account of each child's life experiences and needs. A number of our children have particular learning and assessment requirements which are linked to their progress in learning English as an additional language.

When delivering the English curriculum, we ensure we meet the full range of needs of those children who are learning English as an additional language. This is in line with the requirements of the Race Relations Act 1976 and our equal opportunities policy.

The English curriculum can create different language demands which we identify and address. (see EAL policy)

SPECIAL EDUCATIONAL NEEDS

Wherever possible, we aim to fully include SEND pupils in the daily English lessons so that they benefit from the emphasis on the whole class shared work.

Work in English takes into account the targets set for individual children. Class-based support and Integration Assistants help to cater for individual and group needs.

Children are also supported through the implementation of additional support work developed alongside our external consultants from the Educational Psychology Service, the Pupil Support Service and the Communication and Autism Team.

EQUAL OPPORTUNITIES

At St Augustine's, we endeavour to maintain an awareness of, and to provide for, equal opportunities for all our pupils in English. We aim to take into account cultural and religious background, gender and special educational needs both in our teaching methods and attitudes and in the published materials we use with our pupils.

ASSESSMENTS

The purpose of assessment is to inform planning, provide evidence of strengths and weaknesses and facilitate the setting of learning. We are continually assessing against the learning objectives to ensure quality of teaching and learning. We use a variety of formative assessment strategies:

Learning Journey Booklets

Peer Assessment

Self Assessment

Plenary sessions

"Assessment Techniques"

At the end of a unit of work, the teacher makes a summative judgement about the work of each pupil in relation to expected standards. Information is passed on to the next teacher at the end of the year.

Summative assessment is carried out in the Summer term when pupil's attainment is measured against school and national standards and these are used alongside teacher assessments to set targets for the following year. Children undertake the national SATs assessments at the end of Year 2 and Year 6, the national Phonics Assessment in Y1 and access NFER assessments in Y3/4/5.

RESOURCES

A wide range of resources is available including: book-based, visual, IT-based, visitors and external visits.

MONITORING/REVIEW/EVALUATION

Regular assessments are completed by class teachers and given to the English subject leader. These reflect on identified learning objectives. As a result of assessing, group and individual targets can be set that are regularly reviewed.

Pupils undertaking the Read Write Inc programme in EYFS and KS1 are formally assessed half-termly in order to monitor progress and arrange groups according to need.

Classroom observations and book trails are carried out by the English subject leader, following which feedback to staff is provided and an overall report is presented to the headteacher.

Assistance with delivery is given by the English subject leader and the Read Write Inc leader as appropriate.

MONITORING AND EVALUATION

This policy will be reviewed regularly by staff and governors or earlier if local or national directives are received.