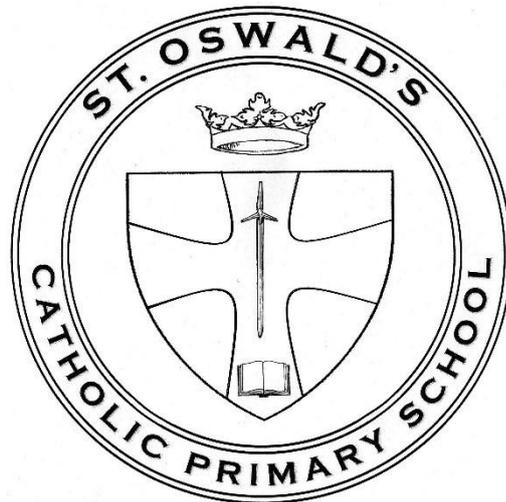


St Oswald's Catholic Primary School



English Policy

This is the policy for English s set within the context of the whole school aims and mission statement:

*Together with Jesus,
We will Learn and Grow in Faith.*

It reflects the school's values, philosophy and mission statement in relation to the teaching and learning of the English Language. It outlines our approach to the development of language in communication (speaking and listening) reading and writing.

Rationale

At St Oswald's we recognise that without effective communication, little achievement can be made. We aim to develop the abilities of all children in our school to communicate their ideas effectively in speech and writing. Children are enabled to express themselves creatively and imaginatively as they become enthusiastic and critical readers of stories, poetry and drama, as well as of non-fiction and media texts. Children use their knowledge, skills and understanding in speaking and writing across a range of different situations.

Aims

- To provide a language rich environment that promotes a culture of communication, reading and writing;
- To develop in pupils an interest in and a love of books and literature that will not only support their learning across the curriculum but also enrich their lives;
- To develop the ability to read easily, fluently and with good understanding;
- To develop a strong command of the written and spoken word in order to communicate and respond effectively;
- To teach children the craft of writing, including handwriting, in order to develop the confidence and skills to write well for a range of purposes and audience;
- To improve the planning, drafting and editing of their written work;
- To teach the basics – spelling, handwriting, grammar and punctuation – to ensure accuracy within creativity;
- To foster in pupils, the confidence, desire and ability to express their views and opinions.

To develop our pupils as Speakers and Listeners we:

- Give time for children to initiate discussions from shared experiences and have conversations with each other.
- Give thinking time for children to decide what they want to say and how they will say it.
- Set up collaborative tasks, for example, construction or story making through role-play.
- 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.

Ways in which we support this include:

- Class debates, group and individual discussions
- School Plays
- Class assembly
- Events within the community
- School Council/Reading Advocates
- Talking Partners
- Drama / role play
- PSHE and circle time

At St Oswald's we believe that speaking and listening skills are an intrinsic part of the writing process. A child needs to be able to say a sentence before they can write it. Children use talking partners to articulate their ideas and make focused oral responses and questions during learning times.

Drama

Drama may form a part of literacy lessons for every class and is incorporated into the planning of units or through opportunities provided within the continuous provision in the EYFS. This may be on a weekly basis or less frequently according to the unit of work. Drama activities can take place effectively within a classroom space or in the outside areas. Authors, poets, storytellers and visiting theatre groups are invited in to enhance the children's experiences.

Reading

'The more you read, the more things you will know. The more that you learn, the more places you'll go' Dr Seuss

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 to what they read using a range of reading strategies including inference and deduction where appropriate.
- Encourage them to read a wide range of fiction and non-fiction books and read for pleasure as well as information.
- Encourage them to read independently and with enjoyment, enthusiasm and confidence.
- Teach them how to seek information and learn from the written word.

'To learn to read is to light a fire; every syllable that is spelled out is a spark.'

Victor Hugo, Les Miserables

Reading for Enjoyment

‘There is more treasure in books than in all the pirate’s loot on Treasure Island.’

Walt Disney

At St Oswald’s we recognise that reading is a core tool for life and we aim to foster a love for reading in our children. We have identified the need for children to be heard reading and to be read regularly, and throughout the curriculum all adults in school model positive attitudes to reading and, in doing so, encourage the children to do the same.

Staff are confident about teaching reading and about reading for pleasure within the curriculum and for recreation. A range of expertise is used to support staff, including effective use of the National Literacy Trust resources and School Improvement Liverpool, which underpins school practice.

Reading is school wide. Beanstalk volunteers support some pupils and others are supported by one to one targeted reading sessions. Reading for pleasure is timetabled and takes place at the end of the day. Class readers are central to the curriculum in addition to guided reading. Pupils love outdoor reading.

Pupils have regular opportunities to engage in independent and shared reading. Each year group have class sets of books to read with; this allows all pupils to have a shared experience of a range of texts. Classrooms have attractive reading corners and displays where children can read a range of fiction, non-fiction and picture books. Consistent approaches to the teaching of reading and reading for pleasure are evident in all classrooms and the curriculum.

Each year poets and storytellers visit the school and hold workshops with the children to encourage them to experiment with reading different genres and inspire them to read and write poetry. St Oswald’s children also participate in World Book Week every year when reading for enjoyment is widely promoted across the school.

Home Reading

Children are able to take books home from Reception. In Nursery children can take a library book home and, if accessing Phase 2 Phonics, are able to have a book from our reading scheme. Our Lending Library scheme helps support families who have difficulty accessing books and resources. Children in Reception begin with books without words and take a word card home each week to practise letter recognition, blending skills and sight recognition of a range of ‘tricky’ words. Throughout school, pupils are expected to read a minimum of three times per week for between 10-20 minutes approximately depending on their age. In an age appropriate way, parents are encouraged to sign their child’s Reading Record book daily and briefly comment on the reading.

At St Oswald’s, the scheme reading books are book banded and located in central areas. The children may choose a fiction or non-fiction book to read according to their ability level. The book stage is determined by the child’s reading level from previous test results and teacher assessment. Children are expected to read and share these books at home and will have regular opportunities to change them. Parents, pupils and class teachers will use the reading logs to communicate about the pupils’ reading. Children can also choose a fiction or non-fiction book from the class library if they wish.

Guided Reading

Guided Reading enables the children to become independent readers using a mix of fiction and non-fiction texts. Reciprocal reading question prompts are used to assess pupil's understanding and monitor each pupils' reading skills and ability.

Comprehension

Throughout the school, children are encouraged to develop their comprehension skills. This is taught through shared reading, guided reading and one to one reading. Discussion and questioning are key to learning more complex comprehension skills.

Reciprocal Reading

Throughout KS1 and KS2, pupils are taught specific skills, which enable them to decode the meaning of a text and how to form and express their own personal opinions and make comparisons.

Reciprocal reading is a well-researched method used to develop learners' reading skills, promote higher order thinking, develop listening and talking, and ensure access to the curriculum for all learners.

Reciprocal reading is just one in a number of strategies, which can be used when learners are reading and analysing texts. Its aims are to:

- improve reading comprehension through the use of four reading strategies: predicting, questioning, clarifying and summarising
- scaffold the four strategies by modelling, guiding and applying the strategies while reading
- enable pupils to reflect on their reading and develop higher order thinking skills
- use the social nature of learning to improve reading comprehension

Phonics

As part of the English lesson, children are taught the principles and practice of phonics following the guidance of Letters and Sounds, Primary National Strategy. We also follow the unit plans devised by the Local Authority. The teaching of phonics is key to children developing their early reading and writing. The unit plans from the LA are used for Years 1-6 and ensure coverage of the national curriculum. All children are assessed each year from Nursery until completion of the phases to ensure children are taught accordingly.

Early phonics teaching begins in the Nursery and continues in Reception. It focuses on developing children's listening skills, training children in awareness of sounds. Daily lessons focus on different aspects and opportunities are provided within the learning environment to explore this through during child initiated activities. In Phase 1 Phonics, children are taught about:

Aspect 1: Environmental sounds

Aspect 2: Instrumental sounds

Aspect 3: Body percussion (e.g clapping and stamping)

Aspect 4: Rhythm and rhyme

Aspect 5: Alliteration

Aspect 6: Voice sounds

Aspect 7: Oral blending and segmenting

Typical activities for teaching Phase 1 phonics include: listening' walks, playing and identifying instruments, action songs, learning rhymes and playing games like I Spy. This phase is intended to develop children's listening, vocabulary and speaking skills.

Some children in Nursery, who are secure within phase 1, will partake in a phonics session covering early aspects of Phase 2 to ensure they are challenged. When the children start in Reception, the teacher will assess their progress in phonics and they will begin phase 2. Some children will continue to be supported in aspects of phase 1. It is our aim to ensure children are secure in Phase 3 before going to Year 1. Some children will be ready for Phase 4 in Reception and children are targeted and taught at this level.

In Reception and Key Stage 1, high quality phonics is taught in daily timetabled sessions for approximately twenty-five minutes. Children are taught to segment and blend words and apply their learning for reading captions and sentences containing both decodable and tricky words. A wide range of activities are used by practitioners to help children achieve the goal of fluent word recognition. In Key Stage 1, groups will be differentiated to ensure all children reach their full potential; teachers work with groups on a rotational basis to ensure high quality provision for all children. The underlying aim of Year 1 is to ensure all children have completed the coverage of phase 5 phonics in readiness for the Year 2 phonics coverage the following September. Children will have the opportunity to practise reading pseudo words in order to apply their phonetical learning in the Phonics Screening Check, as well as giving the children confidence to read any word. In addition to this, Year 1 children will also practise reading and writing common exception words as well as practising 'tricky words' daily.

Phonics teaching is continued in Year 2 and expands children's knowledge to learning spelling rules. The underlying aim in year 2 is to ensure that all children have successfully completed the coverage of Year 2 phonics while revisiting earlier phases to reinforce previous learning and to also re-experience 'tricky words' that they have encountered before. Year 2 is also an opportunity for children to re-sit their Phonics Screening Check if they did not pass the test in Year 1.

Children in lower Key Stage 2 who have not reached a sufficiently proficient level in Grapheme Phoneme Correspondence awareness and application, therefore not passing their Phonics Screening Test in Key Stage 1, will be given access to a daily phonics intervention. The aim of this intervention is to enable children to continue practising their phase 5 Grapheme Phoneme Correspondence and will also give children the opportunity to apply this in daily reading.

Curriculum Organisation

In the Foundation Stage, the skills of listening, attention, understanding and speaking are encompassed in the prime area of Communication and Language and are fundamental to allow children to be successful in all other learning. Reading and writing skills are delivered through the specific area of Literacy. In Key Stage 1 Reading and Writing skills are also delivered through the specific area of Literacy and enhanced in cross - curricular activities.

Teachers provide activities which are interesting and motivating and 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 such as phonics and grammar so that children learn what they need to know in a systematic way.

Our teaching is planned from the Statutory Framework for the early Years Foundation Stage, National Literacy framework, and the National Curriculum programmes of study. We plan literacy sessions flexibly and ensure that the appropriate balance of whole class, group and individual teaching is retained. Some more time in the week is set aside for independent reading and writing when this is appropriate and a range of opportunities are provided within continuous provision in the EYFS. We aim to have the whole of the EYFS environment language rich.

We make clear to children the qualities and success criteria we are looking for in their work.

Equality and reading

When teaching guided reading to EAL and SEND pupils, pictures books and visual cues are used to support discussion in order to aid comprehension. Gender equality will be promoted by making sure texts avoid stereotyping and by ensuring boys and girls have access to all the resources available. In order to ensure boys are engaged and excited to read, appropriate texts will be chosen that focus on boys' interests.

More able children will be well planned for by taking into account their current reading levels and providing them with rich texts that allow them to build on their reading skills and develop their independent learning, reading and thinking skills. Children will be encouraged to use and develop higher order thinking skills in reading in many subject areas. Extension activities will be used to broaden the child's understanding and children will be encouraged and given opportunities to increase the breadth, depth and their reading. Opportunities to discuss issues of race, gender etc will be provided through the discussion of the resources used.

Writing

"I love writing. I love the swirl and swing of words as they tangle with human emotions."

James A. Michener

To develop our pupils as Writers we:

- Teach them to write effectively for a range of purposes and a range of reasons, 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 edit in order to improve their own writing.
- 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.

The teaching of writing is embedded across our curriculum. The key skills of composition, planning

and drafting, punctuation, spelling, grammar and handwriting are taught explicitly in the context of literacy lessons but also indirectly through cross- curricular writing in other subjects.

Modelled and Shared writing

Shared writing is a whole class activity where the teacher models the writing of the text. In shared writing, the pupils will contribute to the text by suggesting words or sentences to be used. The teacher demonstrates how to write and explains decisions. S/he will model thinking, rehearsing sentences, writing and re-reading constantly generating words and ideas. This is an integral part of the literacy lesson where teachers and children construct a piece of writing together, giving opportunities for the teacher to model writing using the children's ideas.

Guided Writing

Guided writing is used during literacy lesson to reinforce and develop key aspects of writing.

Vocabulary

We encourage our pupils to have a wide and growing vocabulary in a number of ways, these include:

- Spelling lists/ key words to take home and learn
- Display of key words linked to topics and subjects
- Using the correct vocabulary orally
- Using dictionaries, thesaurus and similar programmes
- Carrying out systematic testing and providing feedback to pupils
- Targeted one to one/ small group support, where appropriate

The letters and sounds programme is used initially for children still on the phases for spelling which is directly linked with phonics as well as key words and sight vocabulary. All teachers follow the statutory requirements connected to their year group, which is covered in our Liverpool Spelling medium term plans. Weekly spellings are sent home from a set programme to ensure full coverage of spelling patterns and tricky words.

Grammar and Punctuation

Throughout the school, children are introduced to the basic principles of grammar and punctuation appropriate for their age range. They learn through a wide range of activities such as: singing rhymes, conversations with adults, stories, interactive educational programmes, phonics, reading and writing.

Teaching and learning

At St Oswald's we use a variety of teaching and learning styles in our Literacy lessons in order to meet the needs of all our pupils. Our principal aim is to develop children's knowledge, skills, and understanding. Literacy is taught on a daily basis and is supported and enhanced through other curriculum areas.

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. Staff have high expectations that all children can achieve their full potential.

Wherever possible, Teaching Assistants work in class, supporting all ability groups, specific individuals or groups of children, ensuring that work is matched to the needs of the child. Speaking and listening activities are embedded throughout the Curriculum. Children have the opportunity to experience a wide range of texts, and to support their work with a variety of resources, such as dictionaries, thesauruses and individual word banks. Staff provide balanced and varied learning opportunities within the classroom, i.e. VAK, content and organisation. Children use ICT in Literacy 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. Within all year groups children's learning is mainly in ability groups in their class, with differentiated tasks and support, but will also include independent and partner work. Good practice in reading and writing is shared and modelled in whole class teaching and during child-initiated activities within the Foundation Stage. Teachers use a variety of interactive teaching methods to deliver the curriculum and achieve set learning objectives.

Planning

Planning is based on the new National Framework (2014). We use medium term plans produced by the Liverpool English team to support effective implementation of the new National Curriculum.

Short term planning clearly sets out learning objectives, differentiation for ability levels and expected outcomes.

Handwriting

See Handwriting policy

Equal Opportunities and Inclusion

- All children are given access to a broad and balanced English curriculum regardless of gender, ability, race or religion.
- Provision will be made for individual needs in individual Provision plans.
- Equal opportunities are provided for boys and girls, also for children with special needs, those who are talented or gifted and children from different cultural backgrounds.
- Children with English as an additional language (E.A.L.) will be given access to additional resources and teaching to support their learning and to ensure they make maximum progress from their individual starting points.
- A feeling of self-worth will be engendered throughout the activities.

Writing

Children will be encouraged to use and develop higher order thinking skills in writing.

Children will be encouraged and given opportunities to increase the breadth, depth and quality of their writing by:

- Being given different reasons to write such as reports, lists, stories, recounts, poetry, captions, instructions, labels, questions, messages, dictionaries and reviews.
- Participating in writing about their experiences and feelings.

- Talking about their writing to adults and other children.
- Evaluating their writing and that of others.
- Being given opportunities to edit their own work in order to improve it.
- Exploring the depth of a piece of writing.
- Practising their writing skills in meaningful and varied contexts.
- Planning and producing a first draft.
- Using a dictionary and/or thesaurus to introduce and explore new words.
- Reviewing a piece of writing and considering how to make it more interesting for the reader.
- Using descriptive writing to create a specific mood.
- Being encouraged to consider if they like or dislike a given piece of writing.
- Further develop their writing skills by the provision of cross curricular activities and opportunities.

Children will be given opportunities to:

- Analyse
- Evaluate
- Synthesise

All teaching staff will ensure that appropriate time and regular feedback will be given to children so they can learn to evaluate, edit and improve their own work in order to become successful writers.

Special Educational Needs

As in all other areas of the curriculum, additional provision will be made for more-able children and those with special educational needs. This may take the form of work differentiated by task or outcome, additional support or use of specific equipment. The class teacher will be responsible for identifying and planning for those needs with help from the Literacy Co-ordinator and/or SENDCO if applicable.

Assessment

Children in the Foundation Stage have their attainment on entry assessed through observations and their progress is tracked to see whether they are showing typical development for their age, are at risk of delay or are ahead for their age. The Foundation Stage profile will indicate if children are reaching expected levels by the end of Reception and will be used in transition into Key Stage 1.

At the end of Year 2 and Year 6, children take SATs in Reading, English grammar, punctuation and spelling and Maths. Years 1, 3, 4 and 5 complete NFER tests in the same subjects. Analysis of assessments feed into pupil progress meetings, which allows for targeted, precision teaching within the classroom so that children are learning what is needed to help them to progress. Pupil progress meetings also enable teachers to analyse gaps in learning and focus on the next steps needed for progress. Moderation of writing is carried out several times a year within year groups and across the phase. External moderation takes place with local schools through the WDNLC and through the Liverpool Assessment Project.

Monitoring

Monitoring of standards takes place through learning walks, observations, planning, book scrutinies and pupil voice interviews. Written feedback is given where necessary to teachers on the quality of work, presentation, marking and attainment evident in their books. This process allows us to share good practice. Lesson demonstrations and paired observation provide support to raise attainment where needed.

Policy Review

This policy was written by the Literacy Lead, EYFS Lead and the Phonics Lead in consultation.

Reviewed by governors October 2018