

## Saint 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 which leads to improved opportunities in later life. The skills of speaking, listening, reading and writing enable children to organise and express their own thoughts and to access the knowledge of the wider curriculum. These skills together with confidence in the use of computing 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 upon the language skills that children have already acquired, including the foreign language skills of children for whom English is an additional language.
- To develop the children's understanding of both spoken and written English so that they can become enthusiastic, confident, responsive and knowledgeable readers and writers

#### SPEAKING AND LISTENING

We aim to enable our children

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

#### *Approaches*

Speaking, listening, partner talk, group discussion and drama activities are integrated into our teaching across the curriculum. We have a talk for writing/oral rehearsal as part of our writing cycle within English lessons.

## **READING**

We aim to enable our children

- To read independently, fluently, with expression, understanding and for enjoyment
- To read a wide range of texts including classics, contemporary, traditional tales, stories from other cultures and poetry
- To engage with and respond to the text they read (read as writers)

### *Approaches*

We encourage a love of books and of reading by providing a rich reading environment in our classrooms and through the school library. In addition to this, the children in KS2 can have a class reader from the class bookshelf to read during their spare time (eg when a task is completed at the end of a lesson).

Teachers promote a love of reading by reading aloud to their class on a regular basis (KS1 have snack and story time before morning break).

Word recognition skills are developed in a systematic way through the Read Write Inc. programme in EYFS and year 1.

All children have an individual reading book (suitable for their ability) and are expected to read at home with an adult for a few minutes each day as part of their reading homework. This is promoted by merits being awarded weekly by class teachers (Y1 – Y6) for those children who have completed this. The children are grouped within each class (according to need for support) into daily, weekly and two/three times a week readers.

The school (as part of the Romero Academy) have bought into Reading Eggs so that children can access a wide range of e-books and develop comprehension skills through computing.

In English lessons (Y2 – Y6) each writing cycle will begin with the text (see appendix 1 for texts covered)

## **WRITING**

We aim to enable our children

- To have joined fluent handwriting in order that they can write clearly, accurately and at length by the time they leave year 6
- To understand the conventions of writing (spelling, grammar, punctuation, style)
- To use the writing cycle (plan, draft, edit, proof read, publish and evaluate)
- To feel valued as writers and appreciate the writing of others

## *Approaches*

We provide a variety of reasons and purposes for writing. In the early years there are many opportunities for writing through child initiated role play. We encourage children to 'have a go' at writing as soon as possible and to use their phonic skills to enable spelling.

Teachers provide as many cross curricular writing opportunities as possible (through science, theme and R.E.) to demonstrate skills taught and learned in English. The children will focus on one core text for half a term in English and this will provide various writing outcomes (both narrative and non-narrative). Teachers plan English by following the English cycle (read, discuss, comprehend, plan, draft, edit, proof read, publish and evaluate).

Spelling is taught in a methodical way by whole class teaching from Y2 – Y6 using RWInc Spelling. In addition to this, children have weekly spelling homework (in ability groups) using the 'look, write, cover, say' method to learn spellings for a weekly test.

## **PLANNING**

Long term plans were prepared by C Cunningham (English Subject Leader) and Jo Upton (English Consultant) in summer 2017 following a curriculum review. The texts were chosen to fit in – where appropriate – with the thematic curriculum. We ensured that there was a balanced coverage in each year group of different types of texts and authors. In addition we ensured that there was progression in challenge provided within the texts.

Medium term plans were prepared in year groups (with support from CC and JU) to ensure delivery of the National Curriculum.

Short term plans were prepared in year groups to ensure the English cycle is being covered for each writing outcome. These will be monitored by SLT and Jo Upton

## **ASSESSMENT**

Informal assessment takes place on a daily basis within each lesson through questioning and marking. Teachers use feedback marking using green for great and pink for think (see marking policy).

Teacher assessment takes place on a half termly basis where teachers review the Romero grids for reading and writing.

Formal assessment takes place at the end of Key Stage One and Two via S.A.T.s. In addition to this, we assess children's reading through the use of PIRA tests (or similar external schemes) and SPAG through the use of Rising Stars assessments on a regular basis.

## **REPORTING TO PARENTS**

Parents receive regular informal or verbal feedback on their child's progress in reading via their child's reading diary. In KS2 the children have homework diaries where informal communications can be made. Parents have a termly opportunity for a meet the teacher session to discuss their child's progress.

**C Cunningham**

**September 2017**