

# St Augustine's Catholic Primary School

## ENGLISH POLICY

### MISSION STATEMENT

*As one family working together  
to be the best that we can be,  
we live, love and learn with Jesus.*

The study of English develops children's abilities to listen, speak, read and write for a wide range of purposes. We strive to provide a learning environment, which will enable pupils to develop, within their capabilities, an enthusiasm and enjoyment for English.

### **AIMS**

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 develop confident, independent readers through an appropriate focus on phonic, word, sentence and text knowledge
- to enable children to write with accuracy and meaning in narrative and non-fiction forms

### **OBJECTIVES**

- Each pupil at St Augustine's will participate in the daily English lesson. Through English lessons, children are exposed to a rich variety of quality texts from a wide range of genres. They engage in shared, modelled, guided, paired and individual reading. Children are also expected to read at home for at least 5 - 10 minutes each night and to complete a reading diary.
- Children are encouraged to write in forms and for different purposes. They develop their skills as functional, personal and imaginative writers. Children are encouraged to use the planning, drafting and editing processes to improve their work. Alan Peat sentence types are taught in order to help pupils to write more varied sentences which engage and captivate the reader.
- Regular teaching is employed in the conventions of written language: grammar, punctuation and spelling.
- Daily phonics work is practised during RWI sessions for Foundation/KS1 and selected children in KS2.
- Daily handwriting lessons are taught to promote legible handwriting. At St Augustine's we use the Nelson handwriting styles.
- Pupils are provided with opportunities to communicate with confidence, speak clearly and listen carefully to what others say. This skill can be developed effectively in the plenary session of each lesson using pupil assessment. Active questioning and discussion assist the pupils in developing their thinking and reasoning skills.

## TEACHING AND LEARNING STYLES

At St Augustine's School, we use a variety of teaching and learning styles in English lessons, as recommended by the National Curriculum 2014. Our principal aim is to develop children's knowledge, skills and understanding in English. This is achieved through a daily lesson that has a high proportion of whole-class and group teaching. During these lessons, children experience a whole-class shared reading or writing activity, a whole-class focused word or sentence activity, a guided group or independent activity and a whole-class session to review progress and learning. They have the opportunity to experience a wide range of quality texts and use a range of resources such as dictionaries and thesauri to support their work.

There are children of differing ability in all classes at St Augustine's School. 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. Children are encouraged to participate fully in lessons. Activities may be practical, oral or written.

In line with other curriculum subjects, the learning objective for each lesson is shared with the children.

## CURRICULUM PLANNING

English is a core subject in the National Curriculum. We use the National Curriculum 2014 as the basis for implementing the statutory requirements of the programme of study for English. Planning is undertaken at three levels:

**Long and Medium term planning** is based on the yearly teaching programmes set out in the framework. This is supported by our school English framework booklet. Teachers select main teaching objectives from the term's framework and organise these to ensure coverage of reading objectives (word and comprehension), writing objectives (transcription, composition), handwriting and vocabulary, grammar and spelling within the range of text types.

**Short term planning** is carried out weekly. These plans include the learning objectives for whole class shared work, independent/group work and for extended writing tasks. Related homework activities, to practise or provide extension tasks, should also be recorded.

The medium and short-term plans are stored centrally and monitored regularly by the English Leader. Staff meeting time is designated to moderate reading and writing. The subject leader is made aware of new initiatives through relevant courses and cluster group meetings. Planning is regularly reviewed to ensure that progress is linked to priorities in the School Improvement Plan.

Children of all ages are taught to develop reasoning skills which are applied to all areas of learning.

## **CROSS CURRICULAR CONTRIBUTION**

English is taught mainly as a separate subject but it is important to make links with other areas of the other curriculum and use the planning and teaching methods in their delivery. For specific aspects of English (eg non-fiction types of writing), it is possible to use texts from History, Geography, Science and Religious Education as models and to utilise these to provide frameworks for writing. These areas of the curriculum provide opportunities to produce a variety of writing including reports, recounts, procedures and explanations.

It is also important that pupils are taught in all subjects to express themselves correctly and appropriately in both verbal and written forms and to read accurately and with understanding.

The use of ICT enables children to use and apply their developing skills in English in a variety of ways. Younger children begin by using ICT as a source of information and as a way of enabling them to present their completed work effectively. Older children use the internet to searching for information. They also have many opportunities to use desktop publishing for the design of design newspaper reports and other forms of writing. Children use the planning and proofing tools in a word processor when checking their draft work.

## **FOUNDATION STAGE**

In Reception, English is taught as an integral part of the school's work. The format for the daily RWI lesson is similar to that used in the rest of the school. As the Reception class is part of the Foundation Stage of the National Curriculum, the English aspects of the children's work are related to the objectives set out in the Early Learning Goals which underpin the curriculum planning for children aged three to five. All children are given 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.

## **ENGLISH AS AN ADDITIONAL LANGUAGE**

At St Augustine's we encourage all our children to achieve the highest possible standards. We do this through taking account of each child's life experiences and needs. The majority of our children have particular learning and assessment requirements which are linked to their progress in learning English as an additional language.

When delivering the English curriculum, we ensure we meet the full range of needs of those children who are learning English as an additional language. This is in line with the requirements of the Race Relations Act 1976 and our equal opportunities policy.

The English curriculum can create different language demands which we identify and address. (see EAL policy)

## **SPECIAL EDUCATIONAL NEEDS**

Wherever possible, we aim to fully include SEND pupils in the daily English lesson so that they benefit from the emphasis on the whole class shared work in reading and writing activities and so that they experience the complete range of text types identified in the framework.

Work in English takes into account the targets set for individual children in their Individual Education Plans (IEPs). Class-based support and Integration Assistants help to cater for individual and group needs.

Children are also supported through targeted intervention groups.

## **EQUAL OPPORTUNITIES**

At St Augustine's, we endeavour to maintain an awareness of and to provide for equal opportunities for all our pupils in English. We aim to take into account cultural and religious background, gender and special educational needs both in our teaching methods and attitudes and in the published materials we use with our pupils.

## **ASSESSMENTS**

The purpose of assessment is to inform planning, provide evidence of strengths and weaknesses and facilitate the setting of learning. We are continually assessing against the learning objectives to ensure quality of teaching and learning. We use a variety of formative assessment strategies:

### **SPTO**

Targets related to marking and conferencing activities

Plenary sessions - self/peer assessment

Target and Tracker sheets (completed half-termly)

### **"Assessment Techniques"**

At the end of a unit of work, the teacher makes a summative judgement about the work of each pupil in relation to the National Curriculum level of attainment. Information is passed on to the next teacher at the end of the year.

Summative assessment is carried out in the Summer term when pupils' attainment is measured against school and national standards and these are used alongside teacher assessments to guide group targets for the following year. Children undertake the national tests at the end of Year 2 and Year 6, plus the optional national tests at the end of Years 3, 4 and 5.

## **RESOURCES**

A wide range of resources is available including: quality texts, visual, ICT-based, visitors and external visits.

## **MONITORING/REVIEW/EVALUATION**

Regular assessments are completed by class teachers and recorded in SPTO. These reflect on identified learning objectives. As a result of assessing, group and individual targets can be set. These are subsequently reviewed regularly.

Classroom observations and book trails are carried out by the English Leader following which the subject leader provides individual feedback to members of staff plus an overall review.

Assistance with delivery is given by the English Leader as and when requested by the class teacher.

## **MONITORING AND EVALUATION**

This policy will be reviewed annually by staff and governors or earlier if local or national directives are received.