

# *St Bernadette's Catholic Primary School*

## English Policy



This document provides a framework within which parents, staff and governors can work together to meet the needs of pupils.

The Mission for St Bernadette's Catholic Primary School,

*'...to ensure a loving and faithful learning community in which our children can become the person God created them to be. A community where we celebrate the dignity, worth and uniqueness of every individual. Where we grow and learn together with joy, in the love of Jesus. In this love, we strive to be courageous stewards of creation.'*

Therefore, the development and implementation of our English policy supports us in achieving our mission and in providing the appropriate provision for all the children in our care.

### **1. Aims and objectives**

The study of English develops children's abilities to listen, speak, read and write for a wide range of purposes, so using language to learn and communicate ideas, views and feelings. It enables children to express themselves creatively and imaginatively, as they become enthusiastic and critical readers of stories, poetry and drama, as well as non-fiction and media texts. Learners gain an understanding of how language works by looking at its patterns, structures and origins. Children use their knowledge, skills and understanding in speaking, reading and writing across a range of different situations.

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 enable children to adapt their speech to a wide range of circumstances.
- ☐ to develop children's abilities to reflect on their own and others' contributions.

- to enable children to evaluate their own and others' contributions through a range of drama activities.
- to read with confidence, fluency and understanding.
- to show an interest in books, read with enjoyment, evaluate and justify their preferences.
- understand phonics and use this knowledge to read and spell accurately
- to help children enjoy writing and recognise its value.
- to enable children to write with accuracy and meaning in narrative, non-fiction and poetry.
- to increase the children's ability to use planning, drafting and editing to improve their work.
- To develop a fluent and legible handwriting style.

## **2. Teaching and learning styles**

- 2.1 At St Bernadette's Catholic Primary School, we use a variety of teaching and learning styles in English lessons, taking the elements of best practice of the New National Curriculum for English. Our principal aim is to develop children's knowledge, skills, and understanding in English and their ability to generalise these skills in other areas of learning. Learners have the opportunity to experience a wide range of texts and use a range of resources such as dictionaries, thesauruses and word banks to support their work.
- 2.2 Children use ICT in English lessons where it enhances their learning, as in drafting their work and using multimedia to study how words and images are combined to convey meaning. In order to be secure, we expect all year groups to use and apply their learning in other areas of the curriculum.
- 2.3 There are children of differing ability in all classes at St Bernadette's Catholic Primary School and children arrive at our school at different points of their learning journey. 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. We use the Key Learning Indicators of Performance grids (KLIPs) for Reading and Writing. The average child will be working at Age Related Expectations (ARE), however, we recognise that some children will be working on objectives from a lower year group and these will be carefully selected for the needs of each individual. We use teaching assistants to support teaching and learning, enabling work to be matched to the needs of individuals, and to provide timely intervention. Children are extended, where necessary, through increased breadth and depth in the curriculum.

### **3 English curriculum planning**

- 3.1 English is a core subject in the National Curriculum. We use the New National Curriculum for English to inform our planning and as the basis for implementing the statutory requirements.
- 3.2 In accordance with the planning procedures, English is planned both discretely and as a vehicle for learning in other areas e.g., the teaching of report writing for use in science. The New National Curriculum for English encompasses the breadth of what is taught.
- 3.3 Our medium-term plans select the main teaching objectives for each term. These plans define what we teach and ensure an appropriate balance and distribution of work.
- 3.4 Guided or Whole class Reading and writing are planned for separately, using the Read, Write Inc scheme (KS1) and Literacy Leaves (KS1/2) as a basis for each unit of study.
- 3.5 English lessons are complemented by regular handwriting (see Handwriting Policy) and spelling sessions each week. Teachers follow a phonic first approach through Ruth Miskin's Speed Sounds. After the children have finished Speed Sounds in Year 1 they move onto a whole school spelling programme from Years 2 to 6. We use the Spelling Shed (Ed Shed) resource as a programme for ensuring that spelling coverage is thorough and appropriate for the children at our school.
- 3.6 The National Curriculum specifies the statutory requirements for Grammar at both key stages. In KS1, Grammar is taught both discretely and through the Read Write Inc. scheme of work. In KS2, Grammar is taught discretely as part of the teaching sequence and then consolidated/revisited during English units of work and in cross curricular writing wherever deemed appropriate.

### **4 The Foundation Stage**

We teach English in our reception class as an integral part of the school's work. The acquisition of communication and language is of the highest priority. We relate the English aspects of the children's development and learning to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five. We give all children 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.

### **5 Contribution of English to teaching in other curriculum areas**

5.1 The skills that children develop in English are linked to, and applied in, every subject of our curriculum. The children's skills in reading, writing, oracy and listening enable them to communicate and express themselves in all areas of their school lives.

## 5.2 Mathematics

English contributes significantly to the teaching of mathematics in our school. Children in the Foundation Stage develop their understanding of number, pattern, shape and space by talking about these areas with adults and other children. Children in Key Stage 1 meet stories and rhymes that rely on counting and sequencing. Children in Key Stage 2 are encouraged to read and interpret problems in order to identify the mathematics involved. They explain and present their work to others and communicate mathematically through the developing use of precise mathematical language. These skills are increasingly important when we are teaching mastery and mastery in-depth which is embedded throughout the curriculum.

## 5.3 Computing

The use of ICT enables children to use and apply their developing skills in English in a variety of ways. Younger children use ICT 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 about a different part of the world, or when using desktop publishing to design a class newspaper. Children use the planning and proofing tools in a word processor when checking their draft work. We encourage all children to use ICT as a resource for learning, whenever they feel it is appropriate.

## 5.4 Science

We encourage younger children to take part in class and group discussions on topical issues. In their science work they talk about things that improve their health and about rules for keeping them safe around the school. Written recording of science investigations is a key part of learning and children learn to record in a wide variety of ways, relying on their English skills to do so successfully.

## 5.5 Spiritual, moral, social and cultural development

The teaching of English develops skills through which our children can give critical responses to the moral questions they meet in their work. Their understanding and appreciation of a range of texts brings them into contact with their own literary heritage and texts from other cultures. The organisation of lessons allows children to work together and gives them the chance to discuss their ideas and results. Our English curriculum aims to immerse our children in different cultures and develop their understanding of the wider world in which we live.

## **6. Teaching English to children with additional needs**

English forms part of the school curriculum policy to provide a broad and balanced education to all children. Teachers provide learning opportunities which are adapted and matched to the needs of children with additional needs. Work in English takes into account the targets set for individual children in their Special Education Needs Support plans. Teachers provide support by:

- ☐ using texts that children can read and understand.
- ☐ using visual and written materials in different formats.
- ☐ using ICT, other technological aids and recorded materials.
- ☐ using alternative communication such as signs and symbols.
- ☐ using a translator or scribe so that children can access classwork and tests.

## **7. Assessment and recording**

7.1 Teachers assess children's work in three phases.

Formative assessments, which teachers make as part of every lesson, help teachers to adjust their daily plans. Teachers match these short-term assessments closely to the teaching objectives. Teacher's daily marking follows a system where teachers mark to the learning objective. (See Feedback & Marking Policy for more information).

Teachers use summative assessments (End of Key Stage Tests and low stakes standardised tests) to measure progress against the key objectives, and to help them plan for the next unit of work. At the end of each term, assessments of reading and writing are recorded using the Key Learning Indicator of Performance grids (KLIPs).

Teachers draw on a range of evidence to inform their judgements of either working towards age related, working at age related or working above age related standards. Curricular Targets for reading and writing are agreed each term, based on the outcomes of assessments.

Children undertake a statutory phonics screening test in Year 1. At the end of Year 2 children take tests in reading, grammar, punctuation and spelling. These tests are used to inform teacher assessment. In Year 6 children take tests in reading, grammar, punctuation and spelling.

Formative and summative assessments are used to evaluate progress against school and national targets. Analyse School Performance, Lancashire Tracker and other school data are used as the basis for planning work for the new school year.

## **8. Resources**

There are a range of resources to support the teaching of English across the school. All classrooms have dictionaries, thesauruses and a broad selection of fiction and non-fiction texts. Children have access to the Internet through their classroom computer and iPads.

## **9 Monitoring, evaluation and review**

- 9.1 Monitoring of the standards of the children's work and of the quality of teaching in English is the responsibility of the English subject leader, alongside the senior leadership team. The work of the subject leader also involves supporting colleagues in the teaching of English, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The subject leader meets regularly with the head teacher and gives the governors an annual summary report in which they evaluate the strengths and weaknesses in the subject, indicating areas for further improvement. The leader is given opportunities to review samples of the children's work, involve pupils in discussions about teaching and learning in English and undertake lesson observations of teaching and learning in English across the school.
- 9.2 The quality and effectiveness of the English curriculum will be monitored and evaluated through regular reports to the Governors' Curriculum committee, and a vigorous programmed of whole school self-evaluation. The school will review this policy and assess its implementation and effectiveness whenever changes take place at national, local or school level. The policy will be promoted and implemented throughout the school.

## **St Bernadette's Catholic Primary School - English Policy**

Signed: (English Subject Leader)

... (English Governor)

... (Headteacher) Date: 22/01/2025