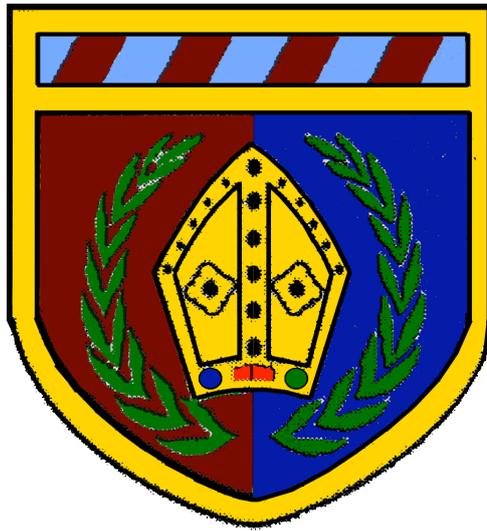


# St John Fisher Catholic Primary School



## English Policy

"To live, love and learn and learn in our caring community"



**St John Fisher Catholic Primary School**  
**English Subject Policy**

**Introduction**

Competence in English enables children to communicate effectively at home, at school and in the wider world and leads to improved life opportunities. The skills of listening, speaking, reading and writing enable children to organise and express their own thoughts and to access the knowledge and ideas of others. These skills, together with confidence in the use of ICT, are increasingly necessary in today's world. In addition to this, the ability to respond to literature at a personal and aesthetic level enriches our children's lives.

**Aims**

- To recognise, value and build on the language skills that children have already acquired, including the foreign language skills of children for whom English is an additional language
- To develop children's understanding of both spoken and written English so that they can become enthusiastic, responsive and knowledgeable readers
- To develop children's ability to communicate freely, effectively and imaginatively in spoken and written English
- To encourage children to understand the importance of Standard English

**SPEAKING AND LISTENING**

**Aims**

We aim to enable our children:

- To communicate effectively
- To speak confidently and to express themselves clearly in a variety of situations
- To listen attentively and respond to others, having respect for the different opinions of others
- To develop the skills needed for group discussion
- To participate in and respond to drama

**Approaches:**

Speaking, listening, group discussion and drama activities are integrated into our teaching across the curriculum and are seen as fundamental to teaching and learning. In Literacy, we use and adapt the Primary Framework teaching sequences.

We have 'Talk Homework' across the school in preparation for the weekly 'Big Write' on Fridays. Teachers may give additional talk homework to support areas of the curriculum.

We encourage 'Talk for Writing' strategies, based on the recent work of Pie Corbett.

## **Reading**

### **Aims**

We aim to enable our children:

- To read independently, fluently and expressively, with understanding and enjoyment
- To read a wide range of texts, including text on screen both for pleasure and for information
- To engage with and respond to what they read

### **Approaches**

We encourage a love of books and of reading by providing a rich reading environment in our classrooms and in our school library.

Throughout the school, teachers read aloud to children on a regular basis. We read a wide range of good quality fiction, non-fiction and poetry.

Word recognition skills are developed systematically in the early years through the teaching of synthetic phonics. We use Read Write Inc across Key Stage One.

All children, once able to read CVC words, have an individual reading book and are expected to read at home with an adult for a few minutes each night. The children are grouped in class into daily, weekly and several times a week readers where they are heard read by an adult in school.

We assess children's reading termly using I-NFER and SATs papers.

## **Writing**

### **Aims**

We aim to enable our children:

- To write clearly, accurately and confidently for a variety of purposes and audiences, including word processing with ICT
- To develop a consistent, clear, fluent and joined handwriting style and to be aware of the importance of the presentation in order to communicate meaning effectively
- To understand the conventions of writing, including grammar, punctuation and spelling
- To plan, draft and edit their writing
- To feel valued as writers and to appreciate the writing of others

### **Approaches**

We provide a wide variety of reasons and purposes for writing and in the early years provide many opportunities for child initiated and role-play writing.

As soon as children are able to form most letters correctly and have a good pencil grip, we teach a fully cursive handwriting style.

We encourage children to 'have a go' at writing as soon as possible and to use their phonic skills and knowledge to spell. Spellings are given weekly to children from year one (where able) through to year six. Spellings are differentiated by quantity and difficulty.

Teachers regularly model writing in Shared Writing sessions and we provide regular opportunities for children's writing to be shared, displayed, published and celebrated having a half termly newsletter written by the children.

### **TIME ALLOCATION**

Across both key stages the children have at least an hour of English a day, this consist of three Read Write Inc sessions (where the children are ability grouped), one VCOP and one Big Write (taught in classes). Children who are not in Read Write Inc groups are taught in classes and are grouped within these. They have three English lessons, one VCOP and one Big Write.

In the EYFS Communication Language and Literacy (CLLD) is carefully planned so that it permeates all aspects of the child's day.

Children who are not on track at the end of year 4 are put into 'Fresh Start' groups in year 5.

## **EQUAL OPPORTUNITIES**

All children have an entitlement to participate fully in English, regardless of gender, race, age or ability, in accordance with the school's Equal Opportunities Policy.

Children whose second language is English receive appropriate support as necessary.

### **Planning**

**Long term and medium term planning** is based on the Primary National Strategy Framework for Literacy. Teachers are encouraged to plan their units of work in a way that supports good cross-curricular links.

**Short term planning** is produced on weekly plans that show the objectives for the week taken from the Primary Framework teaching sequences. These plans are expected to show differentiation where appropriate and progression over the week in specific areas, eg in phonic or sentence skills. Teachers plan to include a range of teaching strategies ensuring a balance between audio, visual, and kinaesthetic techniques. Plans are annotated and adapted in the course of a unit in response to on-going assessments.

At the end of each week evaluation takes place to inform further planning and teaching. The plans are monitored on a regular basis by the Headteacher and the Literacy Subject Leader.

## **ASSESSMENT AND RECORDING**

Assessment is at the heart of the teaching and learning process. In the EYFS, teachers assess children's learning using the Foundation Stage Profile. Most of the observations for assessment are based on those activities that children initiate and engage with independently across the range of provision.

As children move on through the school, teachers continue to observe and note children's progress on a day-to-day basis. At the end of each term, assessment of Writing is recorded using the Assessing Pupil Progress (APP) guideline sheets, drawing on a range of evidence to inform their level judgements.

In addition, EYFS and Key Stage 1 children are assessed approximately every eight weeks for their phonics. They are regrouped accordingly and their progress recorded. These records are kept centrally by the RWI manager with copies given to class teachers and head teacher.

Curricular Targets for reading and writing are agreed each term, based on the outcomes of the APP assessments.

### **FEEDBACK ON WRITING**

Feedback is an essential to help children move forward as writers. With younger children, feedback on writing will usually be verbal and immediate. With older children, feedback may be verbal or written. Children are also encouraged to evaluate their own work and older children develop peer working.

Teachers mark writing regularly in accordance with our marking policy.

### **REPORTING TO PARENTS**

Parents receive regular informal or verbal feedback as to their children's progress in Literacy. Each child has a reading diary to record progress in reading at home and school. The practising of spellings and other written work may be set in accordance with the Homework Policy. Parents also have a termly opportunity to meet with the staff to discuss progress and to see work. In addition parents receive two interim reports and one full written report which inform parents as to whether their child is above/on/below track for attainment and effort. Where appropriate the SAT results are reported.

### **MONITORING AND EVALUATION**

In order to monitor standards and progress the following systems are in place:

- At Pupil Progress meetings three times a year the class teacher and phase leader monitor and evaluate the progress of children in Literacy
- The Literacy Subject Leader is given time to observe lessons and give oral and written feedback, and also to see children's work
- Staff meet regularly to engage in whole school moderation of writing
- The progress of pupils with Special Educational Needs (SEN) is reviewed with the Special Needs Co-ordinator (SENCO)

- The school's Literacy Action Plan is part of the School Improvement Plan - this is reviewed and updated annually by the Literacy Subject Leader

Signed:

Date: