

OUR LADY QUEEN OF PEACE R.C. PRIMARY



ENGLISH POLICY

Introduction

This document is a statement of the aims, principals and strategies for the teaching and learning of English at Our Lady Queen Of Peace Primary School. It was developed through a process of consultation with all teaching staff.

Rationale

In Our Lady Queen Of Peace School we recognize that language is central to all learning and that it is vital that our children develop competence and confidence as language users. We believe children's language will flourish in a supportive, stimulating and secure environment where children are encouraged to express themselves both in spoken and written form and their contributions are valued. We will provide for the language development of pupils in order that they can think, explore and communicate their ideas. We recognize the responsibility of all teaching staff to develop the English skills of our pupils and the importance of this subject across all areas of the curriculum.

Aims

- To strive to continue to raise standards in English
- To provide pupils with a range of relevant and purposeful opportunities to develop their ability to read, understand and engage with various types of text for enjoyment and learning.
- To develop pupils ability to read easily, fluently and with good understanding.
- To develop the habit of reading widely for both pleasure and a purpose.
- To enable pupils to express and communicate meaning in spoken language, listening to and interpreting what others say and matching style and response to audience, context and purpose.
- To use discussion as a learning tool in order to expand thinking and knowledge; encouraging children to elaborate, explain and justify clearly their understanding and ideas.
- To develop competency in the art of speaking and listening, making formal presentations, demonstrating to others, reciting and participating in debate.
- To enable children to communicate using written language effectively - making and shaping text.
- To write clearly, accurately and coherently adapting language and style used for a range of contexts, purposes and audiences.
- To help pupils acquire and develop a wide vocabulary, an understanding of grammar and knowledge of linguistic and phonic conventions for reading, writing and spoken language.
- To help children to develop an appreciation of our rich and varied literary heritage.

Teaching and Learning

Our principle aim is to develop children's knowledge, skills and understanding in this subject. We do this through daily discrete English lessons. Teachers use other subjects as a vehicle for providing purpose and practice of English skills.

Teaching plans in English have clear and specific learning objectives. In KS1 and KS2 medium term plans state the number /% of children working at differing stages within the tracking system of the school in reading and writing. Staff show awareness of the vulnerable groups within their classes and pupils to target for interventions where necessary. Medium term plans give an overview of genres to be explored, contexts for reading and writing, cross curricular linked learning and spoken word opportunities. They take into account what is expected achievement in reading, writing and spoken word at the end of each year group and the attainment of the pupils in their classes. EYFS plans show the steps and activities that will lead children to be successful learners in relation to the outcomes specified in the Early Years curriculum. Staff plan weekly for listening and attention, understanding, speaking and listening, writing and reading. In KS1 and KS2 weekly plans state the learning that will take place in order for pupils to progress, success criteria, activities, groupings, differentiation and support that will facilitate and enhance learning

Throughout the school teachers plan questions that are a means to reviewing the learning with the children. Teaching is flexible and responds to the needs of the pupils. Teachers plan meaningful tasks, giving pupils real audience and contexts where possible so that learning takes place. A good variety of activities are planned to interest and engage the pupils, especially in encouraging discussion and group work. There is good support for pupils to become independent learners, to develop study and research skills and for pupils to shape their learning- using their own ideas, questions and research particularly with older pupils. Teachers make good use of assessment criteria and constructive feedback to help students identify areas of strength and weakness. Enrichment activities allow the children to broaden their knowledge of literature and language.

In all classes there are children of differing English ability. We recognize this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies that take account of the different type of learners. Teaching assistants provide appropriate, effective support to individuals or to groups of pupils to enhance learning. Organisation varies according to task and needs of the children. In line with the SEN policy progress is tracked and those children needing further support are identified. Provision plans are put in place as a result.

Spoken Language

Our overall aim is for our children to become efficient language users. This is achieved by devoting planned time, energy and resources to the development of oral communication. Through purposeful interaction with teachers, adults, and others children will be provided with experiences that develop their skills and their thinking.

In Our Lady Queen Of Peace children are taught to:

- Speculate, hypothesise, imagine and explore ideas

- Justify, analyse, interpret, explain and predict
- Express personal ideas, feelings, concerns, opinions and beliefs
- Describe, instruct, narrate, dictate, recite and present
- Negotiate and persuade
- Question, reflect, compare and evaluate
- Communicate with others in a range of formal and informal ways
- To turn take and to participate constructively

We recognize that spoken language underpins the development of reading and writing and that it can be taught and developed across curriculum areas. Teachers plan purposeful spoken word opportunities and use drama/poetry conventions to practice, encourage and develop the associated skills. Older children take part in debates about issues of the day for a local MP and there are opportunities for discussion across age ranges in School Council, Eco, Mini- Vinnie and newsletter club time. More able pupils hone and develop their skills with particular activities- for example reporting new initiatives in school to governors. We invite speakers into school so that the children have differing models. The importance of pronunciation and 'every word must be heard' is recognized by all members of staff. Staff plan for, and take account of, the opportunities to assess spoken word skills across curriculum areas.

Reading

At our Lady Queen Of Peace we believe competence in reading is the key to independent learning and is given a high priority. We work to enable children to become confident, independent and reflective readers. We recognize that success in reading has a direct effect on progress in all other areas of the curriculum and is crucial in developing children's self confidence and motivation. Imaginative approaches and experience of a wide range of challenging texts, media and drama are integrated and help to provide a rich and varied curriculum. There are regular opportunities to use ICT to enhance language skills.

Aims

The school aims to:

- Provide the children with the skills and strategies necessary to develop into competent and fluent readers
- Develop the ability to read for meaning
- Encourage the enjoyment of books and reading so that children develop a life- long love of books
- Develop a critical appreciation of what they read
- Develop study and research skills so that the children can find appropriate fiction and non fiction material from the library
- Develop a critical appreciation of the work of different authors
- Encourage care and ownership of the books in school

We want our children to be able to:

Read with confidence, fluency, understanding and enjoyment
Use reading strategies (phonic, grammatical, word recognition, graphic and contextual)
Have an awareness of their progress and what they can do to improve their reading further,
Have an interest in words and their meanings so that they can improve their range of vocabulary.
Understand and use spelling strategies in reading
Take part in whole class, small group and individual reading opportunities to practice the skills taught and discussed by the teacher in modelled and shared reading times.
Be able to discuss reading material with reference to author, illustrator, publisher, genre, theme, characters, plot, word choice, sentence structure, layout, organization and text structure.
Be able to express personal choices, explain opinions and have critical awareness.
Develop their ability to imagine and invent, carrying this forward into their writing
Be able to read a range of both fiction and non-fiction genre and justify their preferences.
Have a suitable technical vocabulary through which to understand and discuss their reading

Modelled reading

Teachers overtly model good reading in whole class reading aloud sessions every week. A regular feature in the school newsletter, written by a group of children, informs everyone about the reading habits of an adult linked with the school.

Shared Reading

Reading skills and strategies are clearly taught and discussed in lessons, using well chosen texts, in order that understanding and skills/ strategies improve.

Phonics Teaching

In order that children develop a phonological awareness there is an emphasis on discrete, rigorous phonic sessions suited to the ability of pupils. Within other Literacy sessions phonic learning is reinforced. Activities to aid phonic teaching are varied. It is the aim that children leave KS1 with fluency and independence in their reading aided by a strong ability to apply phonic knowledge and strategies. We also aim to have our children 'secondary ready' on leaving Our Lady Queen Of Peace in order that they can read across curriculum areas. Discrete phonic teaching takes place daily in EYFS and KS1. Children who require more support in their reading in terms of phonological awareness and ability are given support in KS2 in intervention time.

Teachers use effective modelling and make links between spelling and handwriting. There are creative uses of resources. Ongoing systematic assessment and strong differentiation ensure progress.

Guided Reading

Specific curriculum time is given to the teaching of reading in 'guided reading' sessions

in every class. (After registration for 25 mins where timetabling allows)
 Focused time is given to two groups (where staffing allows). The teacher and the teaching assistant each having a specified focus depending on the ability of the group and skills that need introducing/practicing/ consolidating.

Staff follow a specific sequence.

KS1	KS2
<p>Introduction to the text Orientate reading to text type Recall recently introduced reading strategies Identify points of potential difficulty Draw attention to key vocabulary including high frequency words and new vocabulary</p>	<p>Introduction to the text Orientate reader to text type/reference to other similar books (author or genre) Discussion about content, vocabulary, style, purpose, viewpoint and opinion.</p>
<p>Strategy Check Prompt the children to use phonics as the strategy to help them decode words. Generate questions to monitor comprehension. Encourage reading for meaning through use of punctuation. Predict what may happen next/ending</p>	<p>Strategy Check Recall of full range of strategies, including visualisation, making and checking predictions, making connections, asking questions. Applying strategies that are most useful in relation to targets they may be working on</p>
<p>Independent reading Teacher observes, prompts and praise, reading strategies used. Probe understanding and encourage reading meaning Monitor and assess individuals.</p>	<p>Independent reading Read a section/next part of text with a particular focus linked to target or objective e.g. language for effect. Reading sections aloud where asked</p>
<p>Return to the text and response Encourage response to the book through discussion of story, character, setting, events, places etc Discuss words that have caused difficulties/rhyming words/words with similar sounds in them/words beginning with the same letters in their names etc Promote enjoyment and appreciation.</p>	<p>Return to the text and response Identify points that needed clarification or information to be located. Discussion of personal responses to the text.</p>

When children are not participating in guided reading with an adult they are given focused tasks that consolidate learning.

- One group of children will have a task where spelling is the priority. Children have time to practice personal spelling logs and consolidate learning from the previous week.
- Other groups will have a 'response to the text' type of activity linked with reading skills
- A group will be independently reading

Progression in reading

We strive to ensure progression in reading through:

- Opportunities to develop a wide range of reading strategies, through shared and guided reading so that children can tackle unfamiliar texts successfully with understanding.
- Opportunities to develop and practice higher order skills (inference, deduction, language for effect) through targeted questioning and response in both whole class, guided reading and 'reading skills' time.

Independent reading

Opportunities are given, wherever possible, for independent reading and children choosing reading material. Each class has a set of recommended reading books which the children are encouraged to explore and review. Children regularly visit the school library where librarians help younger children to select books at lunchtime and scan books in and out. Each class is timetabled to practice associated skills and to choose a book to enjoy at their leisure. They are encouraged to make use of the local library and take part in reading challenges. The children are encouraged to read for pleasure. Uninterrupted, sustained, silent and independent reading is planned for. Reading for pleasure is fostered, with children keeping an ongoing reading journal. regular feature in the school newsletter written by a group of children

Further reading opportunities:

Paired reading

Pupils identified as needing extra reading practice are supported by older pupils Tuesday lunchtime.

Storytime

Children in Year 6 read aloud to KS1 pupils Friday lunchtimes. They select a suitable text and prepare it beforehand. Weather permitting, there is a designated outdoor reading area where children listen to stories read aloud and where children can read aloud to their peers.

Home reading practice

Children are encouraged to practice reading skills at home by taking home a reading book from the school schemes each night and a library book weekly. Teachers indicate the focus for a child through comments written in order that parents practise associated skills. Parents are asked to sign, date and comment on their child's reading. It is a useful tool of communication between school and home.

Cross curricular

Wherever possible staff give opportunities for reading across curriculum areas.

Assessment

Both supported and independent reading is taught and assessed using the North East Primary English Consortium guide. Teachers keep their own observational reading records that are linked with guided reading time and tasks. A skill is identified, taught and practiced from the strands identified in the reading curriculum. (Themes and Conventions, Comprehension, Language For Effect and Inference). Reading skills books show evidence of a skill being practiced as well as self and teacher assessment. Staff are able to ascertain if a particular reading skill has been achieved through oral and written means both in time spent in guided reading sessions as well as through independent or group tasks. Texts and tasks are specifically chosen to assess understanding, attainment and progress in a particular skill. Pupils in Key Stage 2 keep their own reading record sheet of books read. Year 6 have a 'reading journey' self assessment sheet that records the amount and diversity of reading. Staff keep records of phonic ability and high frequency words known as appropriate. Staff make half termly assessments using AFL and annual summative assessments. Children are tracked for progress using the tracking tool in line with the New Curriculum and pupil progress meetings with the Headteacher so that there is regular dialogue about progress made and concerns can be raised. Interventions are then put into place.

Resources

Throughout the school the Ginn 360 Reading Scheme and Oxford Reading Tree schemes are used as well as other texts colour coded and linked to Ginn Levels. Reading material other than books are being built up in order that children have access to resources that link with different genres. The English leader has sourced and purchased new reading material for guided reading sessions so that there is a greater engagement and pleasure in reading as well as giving children the opportunity to be challenged both in the content and range of writers.

Further materials include:

Ginn Key Comprehension

Rhymeworld-Heinemann

Big Books

Poetry Express

Focus English-Heinemann

Literacy World-Heinemann

Teachers use ICT programmes where appropriate to enhance skills.

Writing

Our aim is that children will develop the ability to write effectively in various forms, according to purpose and audience. Writing has two dimensions: transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing) We plan writing tasks that have a purpose and facilitate linked learning.

Pupils are taught how to plan, revise and evaluate their writing. Effective composition is taught by asking children to form, articulate and communicate their ideas and then organize and structure them for the reader. This is achieved by teachers emphasizing the importance of clarity, awareness of the audience, purpose and context and an increasingly wide knowledge of vocabulary and grammar. We recognize the importance of children having access to and exploring different texts in reading that serve a purpose if they are to write pieces that show the features of particular types of text. Children draft sentences, paragraphs or whole pieces, taking into account their purpose, organization and structure, layout, vocabulary, sentence structure and punctuation to revise and edit. Time is given for children to act as 'response friends' when work is read aloud and a peer gives feedback in relation to criteria set when appropriate. Opportunities are given for children to work individually, in 'pair and share' tasks or small groups. 'Talk for writing' is actively encouraged. Staff give opportunities for children to write with real purpose and writing is valued and displayed throughout school. Writing for a variety of contexts is valued. A school newsletter team is drawn from all classes in KS2, meeting regularly.

Effective transcription is developed through a structured spelling programme incorporating the relationship between sounds and letters (phonics) and understanding morphology (word structure) as well as orthography (spelling structure).

Assessment

Teachers assess pupils writing continuously and summative assessment is made half termly. The children have the opportunity to assess their writing through the use of targets, success criteria and achievement skills grids. The English leader has taken the English objectives in the New Curriculum and has adapted them to 'childspeak' to aid target setting.

Both supported and independent writing is taught and assessed using the North East Primary English Consortium curriculum guide. As children write across subjects and in different genres staff keep pieces as evidence of attainment. Staff then make a judgement as to the attainment of a pupil using the agreed tracking assessment tool. Each half term staff moderate judgements made to ensure consistency in assessment. Planned moderation of writing with deanery schools takes place throughout the year to aid consistency also. Staff take account of exemplification materials. Work and planning scrutiny is carried out by the English Leader to aid consistency of approach to the teaching and assessment of the subject.

Resources

Literacy World

Reasons for Writing

Exploring language

Literacy World Junior English

Nelson Handwriting

Children are encouraged to present their work neatly with a legible, joined and consistent style of writing - depending on age- across curriculum areas. Children write the purpose of the writing and objective/target clearly as a heading, dating work. Children begin to write in pen in Years 6.

Staff plan for extended pieces in curriculum areas other than Literacy, recognizing opportunities for the children to practice their writing skills using different genres and purpose. Staff ensure the children are aware of the overall learning objective for pieces of writing and differentiated targets. Children have individual/group achievement skills grids in writing books and refer to them when writing across the curriculum. Children read comments written by staff and are given time to make corrections. Staff comments refer to objectives/ targets set, successes and 'next steps' to make progress. Grammar is taught as part of the 'exploring text, identifying features used by the author and adopting style' approach to writing, however staff recognize the need to have discrete grammar sessions as appropriate.

Spelling

Our aims are that children become confident, competent and independent spellers. We equip children with spelling strategies and knowledge. We recognize the need to teach spelling in a consistent, effective way.

Children are taught a range of strategies and knowledge –phonological, morphological and spelling structure. We encourage independence and self-assessment in aiding spelling development. Children need to know the meanings of words they are attempting to spell.

Daily phonics teaching sessions are delivered in KS1 and those children not as yet confident with independent spelling attempts receive additional support in KS2. Teachers follow the New Curriculum statutory components and guidance, marrying with Letters and Sounds.

Designated time is given in the week to focus specifically on exploring/investigating spellings. Children are given and have explained, learning objectives according to ability. In this focused time a set of relevant words are introduced to the children which they sort, identifying patterns and rules. They are encouraged to hypothesize and test ideas, to find further examples and exceptions. Children are aware of the spelling focus for the class in any given week. The words/patterns/rule given and explored becomes the focus for spelling assessment in the following week. Time is given to practising miscellaneous spellings where appropriate.

We recognize that time must be given for children to learn, practice and consolidate spellings. Staff use guided reading time for a group of children to do this as an independent activity where they update their individual spelling logs or explore spellings. Staff use a system that enables the children to monitor their own progression in spelling with more intense scrutiny in Upper Key Stage 2. Staff identify words that a child

would be expected to make a better attempt at in independent writing, depending on age e.g on sight vocabulary list, has a pattern covered in that year group or for that ability of child, has a specific rule, has been given in a lesson). A line is drawn underneath the correct part of the word and sp written in the margin. A child would be expected then to make another attempt before using a dictionary. This reinforces what a child has been successful in as well as specifically identifying a pattern/ rule not applied. Before beginning a new piece of work children look to see if they have spelling errors from the previous one and make necessary corrections across curriculum areas. Incorrect words are added to individual spelling logs by the children themselves. Time is given for children to practice age related dictionary skills explicitly.

Wherever spelling skills are built into English lessons. Staff model using spelling strategies. Children are taught the correct terminology e.g phoneme, homophone, syllable. Word banks to aid cross curricular learning, to emphasise technical vocabulary and to widen vocabulary knowledge are used in class.

Spelling Resources:
Spelling Bank
Support for Spelling
J. Smith

Handwriting

It is recognized as important that children correctly form letters and show clear joining, consistent orientation and sizing of letters whenever they are writing. Staff model correct handwriting so that children will develop a consistent joined style. Time is given on the timetable for each class to practice handwriting skills where necessary based on the Nelson scheme.

Responding to children's work

We recognize the importance of responding to children's work both orally and in written form. Time is given for children to read comments and respond to them. We highlight positive achievements both in written terms and in one to one discussions or group feedback. Children are given the opportunity to explain their work to others and to demonstrate their skills in a variety of ways eg Giving presentations, planning Liturgies and assemblies, speaking in Eco and School Council meetings, being a member of the Mini Vinni team, demonstrating Science concepts in Science Week, reading aloud to younger children, being part of a newsletter team, holding debates. They are encouraged to value and respect the work of others.

Through AOL and AFL teachers make ongoing assessments throughout the English Curriculum to raise standards of attainment. Information gathered is used to inform planning and identifying strengths, weaknesses and gaps in learning. APP (Assessing Pupil Progress) is seen as an effective way of measuring pupil progress and attainment.

Homework

Children are given homework to practice and consolidate skills in spelling, writing, grammar, phonics and reading as appropriate. Younger children are given sight vocabulary words and reading books weekly whilst from Year 2 reading and English work linked to the curriculum is given on a weekly basis and throughout KS2. In Year 6 further English homework, designed to revise and consolidate skills is given.

Parental Involvement

Parents are encouraged to support children with English homework – in practising spellings and hearing children read as frequently as possible. Parents are also invited to school to help in classes day to day where they interact with children, hear reading and support in writing tasks. Parents come in to school to give talks if they have a particular skill or interest. For example dental hygiene talk, the work of a micro biologist, being a member of a rowing club.

Staff hold a welcome meeting and pupil progress meetings to inform parents about the ways in which they can support their child with English. They are opportunities to reinforce the importance of parents supporting their children in their learning, particularly with reading, and examples can be given.

Monitoring and Review

Monitoring of the standards of children's work and quality of teaching in English is the responsibility of the Headteacher and Governors supported by the Subject Leader. The work of the Subject Leader also involves supporting colleagues in the teaching of the subject, providing a lead and direction.

The school's governing body is briefed regularly to overview the standards in English and the link governor has met with the Subject Leader to discuss developments with the New Curriculum and progress of children.