



# English Policy

**Date: September 2018**

The child grew and became strong in body, mind and spirit.'  
**(Luke 2. v40)**

**Policy**  
**Mission**  
**Statement**

*'GROWTH...the journey is never ending...'*

At St. Peter's our vision starts with growth.

'The child grew and became strong in body, mind and spirit.'

**(Luke 2. v40)**

Growth of body; we aim to develop healthy, active, unique children who are confident in the body God has given them. Our uniqueness and individuality bring us together as one community with a common understanding.

Growth of mind; we aim to foster, nurture and develop the knowledge, curiosity and understanding of all.

Growth of spirit; we aim to nurture all members of our school spiritually by developing a core Christian, moral purpose rooted in scripture.

## 1. MISSION STATEMENT

English is the foundation of all learning at St.Peter's. Our aim is to deliver a high-quality education in English which teaches pupils to communicate confidently through reading, writing, and speaking and listening. Our mission is to instil a love of language and literature which becomes the bedrock of all that they go on to do both in their continued educational journeys and their everyday lives.

### English and Christianity

Spiritual and religious beliefs are an enduring aspect of human thought and culture, and therefore of teaching and learning. Our beliefs are at the core of who we are, what we do, and how we pursue relationships, purpose and well-being. As teachers of English, we put our beliefs into practice through what we choose to read, write and say. We seize every opportunity to put Jesus at the heart of all that we do so that His influence reaches across the curriculum.

## 2. AIMS

At St.Peter's school, we strive for children to be 'Primary Literate Pupils'.

We aim to help our pupils to:

- *Read fluently and often, with understanding, enjoyment and increasing stamina*
- *Write clearly, accurately and effectively for a range of audiences and purposes*
- *Develop an understanding of how language works through the study of grammar, punctuation and spelling conventions*
- *Speak clearly, fluently and confidently and listen appropriately in a range of situations, including formal presentations and debates*

## 3. STATUTORY REQUIREMENTS

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum for English Document (2014) and in the Communication & Language, and Literacy area of the EYFS Statutory Framework (2014).

*In the Foundation Stage 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*

**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

Regular reports are made to the governors on the progress of English provision.

This policy will be reviewed every three years or in the light of changes to legal requirements.

## 4. SUBJECT ORGANISATION

The English Curriculum is delivered using the Primary National Strategy framework. The Early learning Goals are followed to ensure continuity and progression from the Foundation Stage through to the National Curriculum. Pupil provision is related to attainment, not age.

Organisation includes:

- *medium/long-term planning (Literacy Maps) on Teacher Share by the end of the second week each half-term*
- *a minimum of 5 dedicated English lessons each week*
- *lessons to include reading, writing, spelling, grammar, punctuation, handwriting (to the end of LKS2 only and thereafter intervention if required in Years 5 and 6) and speaking & listening*

## 5. SPEAKING AND LISTENING

The Four Strands of Speaking and Listening: Speaking; Listening; Group Discussion and Interaction, and Drama permeate the whole curriculum. Interactive teaching strategies are used to engage all pupils in order to raise reading and writing standards. Children are encouraged to develop effective communication skills in readiness for later life.

Opportunities include:

- *talking/discussion partners*
- *group and class discussions*
- *listening to, reciting and responding to rhymes, poems, songs, stories and non-fiction*
- *role play*
- *drama*
- *presentations and debates*
- *assemblies and performances*

## 6. READING

At St.Peter's, we fully recognise that, '*through reading, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually.*' (The National Curriculum for England 2014)

As such, we work hard to promote a life-long love of reading through offering pupils the opportunities to study a wide range of texts and genres. Pupils are given daily opportunities to read in class and are encouraged to discuss and recommend books and authors. Each class has their own author(s)/text(s) to study throughout the year as well as a range of poems. Teachers read aloud in every class, acting as role models and promoting reading for pleasure. Each class has its own library area, supplemented by loans from the local library service, which supply high-quality fiction and non-fiction books every term.

Reading at home is encouraged also. In Foundation and Key Stage One, children take home a reading journal in which both parents and staff can comment on progress. In Key Stage Two, children will keep a record journal of their own personal reading

journey and to reflect on what they have been reading. Parents are encouraged to sign/comment in these and staff can comment on progress also.

Pupils enjoy high-quality, engaging texts throughout English lessons and the wider curriculum.

They are taught to read fluently and understand a wide range of texts through:

- *a minimum weekly group/guided reading session for every child in Foundation Stage and Key Stage One*
- *additional weekly 1:1/ small group reading sessions for target pupils in FS, KS1 and KS2*
- *daily phonics/spellings sessions for pupils in Foundation Stage and Key Stage One*
- *exposure to a wide range of quality literature*
- *opportunities for independent, paired and shared/group reading*
- *weekly group reading sessions with a specific focus*
- *regular written comprehension activities with discussion (Y1 -Y6)*
- *text-based writing opportunities and links with the wider curriculum*
- *the use of technology to enhance reading experiences*
- *reading, reading activities and comprehension exercises as homework*

## 7. WRITING

At St.Peter's, we believe that writing is essential to thinking and learning and that, '*teaching pupils to develop as writers involves teaching them to enhance the effectiveness of what they write as well as increasing their competence.*' (The National Curriculum for England 2014)

Pupils are taught to:

- *develop the skills and stamina to write at length*
- *spell and punctuate sentences with increasing accuracy*
- *use an increasingly wide range of grammar correctly*
- *use an increasingly wide vocabulary*
- *communicate ideas effectively with a clear awareness of audience and purpose*
- *expand the range of their writing*
- *write fluently using neat, clear and controlled handwriting and develop the correct pencil grip*

Our practice includes:

- *planning purposes for writing which require pupils to write in a wide variety of forms and for a variety of purposes*
- *modelling, sharing and reading good pieces of writing*

- *planning extended writing opportunities*
- *teaching pupils to plan, write, re-draft and present/publish their work*
- *explicitly teaching the spelling rules and patterns in accordance with the requirements of The National Curriculum for England 2014 (Y1-Y6) and assessing through tests in school*
- *providing daily phonics/spellings sessions in Foundation Stage and Key Stage One*
- *teaching handwriting skills through the use of the cursive script (YR to Y4)*
- *celebrating new vocabulary and helping consolidate spelling found in reading and writing through using 'Word Books'*
- *promoting throughout school high standards of presentation in all written work*
- *providing constant access to dictionaries/thesauruses and word banks to support writing*

## 8. CROSS-CURRICULAR LITERACY 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. Extended pieces of writing may be found in RE, Science and Topic Books.

## 9. TECHNOLOGY

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

## 10. ASSESSMENT AND TARGET SETTING

Assessment is a vital aspect of an efficient and effective teaching policy. Therefore, it should be a continual and integral part of the planning and delivery of the curriculum. Work will be assessed in line with the Assessment Policy.

In addition to this:

- *short-term assessment is carried out informally by teachers in the course of their teaching*
- *this includes observation and feedback and self/peer assessment*
- *verbal and written feedback celebrates good practice and suggests steps for further progression*
- *medium-term assessment is carried out each term to review pupils' progress in relation to key objectives and targets*
- *a Code for Editing enables pupils to check their own practice*

- *various Success Criteria, checklists and prompts are used by teachers to help pupils evaluate their own work*
- *Foundation Stage practitioners continually assess pupils' progress using the Foundation Stage Profile*

Feedback to pupils about their progress in English is achieved through discussion during the learning process, marking of work and discussion following assessments.

Effective marking:

- *aims to help pupils learn through constructive, positive and forward-looking comments*
- *can be undertaken while a task is being carried out through discussion and is appropriate to age and ability*
- *is used sensitively and with discretion depending on age and ability*
- *directs pupils towards their next steps in terms of progress and personal targets when appropriate*

## 11. INCLUSION

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. 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.

## 12. ROLE OF ENGLISH LEADER:

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

*Monitoring and evaluating English:-*

- *pupil progress*
- *monitoring planning and pupils' books and sharing feedback*
- *the quality of the Learning Environment*
- *taking the lead in policy development and ensuring whole-school approaches are followed*
- *auditing and supporting colleagues in their CPD*
- *purchasing and organising resources*
- *keeping up to date with recent developments in English and disseminating this to colleagues*

## 13. PARENTAL INVOLVEMENT

Parents are an invaluable resource and we aim to develop excellent relationships and open channels of communication.

Parents are encouraged to support with English skills through:

- *reading often with children and commenting on this in journals when appropriate*
- *supporting pupils with homework*
- *supporting with the learning of spellings for tests and key words in Foundation Stage*
- *promoting other literacy opportunities*

#### 14. CONCLUSION:

This policy also needs to be in line with other school policies and therefore should be read in conjunction with the following school policies:

*Teaching and Learning Policy*  
*Assessment and Record Keeping*  
*Marking policy*  
*Special Educational Needs Policy*  
*ICT Policy*  
*Equal Opportunities Policy*  
*Health and Safety Policy*

#### 15. APPENDICES

##### Update to Policy Record Sheet

<b>Date</b>	<b>Reference / aspect of policy to update</b>	<b>Suggested amendments to consider at next review.</b>


**Class Authors/Texts and Poems 2017-18**

<b>Class</b>	<b>Author/Texts</b>	<b>Poems</b>
A		
B		
C		
D		

E		
F		
G		
H	RJ Palacio 'Wonder'	Lewis Carroll 'Jabberwocky'