



English Policy

Intent

It is our intention when teaching the English curriculum that our pupils acquire the necessary knowledge, skills and understanding to become lifelong learners and linguists. We strive to ensure that all our pupils receive a well-rounded learning experience when reading, writing, speaking and listening which will equip them with the fundamental tools to achieve in Emmaus and beyond. It is our intention to immerse pupils in the wonders of quality texts to instil a love for reading, a passion for discovery and a confidence to explore their imagination.

English is a core subject of the National Curriculum and a prerequisite for educational and social progress as it underpins the work undertaken in all other areas of the curriculum. The acquisition of language skills is of the utmost importance to us here at Emmaus and therefore the teaching of all aspects of English is given a high priority within school. Confidence in basic language skills enables children to communicate creatively and imaginatively, preparing them for their future journey through education and beyond.

Our aim is to:

- Derive an English curriculum which is sequenced to develop the acquisition of knowledge and skills.
- Enable children to speak clearly and audibly in ways which take account of their listeners.
- Encourage children to listen with concentration in order to be able to identify the main points of what they have heard.
- Enable children 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.
- Understand phonics and use this knowledge to read and spell accurately.
- Help children enjoy writing and recognise its value.
- Enable children to write with accuracy and meaning in narrative and non-fiction.
- Increase the children's ability to use planning, drafting and editing to improve their work.
- Develop a fluent and legible continuous cursive handwriting style.
- Acquire the skills to be functionally literate in reading and writing to enhance their future economic well-being.

Implementation

Curriculum Planning of English

English is a core subject in the National Curriculum. We use the National Curriculum 2014 and Letters and Sounds to inform our planning and as the basis for implementing the statutory requirements of the programme of study for English. In accordance with the planning procedures, English is planned both discretely and as a vehicle for learning in other areas. We base our school medium-term plans on Liverpool Education Authority planning which is derived around a sequence of high quality age-appropriate texts. These plans define what we teach and ensure an appropriate balance and distribution of work. English lessons are complemented by regular Basic Skills sessions which include grammar, handwriting and spelling sessions. **Time allocations for English:**

Foundation Stage

- Daily Phonics for 15 – 20 minutes.

- Handwriting, including physical handwriting taught as part of phonics teaching.
- Guided early writing activities.
- Early writing activities and opportunities provided daily – writing table, role play area.
- Guided reading completed weekly.
- Grammar taught in context across the curriculum.

Key Stage 1

- Daily Phonics 15 - 30 minutes.
- Daily Guided Reading sessions (each group once weekly).
- Handwriting practice explicitly through weekly Basic Skills sessions and applied across the curriculum.
- Grammar taught explicitly through weekly Basic Skills sessions and in context across the curriculum.
- Extended writing taught across the curriculum.

Key Stage 2

- Daily Guided Reading sessions (each group once per week) or whole class Shared Reading.
- Handwriting practice explicitly through weekly Basic Skills sessions and across the curriculum.
- Grammar taught explicitly through weekly Basic Skills sessions and in context across the curriculum.
- Handwriting practice/application within phonics/spelling teaching.
- Extended writing taught across the curriculum.
- Spelling focus x 2 a week in KS2.
- Phonics interventions / whole class focus where needed - games to consolidate and reinforce.

The skills that children develop in English are linked to, and applied in, every subject of our curriculum. The children's skills in reading, writing, speaking and listening enable them to communicate and express themselves in all areas of their work in school.

Impact

We strive to ensure that our children's attainment is in line or exceeds their potential when we consider the varied starting points of all our children. We measure this using a range of materials, whilst always considering the age-related expectations for each year group. Children will make at least good progress in Reading, Writing and Speaking and Listening from their last point of statutory assessment or from their starting point in Nursery. We intend the impact of our English curriculum will ensure our pupils are academically prepared for life beyond primary school and throughout their educational journey.

Teaching and Learning Styles

At Emmaus School we use a variety of teaching and learning styles in English lessons, taking the elements of best practice of the 2014 National Curriculum. Our principal aim is to develop children's knowledge, skills, and understanding in English and their ability to generalise these skills in other areas of learning. Learners have the opportunity to experience a wide range of texts and use a range of resources such as dictionaries, thesauri and word banks to support their work. Children use ICT in English lessons where it enhances their learning, as well as in drafting their work and using multimedia to study how words and images are combined to convey meaning. We encourage children to use and apply their learning in other areas of the curriculum.

Differentiation

There are children of differing ability in all classes of Emmaus Primary School. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

Several strategies are used throughout the school including:

Differentiation by task – stepped tasks where the child will work at a level suited to his / her ability;

Differentiation by outcome;

Use of the graded school reading scheme including extension and support levels to ensure steady progress in a child's reading ability;

Extension work planned in advance;

Breaking work into smaller steps for children who experience difficulty with the whole task;

Use of graded textbooks and resources;

Whenever possible, the teacher, support staff and parent helpers work on an individual or small group basis with children who have additional educational needs.

Contribution of English into other subjects

The skills that children develop in English are linked to, and applied in, every subject of our curriculum. The pupils' skills in reading, writing and spoken language enable them to communicate and express themselves in all areas of their work at school.

RE

As a catholic school, RE is at the heart of the Curriculum and provides unique opportunities for the development of English through both written and spoken activities. Children are often taught Extended Writing through the R.E. topic. Gospel values are reflected through the texts that we use and the ethos that we promote.

Mathematics

The teaching of English contributes significantly to pupils' mathematical understanding, in a variety of ways. Children in the Foundation Stage develop their understanding of number, pattern, shape and space by talking about these matters with adults and other children. Children in Key Stage 1 meet stories and rhymes that involve counting and sequencing. Children in Key Stage 2 are encouraged to read and interpret problems, in order to identify the mathematics involved. They explain and present their work to others and they communicate mathematically through the developing use of precise mathematical language.

Personal, Social and Health Education (PSHE) and Citizenship

English contributes to the teaching of PSHE and citizenship by encouraging children to take part in class and group discussions on topical issues. Planned activities within the classroom also encourage children to work together and to respect each other's views.

Spiritual, Moral, Social and Cultural Development

The teaching of English develops skills through which our children can offer critical responses to the moral questions they meet in their work. Their understanding and appreciation of a range of texts bring them into contact with their own literary heritage and with texts from a diverse range of cultures. The organisation of our lessons allows children to work together, and gives them the chance to discuss their ideas and results.

Computing

Pupils use the skills of English when writing programs, designing logical steps and using a range of software. ICT is also used to promote, enhance and support the teaching of English at word, sentence and text levels.

Resources

A variety of resources are available in school. These include children's reference books, teacher resources, books / notes and specialised ICT equipment. Resources are shared between all staff,

including visiting students and teachers. The English subject leader is responsible for maintaining resources, monitoring their use and organising storage. Staff submit resource requirements to the subject leader, as well as notifying them of any damaged stock. Resource purchasing is in accordance with normal school procedures and is based upon the English budget that is allocated from the main school budget. The amount of this budget reflects the degree of priority given to English in the School Development Plan.

There is a range of resources to support the teaching of English across the school. All classrooms have dictionaries and thesauri and a range of age appropriate apparatus. All classrooms have a selection of fiction and non-fiction texts as well as children having access to books within Key Stage libraries. Children have access to the internet through ICT suite computers, i-pads and computers contained within Key Stage libraries. (See Reading Policy and Handwriting Policy for other resources.)

Assessment and Recording

Teachers assess children's work in English using formative and summative assessments. The formative assessments that teachers make as part of every lessons, help them to adjust their daily plans. Teachers match these short-term assessments closely to the teaching objectives. They use formative and summative assessments to measure progress against the key objectives, and to plan the next unit of work.

There are a variety of teacher and standardised assessments in use. These provide a record of what each child has achieved as well as informing ongoing planning. In the foundation stage, a foundation profile is built up during their first year. Phonics is assessed formatively through children's contributions in lessons and in their reading and writing. Summative phonic assessment takes place at the end of year 1 through phonics screening and in Year 2 for children who do not achieve the expected standard in the previous year.

In KS1, English reading and writing is assessed formatively through teacher assessment and when evaluating lessons. Teacher assessment is then recorded on the schools tracking system. The progress and attainment of the children is regularly tracked and discussed during intervention meetings. In addition, children in year 2 are then assessed summatively through end of year tests (SATs).

In KS2, reading, writing, grammar and spelling is assessed formatively through teacher assessment and when evaluating lessons. Teacher assessment is then recorded on the schools tracking system. NFER summative assessments are in use for years 3-5. These tests are used to assist teachers in making judgements and to confirm teacher assessment with evidence. Children in year 6 are assessed summatively through end of year tests (SATs).

Teachers keep informal records (e.g. spelling test results, progress reports) and marking comments provide information and feedback.

Extra-curricular activities

The school provides the following extra-curricular activities:

- Booster sessions for gifted and talented children in reading, writing and SPaG.
- Booster sessions for targeted children in reading, writing and SPaG.
- Book clubs to promote reading for pleasure.
- Out of school hours Book Fairs to promote reading for pleasure.

Our statement of SMSC

Through our varied curriculum our children will have...

- A sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible
- imagination and creativity in their learning
- A willingness to reflect on their experiences.
- The ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives
- An understanding of the consequences of their actions
- A willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively
- A willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities

Date: -September 2022

Date of next review: - September 2024