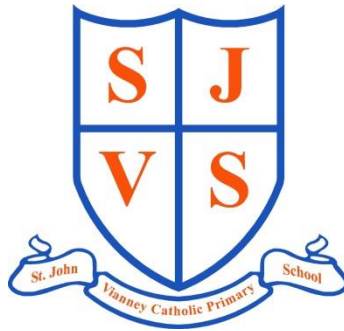


St John Vianney Catholic Primary School



English Policy

Update: April 2020

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Statement of intent

Through a high quality English curriculum, we intend for our pupils to:

- Develop a love of reading, writing and language.
- Communicate effectively, developing strong discussion and listening skills.
- Access to, and appreciation of, vocabulary rich texts to nurture their imaginations.
- Be able to retrieve, infer and deduce with growing confidence with age-appropriate texts.
- Confidently communicate their knowledge, ideas and emotions through their writing.
- Write clearly, accurately and coherently, adapting language and style for a range of genres.
- Identify their own areas for improvement in their written work, editing their work effectively during and after the writing process.
- Take pride in the presentation and standard of their written work.

Signed by:

_____ Head Teacher

Date: _____

Margaret Davies (Chair of governors)

Date: 4th May 2020

Review date: April 2021

Legal Framework

This policy has been created with regards to the following statutory guidance:

- DfE (2013) 'English programmes of study: key stages 1 and 2'
- DfE (2017) 'Statutory framework for the early years foundation stage'

Roles and Responsibilities

The head teacher is responsible for:

- Appointing an appropriate subject leader.
- Liaising with the subject leader on action planning and setting targets for school development and for allocating the necessary resources.
- Ensuring that timescales are met and data is recorded and shared with school governors.

The subject leader is responsible for:

- Encouraging staff to provide effective learning opportunities for pupils.
- Providing a clear progression of skills for teachers to follow.
- Help to expand on colleagues' areas of expertise in English.
- Organising the deployment of resources and carrying out an annual audit of all related resources.
- Liaising with teachers across all phases.
- Communicating developments in the subject to all teaching staff and the senior leadership team (SLT), as appropriate.
- Leading staff meetings and providing staff members with the appropriate training.

- Organising, providing and monitoring CPD opportunities regarding English skills.
- Ensuring common standards are met for recording and assessing pupils' performance.
- Advising on the contribution of English in other curriculum areas, including cross-curricular and extra-curricular activities.
- Collating assessment data and setting new priorities for the development of English in subsequent years.
- Providing termly governor reports which reflect pupils performance and key areas to improve on.

The classroom teachers are responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' English skills, with due regard to the National Curriculum.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the National Curriculum.
- Liaising with the subject leader about key topics, resources and support for individual pupils.
- Monitoring the progress of pupils in their class and reporting this on a termly basis.
- Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the SLT.
- Undertaking any training that is necessary in order to effectively teach English.

The special educational needs coordinator (SENCO) is responsible for:

- Liaising with the subject leader in order to implement and develop specialist English-based learning throughout the school.
- Organising and providing training for staff regarding the English curriculum for pupils with special educational needs and disabilities (SEND).

- Advising staff on how best to support pupils' needs.
- Advising staff on the inclusion of English objectives in pupils' individual educational plans.
- Advising staff on the use of teaching assistant (TAs) in order to meet pupils' needs.

The pupil is responsible for:

- Ensuring they complete work on time and to the best of their ability.
- Ensuring they behave in accordance with the school behaviour policy.

Early Years Foundation Stage (EYFS)

All pupils within the EYFS are taught to develop their English skills as an integral part of the topic work covered during the academic year.

All English objectives are underpinned by the areas of learning and development that are required to shape educational programmes in early years settings.

In accordance with the English area of the early learning goals outlined in the 'Statutory framework for the early years foundation stage' (2017), pupils will be taught to:

- Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.
- Answer 'how' and 'why' questions about their experiences and in response to stories or events.
- Use past, present and future forms accurately when talking about events that have happened or are to happen in the future.
- Develop their own narratives and explanations by connecting ideas or events.
- Be confident with speaking in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.

- Work as part of a group or class, and understand and follow the rules.
- Read and understand simple sentences.
- Use phonic knowledge to decode regular words and read them aloud accurately.
- Read some common irregular words.
- Demonstrate understanding when talking with others about what they have read.
- Use their phonic knowledge to write words in ways which match their spoken sounds.
- Write some irregular common words.
- Write simple sentences which can be read by themselves and others.
- Spell some words correctly and others are phonetically plausible.
- Use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.

Teaching and Learning

The English curriculum is delivered daily across KS1 and KS2. Children have four writing lessons and two reading lessons a week.

Foundation Stage and KS1 access daily phonics lessons in differentiated groups matched to their ability.

Grammatical errors are corrected on written work by classroom teachers, and discussed orally with pupils where necessary.

Classroom teachers will use high-quality resources which effectively model English skills and demonstrate good practice.

Pupils will be encouraged, by their classroom teachers, to share their ideas with their peers and with the whole class before beginning their written work.

Pupils will be given sufficient time to discuss, plan and edit their work.

In regards to handwriting, writing frames and scaffolds will be provided for pupils who are less confident, in order to develop their handwriting skills. ICT platforms will be provided, where possible, for those children where fine motor control is a barrier to learning.

To broaden pupils' vocabulary and improve understanding, the following teaching methods will be implemented by classroom teachers:

- Spelling lists and key words to take home and practise weekly.
- Using displays of key words linked to topics and subjects.
- Providing vocabulary trees where children can access Tier 2 vocabulary.
- Practising using the correct vocabulary orally.
- Dedicating lessons focussed on word patterns and choices.
- Encouraging the use of dictionaries and thesauruses.
- Reading a variety of examples of texts to explore new vocabulary.
- Providing one-to-one support, where necessary.

Classroom teachers will encourage the development of speaking and listening through activities within each English lesson.

Speaking and listening will be commented on where appropriate in pupils' books, with positive work/progress rewarded using the track it light reward system.

Systems such as 'collaborative group work' structures are to be used to ensure active participation in group and class discussions. Evidence of this will be recorded in children's books.

Pupils will be provided with checklists to self-assess their work and the work of peers, so they can share ideas and evaluate work effectively.

Pupils will be encouraged to peer mark their partner's work, giving positive feedback and ways in which the work can be improved.

The classroom teacher, in collaboration with the subject leader, will ensure that every pupil's needs are met by:

- Setting tasks which can have a variety of responses.
- Providing resources of differing complexity, according to the ability of the pupils.
- Utilising TAs to ensure that all pupils are satisfactorily supported.

Planning

Planning of the English curriculum is focussed on five core areas:

- Teaching pupils to read easily, fluently and with good understanding using the RWI scheme.
- Developing the habit of reading widely and often, for both pleasure and information, which in turn will develop an appreciation for our literary heritage.
- Acquiring a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- Pupils will write clearly, accurately and coherently, adapting language and style in and for a range of contexts, purposes and audiences.
- Ensuring pupils feel confident with discussion; pupils should be able to elaborate and explain clearly their understanding and ideas, in order to learn.

The school creates long-term, medium-term, and short-term plans for delivery of the English Curriculum – these are as follows:

Long-term: includes the genres taught in each term during the key stage.

Medium-term: includes the details of work taught during each genre.

Short-term: includes the details of work taught during each lesson.

The subject leader is responsible for reviewing and updating long-term plans, and communicating those to teachers.

Teachers are responsible for reviewing and updating short-term and medium term plans, building on the long-term plans, taking into account pupils' needs and identifying the methods in which genres and skills could be taught.

All relevant staff members are briefed on the school's planning procedures as part of their staff training.

In the school, English is taught both as a singular lesson and as part of cross-curricular themes where appropriate.

Teachers will use the key learning content in the DfE's statutory guidance 'English programmes of study: key stages 1 and 2', published in 2013.

Lesson plans will demonstrate a balance of interactive and independent elements used in teaching, ensuring that all pupils engage with their learning.

There will be a clear focus on direct, instructional teaching and interactive oral work with the whole class and targeted groups.

Long-term planning will be used to outline the genres to be taught within each year group.

Medium-term planning will be used to outline the vocabulary and skills that will be taught in each unit of work.

Medium-term plans will identify genres, main learning opportunities and differentiation between units of work. Examples of these will be provided for the subject leader.

Short-term planning will be used flexibly to reflect the objectives of the lesson, the success criteria and the aims of the next lesson.

RWI is used within Foundation Stage and KS1 for phonics and spelling, these are skills are taught discretely. Within KS2, spelling is taught following the RWI spelling programme.

All English activities are built so that they build upon a pupil's prior knowledge. All pupils of all abilities are provided with the opportunity to develop their skills, knowledge and confidence, ensuring progression through increasing class challenges.

All lessons will have clear learning objectives, which are shared and reviewed with pupils.

Homework

Teachers will plan homework that will take a variety of formats, including reading, writing, speaking, and comprehension tasks, which will ensure positive learning for pupils through different teaching techniques.

Homework will be set on a weekly basis and will follow and build upon the week's lesson objectives.

Homework will be varied according to the different abilities of pupil - this includes difficulty and the time required to complete work.

Homework will focus on numerous aspects of English, for example, handwriting practice, reading, expanding vocabulary, reading tasks etc.

English homework is distributed to pupils as follows:

Year group	Reading	English
Foundation Stage	1 phonetically decodable book a week. (Once children are ready.)	1 piece
Year 1	1 phonetically decodable book a week, one for fluency and a library book to encourage reading for pleasure.	1-2 pieces
Year 2	1 phonetically decodable book a week, one for fluency and a library book to encourage reading for pleasure.	2-3 pieces
Year 3	1 book banded book and a library book to encourage reading for pleasure.	2 -3 pieces
Year 4	1 book banded book and a library book to encourage reading for pleasure.	2-3 pieces
Year 5	1 book banded book and a library book to encourage reading for pleasure.	3-4 pieces
Year 6	1 book banded book and a library book to encourage reading for pleasure.	3-4 pieces

Pupils will be set weekly homework to practise reading, to enable them to complete their set reading tasks and/or reading comprehensions.

Spelling homework is set weekly, ready for a weekly spelling test. Results will be sent home for parents to see their child's progress.

Writing tasks; including story writing, handwriting practise, and writing to improve stamina etc., will be set weekly.

Assessment and reporting

Pupils will be assessed and their progression recorded in line with the school's Assessment Policy.

An EYFS Profile will be completed for each pupil in the final term of the year in which they reach age five.

The progress and development of pupils within the EYFS is assessed against the early learning goals outlined in the 'Statutory framework for the early years foundation stage'.

Throughout the year, teachers will plan on-going creative assessment opportunities in order to gauge whether pupils have achieved the key learning objectives.

Assessments will be undertaken in various forms, including the following:

- Talking to pupils and asking questions.
- Discussing pupils' work with them.
- Marking work against the learning objectives on 'O' track.
- Pupils' self-evaluation of their work and their peers' work.
- Classroom tests and formal exams.

Teachers attend termly meetings to discuss the progress of pupils, and regularly monitor the progress of pupils during lessons.

Formative assessment, which is carried out informally throughout the year, enables teachers to identify pupils' understanding of subjects and inform their immediate lesson planning.

In terms of summative assessments, the result of end-of-year assessments will be passed to the relevant members of staff, such as pupils' future teachers, in order to demonstrate where pupils are at a given point.

Summative assessments are also used at the end of each term. Teachers will make a judgement about the work of each pupil in relation to the national curriculum - the assessment information is recorded on 'O' track.

Standardised tests will be used at the end of each term, to measure each pupil's attainment in reading. These results will be compared with an 'average' for all pupils of that age.

Parents will be provided with a written report about their child's progress during the summer term every year. These will include information on pupils' attitudes towards English and their progress. An opportunity will be provided for parents to discuss this report with the relevant teachers.

Verbal reports will be provided at parent-teacher meeting during the autumn and spring terms. During this time, parents will be provided with ways in which they can support their child's learning.

The progress of pupils with SEND will be monitored by the SENCO.

Cross-curricular links

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.

ICT

ICT will be used to aid and support teaching and learning wherever possible. This may be in the classroom, with ipads or in the ICT suite. Children will actively engage in developing their English skills through their own use of ICT.

Equal opportunities

All pupils will have equal access to the English curriculum.

Gender, learning ability, physical ability, ethnicity, linguistic ability and/or cultural circumstances will not impede pupils from accessing English lessons.

If English is an additional language (EAL), a TA will be available to the pupil to provide extra help where needed. Additionally, outside support can be offered to the pupil.

Where it is inappropriate for a pupil to participate in a lesson due to reasons related to any of the factors outlined above, the lesson will be adapted to meet the pupil's needs and alternative arrangements involving extra support will be provided where necessary.

Cultural and gender differences are positively reflected in lessons and teaching materials used.

Monitoring and review

This policy will be reviewed annually by the English Subject Leader.

The subject leader will monitor teaching and learning in English at St John Vianney, ensuring that the content of the national curriculum is covered across all phases of pupils' education.

Margaret Davis (English Governor) will oversee the teaching of English, and will meet regularly with the Mrs Murray to review progress.

Any changes made to this policy will be communicated to all teaching staff.