

# **The Good Shepherd Primary Catholic Voluntary Academy**



## **English Policy**

### **Mission Statement**

Our mission is to develop our children with active and creative minds,  
a sense of understanding and compassion for others and  
the courage to act on their Catholic beliefs.

In our school community we celebrate our faith and we work together  
to achieve our personal potential by trying to live like Jesus and become  
the person that he wants us to be.

<b>Ratified On:</b>	<b>March 2021</b>
<b>Review Date:</b>	<b>March 2023</b>
<b>Chair of Governor's signature:</b>	<b>Mrs R. Burke</b>
<b>Headteacher's signature:</b>	<b>Mrs M.H.B.Williams</b>

## English Policy

### **Proverbs 18:15**

*'An intelligent heart acquires knowledge, and the ear of the wise seeks knowledge.'*

*'When I read great literature, great drama, speeches, or sermons, I feel that the human mind has not achieved anything greater than the ability to share feelings and thoughts through language.'*

*James Earl Jones*

### **Aims**

Our aims in teaching English are that all children will:

- Develop the necessary skills to use the English language confidently, appropriately and accurately
- Be able to speak clearly, fluently and coherently
- Be able to listen to the spoken word attentively with understanding, pleasure and empathy
- Be able to read a range of materials fluently and with understanding for enjoyment and for information
- Be able to write effectively for a range of audiences and purposes using spelling, grammar, punctuation and syntax accurately and confidently.

### **Principles of the Teaching and Learning of English**

English is important because:

- It is the basic language of communication in our society
- It is the foundation for almost all of the learning which takes place in our school
- Its mastery empowers the learner and is essential for independent learning, the world of work and most other aspects of everyday life.

**The emphasis in our teaching of English** is on building upon, and having respect for, the child's home experience and language. At school we develop and extend this. We aim to facilitate learning by:

- Offering adults as positive role models in reading, writing and listening
- Allowing pupils to acquire a vocabulary for talking about language.

### **Strategies for the Teaching of English**

The English Curriculum is organised into:

- Explicit learning of reading, writing, EGPS (English, Grammar, Punctuation and Spelling) and speaking and listening
- Implicit learning which happens throughout the school day in different curriculum areas

## English Policy

**Speaking and Listening Skills** are developed through:

- Providing a range of opportunities for children to talk and listen in formal and informal settings
- The use of drama techniques and role-play to explore imagined situations
- Class discussion and debate on topical or contentious issues, both local and worldwide (cross-curricular links)
- 'Show and tell' or 'news sharing' when pupils are encouraged to speak to their classmates (KS1)
- Debates
- Choral speaking/Public speaking

**Phonetic Knowledge** is taught through:

- The use of bespoke schemes in Foundation and Key Stage 1, (continuing in Key Stage 2 for some children, if necessary)
- Discrete, daily 20-minute sessions, in same ability groups in Foundation and Key Stage 1
- Practising blending and segmenting, as well as the sounds and letter names, through literacy-based activities
- Grammar lessons (EGPS)
- Year 1 Screening

**Reading** is taught through:

- Explicit teaching of reading linked to the National Curriculum 2014, as part of the writing cycle
- Providing a wide range of reading material and opportunities for children to select from this for pleasure and information
- Use of a structured system of reading books (scheme and non-scheme) which are colour-coded according to difficulty and phonetically decodable for children who are book band orange and below.
- ERIC time which may be part of whole class guided reading sessions or carousel guided reading sessions with the teacher or teaching assistant
- Guided reading sessions or whole class reading lessons with the class teacher and/or teaching assistant
- Shared reading of texts in lessons
- Opportunities for quiet reading
- Buddy reading
- Comprehension skills
- Cross-curricular links with RE, Topic and Science work

## English Policy

**Writing** is taught through:

- Providing a wide range of contexts for writing
- Using texts for stimuli and the writing process
- Encouraging a process of drafting and redrafting, including the use of word processing (more so in KS2)
- Explicit teaching of EGPS
- Shared writing, guided writing and modelled writing during literacy lessons
- The marking of unaided pieces of writing with clear next steps for the children to improve
- Success criteria
- Structure strips

**EGPS** is taught through:

- Regular explicit lessons
- Spelling tests
- Spelling patterns and rules for the appropriate year group
- Spellings for Year 1-6

**Spelling** is taught through:

- Explicit teaching in EGPS lessons
- Regular spelling tests allocated according to ability groups
- The use of *Letters and Sounds* in Foundation, Key Stage 1 and, when necessary in KS2, using resources from Twinkl Phonics and the use of the Appendix from the National Curriculum 2014
- Spelling investigations
- Support in the classroom (word mats, key vocabulary displays, scaffolding etc)

**Handwriting** is taught through:

- Explicit regular sessions with teacher modelling
- Teaching a joined style, where appropriate, from Foundation Stage onwards which is cursive leading into each letter. This is applied in all subjects
- The use of guidelines and lined paper from Year 2 onwards
- Implicit modelling in marking, displays and shared writing where expectations are universally high

**Pupils with Special Educational Needs** in English are supported through the use of:

- Differentiation
- The Five-Minute Box

## English Policy

- Phonological Awareness Training (PAT)
- Additional Literacy Support (ALS)
- Extra Literacy Support (ELS)
- Further Literacy Support (FLS)
- Toe by Toe
- Beat Dyslexia
- Read Write Inc

### **Homework is used to support English through:**

- The regular reading of reading books (from school or home)
- The learning of keywords and spelling lists
- Specific tasks set by teachers

### **Excellence in English is celebrated through:**

- Celebration Assemblies
- The displaying of writing in classrooms
- An annual 'Book Week' and 'World Book Day' activities
- Read or spoken presentations to the class or whole school
- Performances of improvised and scripted dramatic productions
- Sharing 'excellent' work with HT, DHT and other classes
- Star writers (WAGOLL and most improved writer) displayed on English working walls

### **Strategies for Ensuring Progress and Continuity**

Planning in English is a process in which all teachers are involved wherein:

- Medium term and weekly plans are drawn up by individual planning teams
- Lessons are planned to fulfil the learning objectives of the National Curriculum 2014

**Feedback to pupils** about their progress in English is achieved through discussion and through marking of work. Effective marking:

- Aims to help children learn and the comments aim to be positive and constructive, 😊 \* and →
- Is often done while a task is being carried out through discussion between child and teacher
- Of written work is used sensitively and with discretion so that a child can assimilate a limited number of corrections at one time
- Gives clear targets for helping the child to improve.
- See Appendix 1

## English Policy

**Formative assessment** is used to guide the progress of individual pupils in English. It involves identifying each child's progress in each aspect of the subject, determining what each child has learned and what, therefore, should be the next stage in his/her learning. Formative assessment is mostly carried out informally by teachers over the course of their teaching. Suitable tasks include:

- Hearing children read in a one-to-one or group context
- Small group discussions
- Short tests such as spelling tests or dictation exercises
- Individual discussions with the teacher in which children are encouraged to appraise their own work and progress
- Writing tasks
- End of Phase assessments
- EGPS assessments
- Reading comprehensions

**Formal Summative Assessment** is carried out at the end of each National Curriculum Key Stage through the use of SATs and teacher assessment. Star Assessment end of term tests are completed in every year group and these provide the staff with standardised scores for each pupil for reading. Classroom Secrets end of term tests provide the staff with standardised scores for each pupil for EGPS.

### **Strategies for Recording and Reporting**

Records of progress in English kept for each child contain:

- A termly record of progress
- A record of books read kept by the class teacher in KS1 and also recorded in their Homework Diary
- Independent writes
- Eazmag formative and summative assessment

**Reporting to Parents** is done on a termly basis through discussions at the Parents' Consultation Evening and annually through a written report. Reporting in English will focus on each child's progress in:

- Reading
- Writing
- Speaking and listening
- EGPS

## English Policy

### **The Role of the English Co-ordinator is to:**

- Take the lead in policy development
- Support colleagues in their development and implementation of the National Curriculum 2014
- Monitor progress in English and advise the Headteacher on action needed
- Take responsibility for the purchase and organisation of central resources for English
- Keep up-to-date with developments in English education and disseminate information to colleagues as appropriate

### **Strategies for the Use of Resources**

#### **Classroom resources** in English include:

- A class reading area containing fiction, non-fiction and poetry books
- Dictionaries and thesauruses
- A selection of paper and guidelines for writing activities
- Pencils and pens/markers
- Word mats
- Working walls
- Whiteboards and pens

**Central Resources in English** are the responsibility of the English co-ordinator who has a budget available. They include:

- Guided reading books
- The library
- Schemes such as Rising Stars

#### **External resources** include:

- Real authors, who visit the school to read and discuss their work with pupils
- Public libraries which children are encouraged to visit and who visit school to promote summer reading. Key Stage 1 and 2 to visit Woodthorpe Library yearly.

**Information Technology** is a major resource that is used in English for:

- Word-processing, involving the drafting and redrafting of work
- Research, using the Internet

**The Library** is a substantial resource of reference materials for the whole school. All children are taught how to use the library effectively and how to make the best use of reference materials such as encyclopaedias and dictionaries (see separate policy).

## English Policy

There are no specific **Health and Safety** issues in English.

### Equality Statement

We have a legal duty under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

The curriculum is inclusive and facilitates the needs of all children regardless of their age, size, mobility, gender, ethnicity and ability. Our planning aims to foster an appreciation of each other's cultures and beliefs along with the promotion of a healthy and positive self-image. The range of books in our library and reading corners also reflects this. This is linked to the school's role as a Christian community, Special Education Needs and Inclusion.

### Appendix 1

- Spelling errors are to be checked in all writing (Topic, Science, RE, Maths) except for independent writing in English where separate 'Fix it' time is allocated.
- Highlight wrong spellings in children's work to encourage them to be more aware of incorrect spellings, spell correctly more often and to begin to/take responsibility for their spellings.

Y1 and Y2 – 'wobbly line' key words (100 words) spelt incorrectly

Up to 3 words, dependent on child's ability/SEN

Teacher to write out the correct word for the child to copy

Y3 and Y4 - 'wobbly line' key words (100 words) and Y3/4 words spelt incorrectly

Up to 5 words, dependent on child's ability/SEN

Teacher to write out the correct word for the child to copy

HA (especially in Y4) to look up words in a dictionary

Y5 and Y5 - 'wobbly line' key words (100 words), Y3/4 and Y5/6 words spelt incorrectly

5 words, dependent on the child's ability/SEN

Child to look up words in a dictionary

Teacher to write out words dependent on child's ability/SEN