

St Peter's Catholic Primary School

English Policy

Mission Statement

Through loving God, everyone at St Peter's school is committed to creating a happy, loving and secure environment for learning, which has Christ at the heart of its community, where everyone is valued, included and shows respect for each other.

Reviewed and Amended May 2010.

Aims/Rational:

At St Peter's school we aim to develop in our pupils the ability to communicate effectively in speech and writing and to listen with understanding. We aim to make them enthusiastic, fluent and responsive readers who can learn within a literate environment and gain pleasure from the written word.

Objectives:

To develop our pupils as speakers and listeners we:

- give them opportunities to express their ideas to a range of audiences;
- give them opportunities to take part in group discussion and drama activities;
- encourage them to listen and respond appropriately to others;
- help them to understand the need to adapt their speech to different situations;
- give them opportunities to evaluate and reflect on their own speech;
- encourage them to use the vocabulary and grammar of standard English whenever appropriate.

To develop our pupils as readers we:

- teach them to read accurately and fluently using a range of strategies;
- help them to understand and respond, verbally and in the written form, to what they read using inference and deduction where appropriate;
- encourage them to read a wide range of fiction and non-fiction books;
- encourage them to read independently and with enjoyment;
- teach them how to seek information and learn from the written word.

To develop our pupils as writers we:

- teach them to write effectively for a range of purposes and a range of readers, adapting their vocabulary and style as appropriate;
- encourage them to write with interest, commitment and enjoyment;
- show them how to write in a variety of forms such as stories, poems, reports and letters;
- show them how to evaluate and improve their own writing;
- to understand basic grammar and sentence structure
- show them how to use punctuation to make meaning clear to their reader;
- give them the knowledge and the strategies to become confident and accurate spellers
- teach them a fluent and legible style of handwriting, promoting an understanding of how to present work appropriately.

To add to our pupils' knowledge about the English Language we:

- make them aware of the way our language varies and in this context explain the importance of standard English;
- draw their attention to features of standard English grammar which differ from local speech;
- introduce them systematically to the conventions of spelling and punctuation;
- encourage them to extend their vocabulary
- explain in simple terms some basic features of English grammar.

I.C.T

Children are shown how information technology can be applied in their English work and will be given opportunities to explore these possibilities.

The separate skills of English are best developed through work, which integrates and links these skills and where possible we link English across other areas of the curriculum. We seek to provide activities, which are interesting and motivating, and

lead to worthwhile outcomes. Such activities provide the best context for increasing children's knowledge about the English language. It is also necessary to focus separately on aspects of knowledge about the language at times so that children learn what they need to know in a systematic way.

Planning and Organisation

Long-term planning

English in the National Curriculum is delivered through the *National Literacy Strategy Framework for Teaching*, which is a detailed and progressive set of objectives for teaching reading and writing and is aligned with the Early Learning Goals and the National Curriculum Programmes of Study. KS1 uses *Read Write Incorporated (RWI)* to skill the children in reading and writing. Once a pupil attains 2a in reading they follow the National Literacy Strategy.

Medium-term planning

These are for half a term and are taken directly from the scheme of work, the renewed framework and the Literacy Strategy. We have adopted and adapted, where appropriate, published unit plans (Lancashire Literacy Site).

Short-term planning

These provide the objectives, outcomes and success criteria which are to be taught. The short term plans include cross-curricular and ICT. They include differentiation and support.

English is taught daily. They are taught in groups according to ability and progress is measured half termly and groups are rearranged. Pupils in KS2 have one guided reading session per week.

Spelling

Spelling is taught throughout foundation and KS1 within the RWI programme, however there is emphasis on high frequency words. At KS2 the RWI programme for spelling is used four times weekly. Pupils work in ability groups. Spellings include high frequency words.

Handwriting

See Appendix 1.

Assessment

We make clear to children the qualities we are looking for in their work. Children are given opportunities to evaluate and reflect on their own work in order that they may develop their own sense of quality. Teachers give clear feedback to children so they know where they have succeeded and what they need to do to improve further. Using Assessment for Learning strategies: Success criteria and individual targets. Each teacher keeps their own record of progress in reading and writing. Evidence of progress in writing is provided by a portfolio containing pieces of written work which have been assessed and levelled during regular agreement trials with staff. At the end of each term we assess pupils' progress towards the level expected at the end of the year and Key Stage and set new learning targets as appropriate.

Each teacher uses the standard reading targets to assess and record progress in reading. Each teacher uses the Criterion Scale to assess an individual piece of writing and measure progress ready for the setting of new individual targets. Records of individual targets are kept for reading and writing.

See FEEDBACK and MARKING POLICY

Special Needs

I.E.Ps are set to address areas of development. Pupils who are underachieving are given intervention. (See Resources) During lessons objectives are differentiated to meet the individual needs of all our pupils.

Equal Opportunity

It is the responsibility of all teachers to ensure that all pupils irrespective of gender, ability including gifted pupils, ethnicity and social circumstances have access to the curriculum and the progress expected from them.

Homework

Homework is used throughout school to support literacy in the classroom through tasks such as:

- reading with parents and responding to a text
- spelling activities
- comprehension exercises
- research activities
- specific word and sentence level activities
- pieces of written work

Role of the English Subject Leader

- Take the lead in policy development and the production of schemes of work designed to ensure continuity and progression in Literacy throughout the school
- Support colleagues in their development of detailed planning and implementation of the schemes of work and in assessment and record keeping activities
- Monitor progress in literacy and provide the Head teacher with an overview of the action needed.
- Take responsibility for the purchase and organisation of central resources for literacy
- Keep up-to-date with the developments in literacy education and disseminate information to colleagues as appropriate.

Resources

Classroom:

- Big books
- Listening centres
- Pie Corbett sentence books
- Individual white boards
- Group readers
- Text books Letts, Models for Writing, Fast Forward etc
- Government publications eg, Grammar for Writing
- Dictionaries/thesauri
- Oxford Spelling
- Collins Big Cat
- Jelly and Bean
- New Way

Central:

- Read Write Inc
- Read Write inc spelling
- Read write Inc Fresh Start
- Oxford Reading Tree
- Library
- Sue Palmer Skeletons for writing- Grammar, Writing, Non-fiction, Genres
-
- Intervention Resources

- ALS, FLS, ELS, ILS.
- Codecracker
- Accelerread, Accelewrite
- Stride Ahead

ICT:

- Digital Projectors and I.C.T Technology Interactive whiteboards
- Speaking Starspell 2001
- My First Incredible Amazing Dictionary
- Activity Bank English
- National Tests at 7 and 11
- Oxford Reading Tree - Disks and Web Site
- Animated alphabet
- In Sound
- Rhyme and Analogy
- Clicker
- Textease
- Lancashire Literacy Site.
- Education City
- Espresso
- Tizzy's First Tools
- Camcorders
- Digital cameras
- MP3 recorder
- Scanners
- Laptops

Appendix 1: Handwriting: The aim of this policy appendix is to ensure that children can write easily and gain more from what is taught to them. Through this policy we aim to:

Tap children's natural ability to write easily.

Avoid handwriting problems.

Enhance (and retrieve) handwriting skill via the curriculum.

Physical Activity

The foundation Class and Key Stage 1 classes will have a set time each week to follow the Occupational Therapy Handwriting Development programme in the hall in order to develop balance skills and body awareness.

Children at Key Stage 2 who are found to still have poor handwriting skills will also follow the above programme once a week.

In addition Key Stage 1 will have continuous provision of equipment to strengthen fingers and hands.

Writing Medium

From the foundation class and throughout KS1 The Teodorescu Perceptuo-Motor Handwriting programme will be implemented. Children who do not have a proper pencil grip will use chunky felt tips to encourage the correct hold. When ready to use pencils they will use the triangular thick pencils and progress to using the Lyra Handwriter pencil. Children at Key Stage 2 who it is deemed necessary should continue this medium until their pencil grip is strengthened.

When children are competent writers in pencil they begin to use pen for handwriting practice progressing to its use in all lessons apart from Numeracy.

There is no set age or Key Stage when children should move from stage to stage. It will be the teacher's professional judgement which triggers the change.

Correct Sitting Posture

Tables and chairs suited to each individual child should be used and children taught how to adopt the correct sitting posture.

Children, who are still finding it difficult to balance properly for good handwriting may lie on the carpet with a clipboard to support their work until such times as they can write as well seated at a table.

Before Writing

The teacher should lead the children in warm up finger exercises before they ask them to write eg apples and pears.