

St Ippolyts C.E. Primary School



English Policy

March 2017

English Policy

At St Ippolyts School, we aim to develop pupils' abilities within an integrated programme of Speaking & Listening, Reading & Writing. Pupils will be given opportunities to develop their use, knowledge and understanding of spoken and written English within a broad and balanced curriculum, with opportunities to consolidate and reinforce taught literacy skills.

STATUTORY REQUIREMENTS

Statutory requirements for the teaching and learning of English are laid out in the new National Curriculum in England: English Programmes of Study – Key Stages 1 and 2 (2013) and in the Communication and Language and Literacy sections of the Statutory Framework for the Early Years Foundation Stage (2012).

In the Foundation Stage (Reception) children are 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 opportunities to communicate.

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

At Key Stage 2 (Years 3-6) children learn to change the way they speak and write to suit different situations, purposes and audiences. They read a range of fiction, non-fiction and poetic texts and respond to different layers of meaning in them. They explore the use of language in literary and non-literary texts and learn how the structure of language works (using grammatical terminology).

The Governing Body receive regular reports on the progress of English provision and often visit classes to keep abreast of classroom practice.

PHONICS

In Reception children have daily discrete phonics lessons. Children have opportunities to develop their communication, language and literacy skills on a daily basis in both adult led and child initiated activities.

In Key Stage 1 daily discrete phonics lessons continue and are taught in ability groups, while children have daily mixed ability Literacy lessons with an emphasis on real texts. Children take part in both guided and individual reading sessions and have regular story times to develop a love of reading. Literacy skills are developed across the curriculum. Provision is made for children who require extra support through intervention programmes, differentiated

class teaching and targeted teaching groups in Literacy and reading comprehension sessions.

In Key Stage 2 children have daily Literacy lessons. Spelling and grammar skills are initially taught discretely before being embedded within literacy lessons. Additional Literacy sessions include guided reading, spelling, grammar, handwriting (refer to Handwriting Policy) and daily reading aloud of a class novel. Literacy skills are developed across the curriculum. Provision is made for children who require extra support through targeted teaching; intervention programmes and differentiated class teaching.

SPEAKING AND LISTENING

At St Ippolyts, we recognise the importance of spoken language in pupils' development across the whole curriculum - spoken language underpins the development of reading and writing. Children are encouraged to develop effective communication skills in readiness for later life. Opportunities to develop these skills include, the opportunity to join and contribute towards our school council, debating, show and tell opportunities, class assemblies, talk partners, drama, whole school drama productions and many more.

READING

Reading should be a pleasurable experience for all children. The teaching of reading skills is an integral part of every lesson in school and children develop their reading ability in a wide range of contexts through all curriculum areas. Adults in school will develop children's reading skills through 'Guided Group Reading' sessions and in KS1, children also have the opportunity to read 1-1 with an adult at least once a week. As the children move through the school, opportunities to read independently for a sustained period of time are afforded to them. A range of reading schemes are used to support early readers as well as book banded non-fiction books used for guided reading. Teaching assistants support reading activities to ensure that children have more frequent opportunities to read with adults.

Many exciting and rewarding activities are arranged in school to promote the pleasure and knowledge that can be gained from books, i.e. 'Book Week'. Book Weeks include visits by published authors, skilled story tellers from many cultures, performances by professional theatre groups, making books, using drama, dance and music to illustrate texts. Children also have frequent opportunities to visit our school library, where they can borrow school texts for pleasure.

WRITING

At St Ippolyts, we aim to develop the children's ability to produce well structured, detailed writing in which the meaning is made clear and which engages the interest of the reader.

Attention is paid throughout the school to the formal structures of English, grammatical detail, punctuation and spelling.

Writing is taught on a daily basis in all classes and children are given frequent opportunities in school to write in different contexts using quality texts as a model and for a variety of purposes and audiences. Guided writing sessions are used to target specific needs of both groups and individuals and all children are given regular opportunities for extended writing; in KS1, the children take part in a 'Big Write' at the end of each writing unit to do this. Interactive technology is used on a daily basis to enhance the teaching of literacy.

Writing is assessed regularly against the HFL assessment models (see assessment policy for more).

GRAMMAR AND SPELLING

The teaching of Grammar and Spelling is in line with the requirements of The National Curriculum (2014). Grammar skills are closely embedded within Literacy lessons and parents have had the opportunity to attend a GPS evening, to better understand the requirements of the new curriculum expectations.

Spelling skills are also deeply embedded in Literacy lessons so as strategies and rules can be taught in the context of writing. Children from KS1 upwards take home differentiated spellings each week to be tested on a weekly basis according to our school scheme, which closely fits the expectations of the national curriculum spelling guidance.

ASSESSMENT AND TARGET SETTING

Work will be assessed in line with the Assessment Policy.

EQUAL OPPORTUNITIES

St Ippolyts has high expectations for every child, whatever their background or circumstances. Children learn and thrive when they are healthy, safe and engaged. In order to engage all children, cultural diversity, home languages, gender and religious beliefs are all celebrated. Our curriculum includes a wide range of texts and other resources which represent the diversity and backgrounds of all our children. We believe in 'valuing what the child brings to school' and recognise the importance of supporting a child's first language, not only to foster self-esteem, but to assist in the learning of English.

ROLE OF SUBJECT LEADER

The Subject Leader is responsible for improving the standards of teaching and learning in Literacy through:

- Monitoring and evaluating Literacy (- pupil progress - marking and planning - curriculum coverage - provision of Literacy and the quality of the Learning Environment)
- Monitoring policy development,
- Attending courses and relaying developments and new initiatives to staff to support CPD,

- Purchasing and organising resources,
- Keeping up to date with recent Literacy developments.

PARENTAL INVOLVEMENT

We aim to involve parents directly in the life of the school, and thus in the development of children's skills, knowledge and understanding in English. Parents are involved in hearing children read, and are encouraged to discuss books with them.

There are opportunities each term when parents can discuss their children's progress with their teacher. Termly curriculum leaflets provide information about the English curriculum and how parents can support their children. They also emphasise the importance of reading. Parents are encouraged to read both with and to their children at home in order to promote reading and to make relevant comments in their child's reading records. SATs results are published in accordance with Government legislation.