



St Joseph's
RCVA Primary Coundon

English Policy

At St Joseph's our aims in teaching English are that all children will:

- be able to communicate effectively and confidently in standard English;
- be able to listen to the spoken word attentively with understanding, pleasure and empathy;
- be able to read a range of materials fluently, critically and with understanding for enjoyment and for information;
- be able to write effectively for a range of audiences and purposes using spelling, punctuation and grammar accurately and confidently.

Speaking and Listening Aims:

- To listen, evaluate and respect the opinion of others
- To speak expressively and confidently about a range of topics through class discussions and debates
- To provide a range of opportunities for children to talk and listen in formal and informal settings
- To use drama and role play to develop confidence when addressing an audience
- To use discussion during shared and guided reading and writing sessions
- To create an environment in which children feel safe when speaking about their thoughts and feelings

Reading Aims:

- To create a reading culture that celebrates a love and enjoyment of books

- To help children become critical readers to give them greater understanding of the wider world
- To provide a wide range of reading materials, e.g. big books, comics, newspapers, encyclopaedias, posters
- To develop children's reading skills through using books categorised according to challenge and difficulty
- To develop retrieval/inference/deduction skills through a range of information texts, including those related to the class topic
- Guided Reading is taught systematically throughout the school and school uses "VIPERS" questioning to support the children's comprehension.

Teaching and Learning:

- Experiences of hearing high quality texts regularly
- Use of whole class reader for class reading and the teaching of reading strategies
- Modelled and shared reading
- Read and see plays performed
- Guided reading sessions three times weekly, using texts appropriate to level
- Regular opportunities to share books with the class teacher
- Interventions when appropriate
- Opportunities for independent reading, both at school and at home

Writing Aims:

- To understand the importance of audience and purpose
- To develop strategies to communicate effectively through the written word
- To write in a variety of forms
- To recognise that editing and improving are an essential part of the writing process
- To recognise that spelling is an important skill and ensure that children have a range of strategies to move towards the conventions of the written word
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Teaching and Learning:

- Modelled, shared and guided writing
- Using dictionaries and a thesaurus to support the use of interesting vocabulary
- Weekly extended writing session
- Weekly GPS session, skills taught to be embedded in lessons
- Children need to know and apply the skills needed for editing and improving writing
- Children use personalised targets to move their writing forward (teacher's mark/assess writing each week and give children next steps/targets as required)
- Opportunities to write from real life experiences
- Opportunities to write in a variety of forms and for different audiences, using high quality children's books as a stimulus
- Grammar skills are taught in the context of writing for real purposes

- Opportunities to publish work through a variety of media
- Through marking, children are required to make improvements from teachers' feedback
- Peer marking where possible

Spelling:

Is a continuation of the teaching of synthetic phonics through Letters and Sounds

Teaching and Learning:

- Regular teaching of spelling linked to individual children's needs and according to the requirements of the 2014 National Curriculum
- Weekly tests
- A range of spelling strategies taught
- The marking of work
- Encouragement of dictionary/thesaurus use.

Handwriting– see Policy

How we cater for pupils who are more able:

Where possible, more able pupils will be taught with their own class and stretched through differentiated group work and extra challenges. When working with the whole class, teachers will direct some questions towards the more able to maintain their involvement. Very occasionally, special arrangements will be made for an exceptionally gifted pupil e.g. they may be taught with children of a similar ability or may follow an individualised programme with more challenging tasks and activities, in order for them to broaden and deepen their understanding.

Pupils with SEND

Teachers aim to include all pupils fully in their daily English lessons. All children benefit from participating in modelled, shared and guided sessions. However a pupil whose difficulties are severe or complex may need to be supported with an individualised programme in the main part of the lesson.

Cross-Curricular Opportunities

Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum, where the same standard of writing is expected as seen in English books.

Assessment and Target Setting

Children will be assessed in line with the Assessment Policy and recorded on the school tracking system

Pupils will have Reading and Writing Targets where appropriate and will know their 'next steps' to ensure progression.

Inclusion

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. We will identify which pupils or groups of pupils who are under-achieving and take steps to improve their attainment. Gifted children will be identified and suitable learning challenges provided.

Parental Involvement

We aim to involve parents in the development of children’s skills, knowledge and understanding in English. Parents are encouraged to hear their children read, and discuss books with them.

There are opportunities each term when parents can discuss their children's progress with their teacher.

Parents are welcomed into school to support reading in the classroom in reception class. Phonics Assessments (Year 1) and SATs results (Year2 and Year 6) are published in accordance with Government legislation.

This policy was developed according to the emerging and continuous needs of our school by the English Coordinator.

SignedDate (Chair of Governors)

SignedDate (Headteacher)

SignedDate (English Coordinator)