

OUR LADY & ST EDWARD'S CATHOLIC SCHOOL

ENGLISH POLICY

MISSION STATEMENT

We are inspired by the teachings of Jesus Christ who is at the heart of all that we do.

Working in unity with our families, parish and community, we encourage and support the children to grow in faith and reach their full potential in a happy, caring and loving environment.

AIMS

We aim to develop pupils' abilities within an integrated programme of Speaking & Listening, Reading & Writing. Pupils will be given opportunities to interrelate the requirements of English within a broad and balanced approach to the teaching of English across the curriculum, with opportunities to consolidate and reinforce taught literacy skills.

By the age of 11 we aim for our children to be able to:

- read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct.
- have an interest in books and read for enjoyment
- have an interest in words, their meanings; developing a growing vocabulary in spoken and written forms.
- understand a range of text types and genres – be able to write in a variety of styles and forms appropriate to the situation.
- be developing the powers of imagination, inventiveness and critical awareness.
- have a suitable technical vocabulary to articulate their responses.

STATUTORY REQUIREMENTS

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Document 2014, as well as in the Communication & Language and Literacy section of the Early Years Foundation Stage Curriculum.

In the Foundation Stage (Reception) children should be given opportunities to:

- speak and listen and represent ideas in their activities;
- use communication, language and literacy in every part of the curriculum;
- become immersed in an environment rich in print and possibilities for communication.

At Key Stage One (Years 1 and 2), children should learn to speak confidently and listen to what others have to say. They should begin to read and write independently and with enthusiasm. They should use language to explore their own experiences and imaginary worlds.

At Key Stage Two (Years 3-6), children should learn to change the way they speak and write to suit different situations, purposes and audiences. They should read a range of texts and respond to different layers of meaning in them. They should explore the use of language in literary and non-literary texts and learn how the structure of language works.

THE GOVERNING BODY

Termly reports are made to the governors on the progress of English provision and to our English Governor.

PLANNING

Teachers plan units of work on a half termly or termly basis, based on the National Curriculum 2014. Each term, teachers prepare a detailed Medium Term plan and then these plans are broken down into weekly plans. Progress through the Early Years Learning Outcomes is monitored carefully to ensure continuity and progression from the Early Years Foundation Stage Curriculum to the National Curriculum. Pupil provision is related to age - appropriate objectives.

APPROACHES TO SPEAKING AND LISTENING

Children are encouraged to develop effective communication skills in readiness for later life. Pupils are taught to develop their competence in spoken language and listening to enhance the effectiveness with which they are able to communicate across a range of contexts and to a range of audiences. They are taught to understand how to take turns and when and how to participate constructively in conversations and debates. Attention is also paid to increasing our pupils' vocabulary, ranging from describing their immediate world and feelings to developing a broader, deeper and richer vocabulary to discuss abstract concepts and a wider range of topics.

In addition to opportunities in class, across the curriculum, pupils are given varied opportunities in speaking and listening during assemblies, school and class worship, drama productions, as well as School Council Meetings and other public school events.

On a regular basis teachers read aloud to pupils from a story book, biography or class novel in order to develop listening skills and to facilitate a love of reading and literature.

APPROACHES TO READING

Reading is at the heart of many learning experiences at our school. It is our aim to nurture young readers who are able to read independently with confidence, fluency and understanding. We strive to encourage our children to have an interest in books and to read for enjoyment for example, children in Year 6 are given the opportunity to take part in Lancashire Library's 'Fantastic Book Awards' where our pupils can read new, high quality works of fiction to review.

Reading Scheme and Home Readers

Our core-reading scheme is Oxford Reading Tree ,both fiction and non-fiction, as well as a range of "real books". All pupils have a home reader which parents are encouraged to share with their child on a regular basis, at least three times a week in KS1 and in KS2, five times, until the child is proficient at reading independently. Even when a child reaches independent fluency it is helpful to provide opportunities to read aloud at home to continue to develop vocabulary, comprehension, expression and a love of reading.

Pupils have a reading/homework diary in which comments can be recorded and this acts as a useful means of communication between teacher and parent.

Children are heard read in school, on a one to one basis, at least twice a week, more frequently where they need extra support. Thereafter they will be heard read on a one to one basis, occasionally. Teaching Assistants and parent helpers work alongside class teachers in hearing children read on a one to one basis.

Children progress through Oxford Reading until level 20. They are then expected to begin 'Free Readers'.

Phonics

A daily phonics programme begins in the Reception class when sounds are linked to letters using 'Letters and Sounds' supplemented by 'Read, Write Inc' and 'Floppy's Phonics' By the end of

Reception each child is expected to have achieved Phase 3; by the end of Year 1 each child is expected to have achieved Phase 5; by the end of Year 2 each child is expected to have achieved Phase 6. Phonics sessions are interactive and fun! Progress is monitored throughout the Infant department on a class record sheet. At the end of Year 1 all children undertake a statutory phonics test to measure whether they have reached the expected standard. Those who do not reach the required standards in Year 1 are tested again at the end of Year 2. Where children are not fully confident with all the phonic skills daily phonics work continues in KS2 until children are secure in their knowledge of all the skills covered in the programme.

Shared Reading

Shared reading, with the whole class, takes place at least once a week. Teachers use these sessions to model and to teach good reading, to develop a deeper understanding of a range of texts, to extend vocabulary, to teach grammar and punctuation and to facilitate writing activities.

Guided reading

Guided reading, in small ability based groups of pupils, takes place at least once a week, to teach specific reading skills, using a range of texts including fiction, non-fiction, play-scripts and poetry. Guided reading sessions may be carried out by the classroom teacher or by a classroom assistant. In Key Stage 1 books from A&C Black's The Rigby Star Scheme are used primarily, supplemented by books from other schemes and some storybooks. In Key Stage 2 a variety of texts are used, but mainly A&C Black's White Wolves series.

Independent reading

Throughout the school children are given time for independent reading, on a daily basis with pupils reading widely across the curriculum. In the Foundation Stage and Key Stage 1 this involves the opportunity to look at picture story and non-fiction books and interpret or read them at the child's own level. In Key Stage 2 children have a daily silent reading time during which they will be reading a wide range of books, some drawn from our school library and others brought from home or the local library.

School Library – Key Stage 1 & Key Stage 2

Children are given the opportunity to read fiction and non-fiction books from our library, assisted by teaching assistants or parent helpers or individually. These books may be kept in school for use in class as silent readers or taken home.

APPROACHES TO WRITING

Phonics and spelling

In the Early Years phonics and spelling go hand in hand, as children use the phoneme-grapheme patterns they have learnt to build words. In addition children gradually build up their spelling vocabulary of irregular frequently used words, drawn from lists in the Letters and Sounds document. From Year 1 onwards children take home a weekly list of spellings to learn, linked to the phonic programme or National Curriculum, where appropriate. Children are grouped according to ability for spelling and progress monitored closely. In Year 2 spelling lists are drawn from the letters and sounds phases and the English Curriculum. In Key Stage 2 word lists and spelling patterns are followed, for each appropriate year groups from the National Curriculum.

Emergent writing

Emergent writing is facilitated and encouraged in the Reception Class and Year 1 through creative and structured play and through teaching activities. Children are encouraged to experiment and to play write, using their developing phonic knowledge. As their phonic ability develops, children

gradually use more conventional spelling patterns in their work. By the end of Year 2 most children are able to write with confidence independently, spelling a range of regular and irregular words correctly and making recognisable phonic attempts at more difficult words.

Modelled and Shared Writing

We provide a range of structured opportunities for children to develop their independent writing skills.

Teachers use modelled and shared writing lessons, on a regular basis, to model good writing practice, to the whole class (or to a group, particularly in the Early Years).

Core sentence writing skills, which include, **sentence openers, conjunctions and punctuation**, have been identified for each year group according to the National Curriculum and additional resources such as KLIPs and LAPs. These core skills provide a supportive framework for the teaching and learning of writing in our school. They are taught systematically and reinforced throughout each year group through regular modelled and shared writing sessions, and across the curriculum.

Guided Writing

Where the teacher feels it appropriate, small groups of children may be given extra support in the form of guided writing sessions.

Extended writing

Children are provided with opportunities to apply their writing skills in extended writing sessions, at least once every two weeks.

Handwriting

Handwriting is taught weekly using the Cambridge Penpals handwriting scheme as a basis. A cursive style is introduced from Foundation Stage onwards.

Story telling into writing

Pie Corbett resources are used throughout Reception and Years 1 and 2. The children are taught a selection of stories each year with story telling actions. This has proved to be a powerful way of internalising language patterns and the children are then able to use the vocabulary in their own writing.

CROSS-CURRICULAR ENGLISH OPPORTUNITIES

Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum.

THE USE OF ICT

Opportunities to use ICT to support teaching and learning in English will be planned for and used as appropriate.

ASSESSMENT AND TARGET SETTING

Pupils' work is assessed against age related KLIPs documents continuously as part of daily teaching and is also assessed formally each term. Targets are set using the KLIPs document in consultation with pupils and monitored closely.

INCLUSION

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities.

Early identification of individuals, or groups of pupils, who are under-achieving in relation to speaking and listening, reading, writing or handwriting is a priority, so that steps can be taken to improve their attainment, through intervention programmes on a one to one basis or on a group basis, in consultation with the Special Needs Co-ordinator. Where necessary, external advice and support will be sought from a Speech Therapist or Specialist Teacher.

Gifted children will be identified and suitable learning challenges provided.

EQUAL OPPORTUNITIES

All children are provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

PARENTAL INVOLVEMENT

Parents are encouraged to support their child's development in English by hearing them read on a regular basis and by supporting them with homework tasks. At the start of each year parents are invited to an Induction Evening, led by their child's class teacher, during which the teacher outlines the skills which will be taught, expectations in terms of homework and how parents can best support their child.

Parents are also encouraged to work alongside teachers as voluntary helpers, which not only supports teaching, but also develops their own skills to support their child.

February 2018

Sentence Starters

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| Reception | The ... My ... I ... |
| Year 1 | First ... Then ... Next ... So ... Last ... But ... Suddenly ... Once ... Soon ... At last ... If ... Another time ... Because ... After ... |
| Year 2 | Often ... After a while ... Following this ... Afterwards ... Before ... Eventually ... Sometimes ... Finally |
| Year 3/4 | At the heart of, ... In the blink of an eye, ... "....." he said. I shrieked, "....." The door groaned and creaked, <i>creaked and groaned</i> . Slowly, ... Faster than a rocket, ... Without delay, ... On Mr Mann's there was : a picture of Barry Manilow, ... Like a statue, ... As quick as a flash, ... |
| Year 5/6 | Peering out to sea, ... Puzzled, ... As, ... While, ... The night, a dark blanket, ... Fliss opened the gate. <i>It creaked. He ran, vaulted the hedge and fell.</i> The raft, <i>which was very old</i> , floated. The raft, <i>swirling around</i> , floated. |

Punctuation

| | |
|-----------|-----------------------|
| Reception | . |
| Year 1 | . ? |
| Year 2 | . ? , ! |
| Year 3/4 | . ' , ... ? ! " " |
| Year 5/6 | " " ; , ... () ? . ! |

Conjunctions

| | |
|-----------|---|
| Reception | and |
| Year 1 | but so then because when |
| Year 2 | if after while as well as although however also besides even though never the less |
| Year 3/4 | in addition to contrary to despite so as to |
| Year 5/6 | Use complex sentence structures appropriately. Vary sentence length and word order to keep your reader interested. |