



## St. Patrick's Catholic Primary School: English Policy – September 2019

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### **The National Curriculum states that:**

“English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.”

The key areas for learning English are:

- Reading- decoding and comprehension
- Writing- composition and handwriting
- Spelling, Punctuation and Grammar
- Spoken Language

### **Intent**

Our English curriculum aims to ensure that all pupils:

- Foster a positive attitude to literacy as an interesting and exciting part of the curriculum.
- Express and communicate meaning in spoken language, listening to and interpreting what others say and matching style and response to audience, context and purpose.
- Have the opportunity to engage with a range of relevant and purposeful opportunities to develop their ability to read, understand and have exposure to various types of text for enjoyment and learning.
- Apply their knowledge and understanding of phonics, spelling patterns and rules, grammar and punctuation to reading and writing opportunities across the curriculum.
- write effectively, using a cursive, joined handwriting style and showing a development in fluency; making and shaping different texts appropriately, according to context, purpose, reader or audience.
- Develop a technical vocabulary with understanding of grammatical terminology.
- Learn how to apply grammatical terminology in their own writing.

### **Implement**

#### **Planning and Assessment**

The Early Years foundation stage follow the development matters framework alongside the Early learning goals. F1 and F2 work within the Early Learning Goals and continuous assessment is recorded on Foundation Stage Profiles. In Key Stage 1 and 2, units of work are planned through a book based curriculum linked to individual class topics.



Early Years foundation stage plan group work and continuous provision activities linked to their focus. Key stage 1 classes have a daily 10-15 min phonics/spelling sessions combined with an English specific lesson. Specific Guided reading sessions are carried out once a week. Key stage 2 classes have a daily 15-20 min spelling session combined with a daily English specific session. Reading comprehension/ guided reading is carried out daily.

All teachers are responsible for developing weekly plans using their own choice of proforma. These plans indicate the learning objectives for each lesson along with activities, which clearly show progression. Clear differentiation is built into weekly plans and the needs of all children are planned for, including those with Special educational needs and more able children.

Daily assessments of children are made and those identified as needing extra support are given interventions on the same or the following day.

Regular teacher assessments of children's progress are made against the national curriculum. In Key Stage 1 & 2 teacher assessments are carried out throughout the year and are used to inform judgements made for end of Key Stage assessments. Teachers assess children termly and appropriate group targets are set and given to the children. An analysis is made based on the end of year assessment and appropriate targets are set by the teachers for the following year. Regular monitoring of writing takes place between year groups and with the family of schools.

In Year 2 to 6 Pira tests are used on a termly basis for summative assessment in Reading and \_\_\_\_\_ test is used on a termly basis for summative assessments in SPAG.

Those children who are not achieving the expected level are identified at an early stage and targeted for extra support or an intervention programme delivered by support staff.

## Quality of Teaching and Learning

The English curriculum is organised into five sections:

- Phonics
- Spoken Language
- Reading
- Writing
- Spelling, Punctuation and Grammar (SPAG)

It is important that teachers model to their pupils. This is carried out in all year groups in all aspects of the English curriculum. We believe that English is a means for both thinking and learning. We continually work to develop our children's ability to listen, speak and write for a wide range of purposes, including the communication of their ideas, views and feelings.

Phonics is the core of the English language. In the Foundation stage and KS1 are taught phonics using 'letters and sounds'. Spoken language and listening skills are developed across the whole of the curriculum and through all interactions within school.

Reading is encouraged in all curriculum areas. Children are provided with a reading book and record which they take home and regular comprehension homework is set.



The writing aspect of English is encouraged in all curriculum areas with a range of genres being produced including fiction, non-fiction and poetry. Themed days/weeks are participated in throughout the year to enable a range of themes and genres to be taught.

## **Leadership and Management**

### **The Role of Governors**

The Governors are informed regularly about standards and the progress throughout the school, through the Governors' meetings, Headteacher's report to Governors, and a summary of the data. A Governor responsible for each subject meets regularly with the Coordinator. This Governor receives a copy of the subject Policy, subject action plan and analysis of SATs results. The Governors are also involved in the setting of targets for the end of key Stage 2 and in carrying out a work scrutiny of books throughout the school.

### **The Role of the Headteacher**

The Headteacher, in collaboration with the Coordinator, establishes the whole school approach to each subject area. She ensures and clarifies what needs to be achieved by the coordinator and provides the necessary support and resources in order to achieve it.

The Head teacher is kept informed about the quality of teaching and learning through regular discussions with the coordinator and also by using the monitoring forms which are completed after any kind of monitoring activity

### **The role of the Coordinator**

The Coordinator develops an overview of the strengths and weaknesses of their subject in the school and uses this to inform contributions to the subject Action Plan and carries out the tasks identified.

A supportive role is given to teachers for planning, teaching lessons and making assessments. Advice is also given on the use of resources.

The coordinator identifies INSET needed and where appropriate and able, provides in-school inset and keeps abreast of subject developments.

Together with the Headteacher, the coordinator monitors the progress of their subject by analysing test data, observing lessons and evaluating children's work.

### **The SENCO and Support Staff**

The support staff are clearly informed about their role in each lesson and have access to planning prior to each lesson. They have attended insets and are familiar with the National Curriculum

The SENCO, where appropriate, works with the coordinator to plan the provision for children with special educational needs, in order to encourage a full participation and involvement in the daily lessons. Where individual plans are needed, yearly teaching objectives are used to plan targets for development.



## Partnership with Parents

Liaison with parents is important in order for them to help children with their learning. Parents are informed regularly about the school's approach to Maths through letters, displays and where appropriate, meetings. They are informed about children's progress at Parents' Evenings, annual reports and English target setting. Parents are encouraged to support and become involved in their children's learning through homework activities. Parent volunteers are encouraged to come into school to listen to children read.

## Impact

### Monitoring and Evaluation

Lessons are observed by the Headteacher and Coordinator.

Work analysis is carried out by the Coordinator throughout the year.

A thorough analysis of SATs and assessment data

Teachers' planning is monitored termly.

Books are scrutinised termly