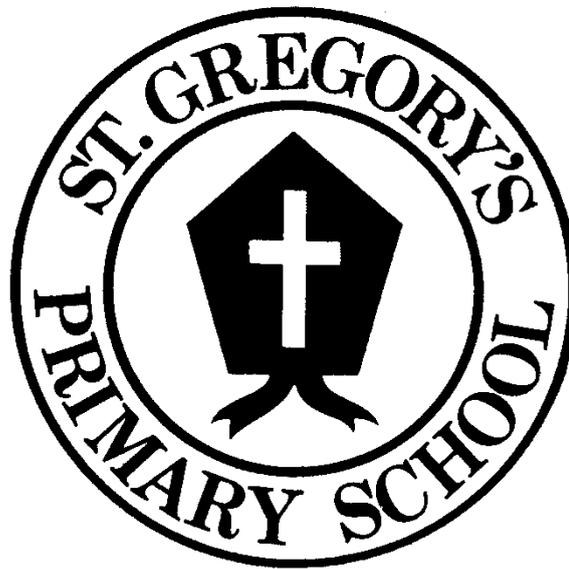


# St Gregory's Catholic Primary School

*"St Gregory's is a happy, caring Catholic community. There are no invisible people, all engage, many shine and everyone is encouraged to reach the stars!"*

## English Policy



All policies should be read alongside the current school policy for Safeguarding

This policy has been impact assessed by the governor responsible for Equalities in order to ensure that it does not have an adverse effect on race, gender or disability equality.

## Aims and objectives

At St. Gregory's Catholic Primary School, we believe that literacy and communication are key life skills. Through the English curriculum, we will help children develop the skills and knowledge that will enable them to communicate effectively and creatively through spoken and written language and equip them with the skills to become lifelong learners. We want children to enjoy and appreciate literature and its rich variety. The study of English is at the heart of all children's learning. It enables children both to communicate with others effectively for a variety of purposes and to examine their own and others' experiences, feelings and ideas, giving these order and meaning. Because English is central to children's intellectual, emotional and social development it has an essential role across the curriculum and helps pupils' learning to be coherent and progressive.

### **The aims of English are:**

- To enable children to be effective, competent communicators and good listeners, taking account of their audience
- Encourage children to express opinions, articulate feelings and formulate responses to a range of texts both fiction and non-fiction using appropriate technical vocabulary;
- foster an interest in words and their meanings, and to develop a growing vocabulary in both spoken and written form. Encouraging children to adapt their speech to a wide range of circumstances and demands;
- to enable children to explore and evaluate their own and others' thoughts, feelings and beliefs, through a range of drama activities;
- to develop confident, independent readers through an appropriate focus on word, sentence and text-level knowledge;
- and engage with and understand a range of text types and genres;
- to help children enjoy writing and recognise its value
- be able to write in a variety of styles and forms showing awareness of audience and purpose;
- Encourage and nurture powers of imagination, inventiveness and critical awareness in all areas of literacy;
- use grammar and punctuation accurately;
- understand spelling conventions;
- to increase the children's ability to use planning, drafting and editing to improve their work.
- produce effective, well-presented written work.

### **Teaching and learning style**

At St Gregory's Catholic Primary School we use a variety of teaching and learning styles in English lessons. Our principal aim is to develop children's knowledge, skills, and understanding of English. English is taught daily through a variety of approaches including; whole class, group work, investigations and individual tasks. Children have the opportunity to experience a wide range of texts and use a range of resources to support their learning. Children use digital literacy in English lessons where it enhances their learning, such as drafting their work and using multimedia to study how words and images are combined to convey meaning. Wherever possible we encourage children to use and apply their learning in other areas of the curriculum. There are children of differing ability in all classes. 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. During lessons, a range of strategies are used to ensure appropriate levelled learning takes place. We use classroom

assistants to support some children and to enable work to be matched to the needs of individuals. However, a few identified children follow their own highly structured literacy program, delivered by trained adults throughout the week.

### **English curriculum planning**

English is a core subject in the Nation Curriculum. We use the National curriculum in England as the basis for implementing the statutory requirements of the programmes of study for English.

We carry out the curriculum planning in English in two phases: a long-term overview across the year and detailed weekly plans. The national curriculum in England details what we must teach across Key Stage 1 and Key Stage 2 – within KS2 it sets out the key objectives in two stages: Years 3 and 4; Years 5 and 6. For guidance on teaching this subject in the Early Years, please see the separate Early Years policy.

Each Year's overview defines what genres they teach to ensure that there is an appropriate balance and distribution of text types across each term and Year group. The English subject leader is responsible for reviewing these plans.

Year groups complete a weekly (short-term) plan for the teaching of English. This lists the specific learning objectives for each lesson and these are shared with the children, they provides details of the content and structure of the lesson. The length of a unit may vary. Teachers plan closely with year group colleagues to ensure consistency of opportunity for all children. Teachers differentiate according to the needs of the pupils and use intervention programmes for targeted support.

English is encouraged and developed across our curriculum and links are made where appropriate.

ICT is used where it enhances, extends and complements English teaching and learning.

Additional adults are used to support the teaching of English. They work under the guidance of the teacher with small groups of children or individuals.

### **Homework:**

Children are set weekly homework in order to strengthen their learning and is often linked to the overall theme in class. The tasks directly link to the current learning or is a revision of earlier learning and is differentiated as required.

### **Handwriting:**

Children are encouraged to write in the fully cursive style as soon as they enter KS2, if they do not already do so. Handwriting practice takes place at least weekly across the school. By the time children are in Year 5 and Year 6 they are expected to write in cursive script for all of their work.

### **Phonics and Spellings:**

Phonics and spellings are taught systematically through dedicated lessons during the week. Each class teacher are aware of the objectives required for their year group and incorporate these into daily SPAG lessons whilst also linking them into English lessons.

Spellings are also taught and discussed as they arise in specific lessons or when identified as a class need. The KS2 statutory list of words (from the new curriculum) that the children should learn has been separated into year group lists. The children are given parts of these lists, weekly, to learn at home and practice at school. In Key Stage One, phonics is assessed through the Phonics Screening Check which is carried out at the end of Year 1.

### **Assessment and recording:**

Assessments are made in line with the school assessment policy. Teachers use effective assessment for learning to ensure planning is based on prior attainment and that pupils know what they need to do to achieve the next steps. Group or individual targets are set accordingly. Daily assessments that teachers make as part of every lesson allows them to adjust their teaching and planning for subsequent lessons. Marking is in line with the school marking and feedback policy.

Writing is assessed using the new Assertive Mentoring system. During the year, reading is assessed using a combination of formative and summative assessments, including data taken from our Accelerated Reader program.

At the end of Year 2 and Year 6, children undertake the relevant, national tests.

Teachers meet regularly (in year groups, whole school and with our partner school) to review pupils' work against the objectives and expectations outlined for each year group. This ensures a consistency of moderated work across the school.

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

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

### **Mathematics**

English contributes significantly to the teaching of mathematics in our school. Children are encouraged to read and interpret problems in order to identify the mathematics involved. They explain and present their work to others during lessons and they communicate clearly through the developing use of precise mathematical language.

### **Digital Literacy**

The use of computing enables children to use and apply their developing skills in English in a variety of ways. Younger children use digital literacy as a source of information and as a way of enabling them to present their completed work effectively. Older children use the Internet when researching a topic and use different software to present their work. Children use the planning and proofing tools available on the computer when checking their draft work. We encourage all children to use digital literacy as a resource for learning, whenever they feel it is appropriate. Guided Reading and spelling and phonic activities are often carried out on iPads and laptops.

### **Spiritual, moral, social and cultural development**

The teaching of English develops skills through which our children can give critical responses to the moral questions raised in a variety of texts and experiences. 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 of differing abilities and backgrounds to work together and gives them the chance to discuss their ideas and results. 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. Older children research and debate topical issues and events. They discuss lifestyle choices and meet visitors who work within the school community. Planned activities within the classroom encourage children to work together and respect each other's views.

## Teaching English to children with special educational needs and disabilities

At St Gregory's Catholic Primary School, we teach English to all children, whatever their ability. English forms part of the school curriculum policy to provide a broad and balanced education to all children.

Teachers provide learning opportunities matched to the needs of children with learning difficulties. All staff provide help with communication and literacy through:

- using texts that children can read and understand;
- using visual and written materials in different formats;
- using digital literacy and other technological aids and taped materials;
- using alternative communication such as communication in print;
- using translators and amanuenses.

## EAL (English as a second language)

EAL learners are given the opportunity to engage in 1:1 or small group sessions with a member of staff who has specific training in this area.

## Resources

There is a range of resources to support the teaching of English across the school. All classrooms have dictionaries and a range of age-appropriate literacy resources. All classrooms have a selection of fiction and non-fiction texts. Children have access to the Internet through their classroom computers and Key Stage laptops and Ipads. Reading areas in classrooms and communal areas contain a range of books to support children's individual research as well as fiction and poetry. Our newly renovated library hosts a wonderful and stimulating environment for the children to share in with a large, new collection of books for all year groups.

## Monitoring and review

The Executive Head teacher, Deputy Head teacher, the English Co-ordinator, Assessment Co-ordinator and teachers, monitor English. The work of the subject leader also involves supporting colleagues in the teaching of English, keeping informed about current developments in the subject, and providing a strategic lead and direction for the subject across the school. The subject leader gives the Executive Head teacher and the Deputy head teacher, an annual summary report which evaluates the strengths and weaknesses in the subject, and indicates areas for further improvement. The leader has regular management time allocated in order to enable them to review and develop English teaching across the school

## Staff Development:

Teachers are expected to keep up to date with subject knowledge and use current materials that are available in school or online.

Training needs are identified as a result of whole school monitoring and evaluation, performance management and through induction programmes.



