

English Policy

**Let it be known to all who enter here that
Christ is the reason for this school,
the unseen but ever-present teacher in its classes,
the model for its children, the inspiration for its staff.**

1 Aims

- 1.1** The study of English develops children's ability to listen, speak, read and write for a wide range of purposes, including the communication of their ideas, views and feelings. Children are enabled to express themselves creatively and imaginatively as they become inspired, enthusiastic and critical readers of a range of genres including; stories, poetry and drama, as well as of non-fiction and media texts. Children gain an understanding of how language works by looking at its patterns, structures and origins. Children use their knowledge, skills and understanding in speaking, listening, reading and writing across a range of different situations.
- 1.2** The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:
- read easily, fluently and with good understanding
 - develop the habit of reading widely and often, for both pleasure and information
 - acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
 - appreciate our rich and varied literary heritage
 - write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
 - use discussion in order to learn, they should be able to elaborate and explain clearly their understanding and ideas
 - are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

2 Teaching and learning style

- 2.1** At Sacred Heart School we use a variety of teaching and learning styles in our English lessons. Our principal aim is to develop children's knowledge, skills, and understanding. We do this through daily lessons in which children experience a range of activities and different lesson structures based on the National Curriculum and Chris Quigley Key Skills. We aim to teach vocabulary, grammar and punctuation in context. Whilst there is a high proportion of whole-class and group teaching, the independent, differentiated activities often give an opportunity to talk and collaborate, and so embed and enhance their learning. They have the opportunity to experience a wide range of high-quality texts that are chosen to engage and motivate the current cohort, and to support their work with a variety of resources, including dictionaries, thesauruses, handwriting, phonic and spelling resources. Children are given opportunities to use IT in English lessons where it enhances their learning, as in drafting their work and in

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.

- 2.2** In all classes children have a wide range of abilities, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies including modelling and scaffolding. We use classroom assistants to support and stretch children, and to enable work to be matched to the needs of individuals. Teachers share planning and lesson aims with these additional staff members in advance.
- 2.3** We use the strategy of 'Slow Writing', which gives children a range of sentence types that they can use in their lessons. The sentence types are introduced during a teaching session where their function and punctuation are explained. This allows the children to use a range of grammar, punctuation and vocabulary in their writing, which will enable the children to meet the expectations for their milestone in writing.

3 English curriculum planning

- 3.1** English is a core subject in the National Curriculum. We use Chris Quigley's Essential Skills to deliver the National Curriculum to our children.
- 3.2** We carry out the curriculum planning in English in three phases (long-term, medium-term and short-term). We have a long-term plan so that we can cover a variety of genres and learning opportunities, which encourages progression throughout the school.
- 3.3** Class teachers complete a weekly (short-term) plan for the teaching of English which will, more often than not, be a Smartboard to show the progression and intended teaching for each lesson as opposed to a written plan. This lists the specific learning skills and success criteria (where appropriate) for each lesson, and gives details of the learning that will take place with differentiated activities. The class teachers keep this planning on the shared drive, and subject leaders and SLT monitor this planning.

4 The Foundation Stage

- 4.1** In Foundation Stage, English is taught primarily through the Early Years Foundation Stage curriculum area of Communication, Language and Literacy. We teach English in Nursery/Reception classes as an integral part of the school day. We relate the English aspects of the children's work 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. The children are encouraged to respond to adults and to each other, to listen carefully, and to practise and extend their vocabulary and communication skills. They have the opportunity to explore words and texts, to enjoy them and express individual preferences, to learn about them, and to use them in various situations. We follow the Little Wandle phonics programme, which supports our teaching of phonics. We use the Letter Join handwriting scheme to support the teaching of handwriting.

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, speaking and listening enable them to communicate and express themselves in all areas of their work at school.

5.2 Mathematics

The teaching of English contributes significantly to children's mathematical understanding, in a variety of ways. Children in the Foundation Stage develop their understanding of number, pattern, shape and space by talking about these matters with adults and other children. Children in Key Stage 1 meet stories and rhymes that involve 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 during plenary sessions, and they communicate mathematically through the developing use of precise mathematical language.

5.3 Relationships and Social, Health education (RSHE)

English contributes to the teaching of RSHE by encouraging children to take part in class and group discussions on topical issues. Children also research and debate topical problems and events. They discuss lifestyle choices, and meet and talk with visitors who work within the school community and beyond. Planned activities within the classroom also encourage children to work together and to respect each other's views.

5.4 Spiritual, moral, social and cultural development

The teaching of English develops skills through which our children can offer 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 with texts from a diverse range of cultures. The organisation of our lessons allows children to work together, and gives them the chance to discuss their ideas and results.

6 English and inclusion

6.1 At our school we teach English to all children, whatever their ability and individual needs. English forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our English teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details see separate policies: Special Educational Needs; English as an Additional Language (EAL).

6.2 Children with special educational needs will have an Individual Education Plan. The IEP may include, as appropriate, specific targets relating to English.

6.3 Teachers provide help by using:

- texts that children can more easily read and understand;
- visual and written materials in different formats;
- ICT, other technological aids and taped materials;
- alternative communication, such as signs and symbols;
- coloured overlays or coloured books to help children who have a diagnosis of dyslexia.

7 Assessment for learning

7.1 Teachers assess children as part of every lesson in order to meet the needs of all children. Written or verbal feedback is given to help guide children's progress. All children are encouraged to make judgements about how they can improve their own work. In Key Stage One, targets for the children are displayed in the classroom, which are regularly assessed and reviewed. Children in Key Stage 2 work alongside their class teacher to create appropriate targets, which are also displayed in the classroom.

7.2 Teachers use ongoing assessments, alongside a half termly independent writing piece, to measure progress against the key objectives, and to help them plan for the next unit of work. Chris Quigley's Milestones are used as our assessment system. Children are assessed within their milestone: Years 1 and 2 (Milestone 1), Years 3 and 4 (Milestone 2) and Years 5 and 6 (Milestone 3). Staff also use end of Key Stage expectations as provided in the National Curriculum.

7.3 National Curriculum assessment tests are administered in the Summer Term. All other year groups are assessed using age related expectations. Reading tests will be administered, where required, to assist teacher's assessment.

7.4 The subject leaders keep samples of children's work in a portfolio. This demonstrates what the expected level of achievement is in English in each year of the school. Teachers meet regularly in year group teams, informally, to discuss the work of individuals and sometimes compare it with examples of work from the national exemplification materials. Subject leaders attend the South Ruislip Deanery cluster meetings to moderate across the borough.

8 Resources

8.1 There are a range of resources to support the teaching of English across the school. All classrooms have access to dictionaries and a variety of age-appropriate apparatus. All classrooms have a selection of fiction and non-fiction texts. Children have access to the internet through their classroom computer. Access to the internet is also available in the computer suite and through the use of tablets as well as iPads and laptops. The library contains a range of books to support children's individual research. Each year group also has a selection of 'quality texts', which are added to regularly. Teachers also use a range of multimedia resources in their lessons.

8.2 We use the 'Little Wandle' phonics scheme to teach phonics in Foundation Stage and Year 1. The children begin their reading journey by reading the

Collins reading books during reading practice as well as being allocated this book through the Collins eBook library. The children are also allocated books matched to their phonics ability taken from a range of schemes including ORT, Big Cat Collins and Rising Stars. Once the children are reading with more fluency, they are allocated books from the Big Cat and ORT reading schemes. We carry out 'fluency tests,' as and when required, to aid judgements of when the children are able to move onto the next level of the reading scheme.

9 Monitoring and review

- 9.1** Monitoring of the standards of children's work and the quality of teaching in English is the responsibility of the subject leaders and SLT. The work of the subject leaders also involves supporting colleagues in their teaching, being informed about current developments in the subject, and providing a strategic lead and direction for English in the school. The subject leader gives the headteacher an annual summary evaluating the strengths and weaknesses in the subject, and indicating areas for further improvement. The leader has specially-allocated management time in which to review samples of the children's work and to undertake learning walks of English teaching across the school.
- 9.2** This policy will be reviewed at least every two years.

Approved by the Governing Body

Signed: _____

Date:

Chair of Governors