



ENGLISH POLICY

Our school motto

Never settle for less than your best.

Vision

Following in the footsteps of Jesus, each member of our community will flourish as resilient, respectful and adaptable individuals prepared for life's journey. Along the way we will encourage and inspire each other to continue growing as beacons of light in our own lives and the wider world.

Our Mission

St George's Central seeks to provide quality education rooted in the Christian faith, serving the spiritual, moral and educational needs of the community of which it is part

Introduction

At St George's Central we use the Clive Davis Learning Challenge curriculum in which classes are taught a specific topic each term. Wherever possible, English activities link to the topic. Our topics are planned on a 2-year cycle due to the 'mixed year-groups' nature of our class structure. This 'Long Term Plan' for Key Stage 1 and 2 is available on the school website. In addition to English work being linked to the topic theme, we have discrete English 'Long Term overviews' which ensure coverage of the English curriculum for each year group. These plans link the class topic to genres of text and writing activities, speaking and listening activities etc. They also outline coverage of 'Spelling, Punctuation and Grammar' for the year. 'Medium Term' Plans of English learning objectives for each year group/class have been created to outline learning for each term. The exploration and enjoyment of the English language is our priority and we value all its aspects –speaking, listening, reading and writing. English is taught daily across the whole school with work appropriately differentiated to match all abilities.

All children have a statutory entitlement to access to the Programmes of Study for English as set out in the National Curriculum. Our vehicles for achieving this access will be the National Curriculum 2014 for English and our own curriculum planning for English. The skills of speaking, listening, reading and writing are explicitly addressed through the objectives detailed in the National Curriculum 2014.

Aims

Speaking and Listening

Talking is fundamental to learning. Pupils are encouraged to speak clearly, confidently and with expression in order to state their ideas and opinions. Just as important is the need to listen carefully to others and respond in appropriate ways. At St George's Central, pupils are given opportunities in all areas of the curriculum to develop their speaking and listening skills, in paired, group or whole class situations. Therefore, role play, small world and drama activities are intrinsic elements of speaking and listening across the school. Extra support is given to children with Speaking and Listening difficulties and with English as an Additional Language.

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Reading

Children who read for pleasure gain a richer vocabulary, more knowledge, critical thinking skills and become independent learners. Whole Class Reading is an important part of our curriculum. Children work in focused groups to develop their reading skills and their understanding of texts. We provide children with rich reading experiences within the English lessons and encourage them to appreciate the author's use of language and writing techniques in order to develop their own writing skills. Our children take their reading books home daily to share with their families/carers.

Throughout the school, children are given responsibility for making their own reading choices from the excellent resources we have in school. Our children visit the school library each week with their class to change their library book. The Library is also open during lunch times for children to access resources. Each class teacher implement a reward system to encourage reading at home. We reinforce the school message 'Reading, it's a type of magic' to develop children's love and passion for reading.

We have aligned our teaching of reading with Jane Considine's 'Hooked on Books' approach. Four times a week, children take part in 'Book Talk' a whole class guided reading session. In those 'Book Talk sessions you will find our children reading by themselves, reading with a partner, reading as a whole class or listening to the class teacher model reading. Children use the 'Reading Rainbow' to read and respond to texts through different lenses within 3 different zones of reading: The Fantastics, The Stylistics and The Analytics. Book Talk is key to developing oracy skills.

Children collaborate in groups using sentence stems and high utility words to develop a Book Talk response. Once a week the children complete an independent reading response activity. Daily Book Talk guided reading sessions are supplemented by texts from a range of genre and sources to ensure children receive exposure to a wide variety of reading material. All books are book banded, with great emphasis being placed on ensuring the children in the early stages of reading have books which let them apply their phonics acquisition. Every class ends most days with a class reader.

Spelling

We place great value on the importance of accurate spelling. A structured programme of spelling extends across the whole school following Letters and Sounds in EYFS and Key Stage 1. There is a natural transition to the Support for Spelling programme at the end of Key Stage 1 and beginning of Key Stage 2, and this continues to be used through to the end of Year 6. Spelling is further supported in focused phonics and spelling lessons. Vocabulary is extended using word lists from the National Curriculum 2014 and subject specific language. This is supported by the Lancashire Spelling Support programme as well as Silcocks Spelling Scheme.

As a school we use the online resource 'Spelling Shed' which follows the scheme of work we use. This is used as a class based resource as well as being accessible for children at home. Vocabulary development plays an important role in all aspects of school. Each classroom displays key vocabulary as well as topic specific vocabulary based on current topics being taught. Each classroom uses a 'Freya' model for teaching vocabulary and ensuring it is used in classroom practice.

Writing

At St George's Central we aim for children to be independent writers. We encourage them to write clearly and with confidence in any given genre. We teach them to use punctuation and grammar accurately, to be able to proofread their own work and make amendments and improvements. We give children a wide range of opportunities in which to develop their writing skills and display work of which they are proud.

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Through our English curriculum, we aim to nurture in the children a love of literature and language, and the confidence to continue reading and writing throughout their lives. Using our genre led approach to the teaching of writing we ensure that children are taught to:

- Develop the stamina and skills to write at length;
- Spell and punctuate sentences with increasing accuracy;
- Use an increasingly wide range of grammar correctly;
- Write down ideas fluently using clear, neat handwriting;
- Use an increasingly wide vocabulary;
- Communicate ideas effectively with a clear awareness of audience and purpose;
- Expand the range of their writing.

Our children are involved in the setting of their own targets for improvement from Key Stage 1 onwards, their progress is rigorously monitored through termly target setting and Pupil Progress Meetings.

Drama

Our staff appreciate the role of educational drama strategies as:

- a learning tool across the curriculum;
- an effective factor in the development of oral and aural skills;
- a means of developing empathy with others and an understanding of self;
- a way of encouraging interaction with texts.

Drama is incorporated into daily English lessons. It may also be used across other curriculum subjects as well as being used in the weekly Picture News session.

Progression, Continuity and Differentiation

Progression and continuity are dependent upon teachers' assessment of present achievement in knowledge, skills and concepts as well as previous learning experiences. This knowledge then shapes the planning of future teaching. To this end, assessment, target setting and planning processes are followed by all staff. The National Curriculum and the Primary National Strategy's Framework are followed to ensure continuity throughout English. Differentiation can be provided in a number of ways: by outcome, by adult support provided, by differentiating resources, by differentiating through planning or by task differentiation.

Planning

We seek to ensure that planning delivers the requirements of The National Curriculum for England 2014, is suited to the needs of particular groups of pupils and provides a creative, enjoyable sequence of learning in oracy, reading and writing, culminating in opportunities for extended writing. Our planning ensures that:

- There is a clear focus on outcomes;
- There are appropriate and achievable learning objectives for all pupils;
- Addresses the needs pupils work below or above age-related expectations;
- Teaching is differentiated by task ;
- There is continuity and progression in pupils' learning ;
- There is balanced coverage of word, sentence and text-level learning;
- There are opportunities for pupils to reflect upon their own progress ;
- Links are made with other areas of the curriculum, where appropriate.

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Inclusion

We are committed to providing effective learning opportunities for all pupils and apply the three principles for inclusion to planning and teaching. Suitable learning challenges will be set for all pupils with the aim of maximizing achievement for all pupils at an appropriate level for each individual. Teachers will respond appropriately to pupils' diverse learning needs and be aware of the needs of differing genders, special educational needs, disability, as well as different cultural, social and ethnic backgrounds. We are committed to the principle of equality of opportunity and this will be reflected in the curriculum offered to pupils and in the conduct of staff and pupils.

Assessment, Recording and Reporting

The assessment and recording of English is part of the overall assessment of the child and should be seen alongside all the other areas of development. Assessment in English reflects the general principles and procedures laid down in the school's assessment policy. Key elements of our English assessments are:

- Termly Rising Star reading tests
- Benchmarking to provide reading ages and book bands for pupils;
- Teacher assessment of Year group objectives for reading and writing decided on the basis of termly teacher assessment and tracking;
- SATs results;
- Optional standardised tests in non-SAT year groups.

Formal written reports are provided each year and this information is shared with parents. Additionally two other meetings are held each year with parents to discuss progress informally and to share targets for progress.

Resources

Core scheme and supplementary books at appropriate ability levels are stored in individual classrooms. A centrally stored library is available for class access to a range of fiction and non-fiction texts. Individual and group access is on a timetable. The library is open after school on a Thursday. Class collections of books appropriate to age and ability are available within classrooms for reading enjoyment. All classes display alphabet friezes in the school handwriting style, and/or age appropriate word walls to aid children's independent writing. A regular allocation is devolved each year from school budget for English resources. Decisions are made regarding expenditure in consultation with staff and governors. Priorities are established through review of the school improvement plan, the English development plan and requests from staff. Resources are then purchased on the basis of this information.

Cross-curricular Links

We recognise the unique position of English as a medium for learning in all areas of the curriculum. Opportunities for children to explore and develop language use in other curriculum areas are identified by teachers at the planning stage. Media education provides particularly strong links with English by enabling pupils to analyze the way in which language is used for effect with target audiences. Radio and television programs, computer software, newspapers, comics, photographs and advertisements are all used on a termly basis as outlined in the National Curriculum to ensure pupils receive access to a full range of texts. Computing links are also promoted whenever possible to assist and enhance English skills. These include opportunities for pupils to compose, revise and edit texts as well as use desk-top publishing facilities to improve the presentation of work. Specific English software is also available to develop skills such as spelling, interactive reading etc. Access to the Internet is also used when appropriate to enhance research skills.

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Monitoring

The Subject Leader, Headteacher and SLT are responsible for improving the standards of learning and teaching in English through:

- monitoring and evaluating English;
- regular learning walks are made to ensure teachers are delivering the aims of the English curriculum;
- regular work scrutiny of children's written work, planning and marking o informal 'drop-ins' during leadership time;
- pupil progress meetings;
- provision of English (including intervention and support programmes);
- the quality of the learning environment;
- analysing data and the tracking of pupil progress and attainment;
- supporting colleagues in their Continued Professional Development;
- purchasing and organising resources;
- keeping up-to-date with recent literacy developments;
- informing SLT of English issues;
- regular meetings with the governor responsible for English;
- regular reports to the governors on the progress of English The Subject Leader attends regular TSA meetings in order to share and celebrate good practice.

Role of Governors

Governors determine, support, monitor and review the school policies. They support the use of appropriate teaching strategies by allocating resources effectively. They ensure that the building and equipment are safe. They monitor pupil attainment across the school and ensure that staff development and performance management promote good quality teaching. The subject leader will encourage positive links to keep the governing body aware of all major issues related to English in the school.

Conclusion

St George's Central CE Primary School and Nursery we believe that it is our professional duty to share this policy with all new members of staff, parents and carers on request. The policy will be reviewed in the light of experiences, new developments or requirements. The leader will discuss any aspect of this policy on request.

Developed by: Mr J Young



Chair of Governors

Date: June 2020



Headteacher

Date: June 2020

Policy approved: June 2020

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