

St. Mary's RC Primary School

Chepstow



English Policy

School Vision and Mission Statements

School Mission Statement:

Learning for Life with Christ as our Light

School Vision Statement:

Based on our Catholic faith, St. Mary's Catholic Primary School seeks to promote the Gospel message of Jesus Christ as the foundation of its existence

We, as a caring community of learning, combine innovation and tradition to enable each individual to achieve their full potential.

As a school we:

Teach the Catholic faith, to help children grow in all aspects of their spiritual and moral development.

Recognise and encourage the uniqueness and value of each individual, by nurturing and developing each child's selfworth and ability.

Provide a balanced, differentiated and relevant curriculum in pursuit of high academic excellence.

Help create a Christian community, uniting the home, the school, the Catholic parish and the wider community

Welcome children of all faiths to join the school community.

Aims

We believe that English should be taught as a discrete subject to provide pupils with the skills that allow them to use the English language correctly, but that the application of literacy skills should permeate the whole curriculum. English should be fun and engaging for pupils, allowing them to play with words and to enjoy experimenting with the English language. It should be taught with engaging stimuli, including the use of visual images such as pictures and films, novels, audio excerpts, poems, extracts and non-fiction materials.

The teaching of English should allow pupils to:

- develop the necessary skills to use the English language confidently, appropriately and to the best of their ability;
- 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, punctuation and syntax accurately and confidently;

Principles / The Nature and aims of English

Foundation Phase

- Children are immersed in language experiences and activities.
- Their skills develop through talking, signing, communicating and listening.
- They should be encouraged to communicate their needs, feelings and thoughts, retell experiences and discuss individual and group play.
- Some children will communicate by means other than speech.
- Children refer to their intentions by asking questions, voicing/expressing opinions and making choices through a variety of media, and by building on previous experiences.
- They should be encouraged to listen and respond to others, to the variety of life experiences that their peers bring to the learning environment, and to a range of stimuli, including audio-visual material and ICT interactive software.
- They should have opportunities to choose and use reading materials, understand the conventions of print and books and be given a wide range of opportunities to enjoy mark-making and writing experiences.
- They should be helped to develop an awareness of Wales as a country with two languages, and to show positive attitudes to speakers of languages other than Welsh and English.

Language skills learned in one language should support the development of knowledge and skills in another language.

Key Stage 2

- Learners build on the skills, knowledge and understanding acquired during the Foundation Phase.
- Progress is achieved through an integrated programme of speaking, listening, reading and writing.
- Learners are presented with experiences and opportunities that reflect the requirements of the Skills and Range sections of the programmes of study.

- They become confident, coherent and engaging speakers, working as individuals and as members of a group.
- Their experiences will include opportunities to take part in drama and role-play activities.
- They develop as active and responsive listeners in a wide range of situations.
- Throughout the key stage, they experience a progressively wide range of demanding texts, for enjoyment and information, so that they can develop into fluent and effective readers.
- They become competent writers, writing clearly and coherently in a range of forms and for a range of purposes.
- They acquire a growing understanding of the need to adapt their speech and writing to suit purpose and audience. They work with increasing accuracy and become reflective and evaluative in relation to their own and others' achievements.

Skills across the Curriculum

Pupils should be given opportunities where appropriate in their study of English to develop and apply the following skills:

- **Developing Thinking**

Learners develop their thinking through the process of planning, developing and reflecting. Where appropriate thinking skills activities should be used during English lessons to develop their understanding of literacy further.

- **Developing Communication**

Learners develop their communication skills through the skills of oracy, reading, writing and wider communication. This should be developed through the discrete teaching of English and through the use of literacy skills elsewhere in the curriculum.

Developing ICT

Learners develop their ICT skills by finding, developing, creating and presenting information and ideas and by using a wide range of equipment and software. Where appropriate English lessons should include the use of ICT (through cameras, internet use, word processing, ICT programmes etc) to enhance understanding of a specific literacy skill.

- **Developing Number**

Learners their number skills by using mathematical information, calculating, and interpreting and presenting findings. When appropriate, mathematical methods should be used during the teaching of English.

Learning across the Curriculum

Learners should be given opportunities where appropriate in their study of English to promote their knowledge and understanding of Wales and their personal and social development and well-being.

- **Curriculum Cymreig**

Learners should be given opportunities to develop and apply their knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales.

- **Personal and Social Education**

Learners should be given opportunities to promote their health and emotional well-being and moral and spiritual development; to become active citizens and promote sustainable development and global citizenship (ESDGC) and to prepare for lifelong learning.

Equal Opportunities and Additional Educational Needs

At St Gabriel's RC Primary School we endeavour to provide activities and materials that reflect the cultural diversity in our school, providing equality for all. Resources are selected and used to ensure that all our pupils are able to access the curriculum which challenges stereotyping and promotes positive images of all race, gender and culture. Opportunities for discussion, questioning and analysing are identified in short term planning, alongside the Equality themes.

Special Educational Needs (SEN)

If a child has a special need, our school does all it can to meet these individual needs. Early identification of children's needs is essential. We comply with all the requirements set out in the SEN Code of Practice in providing for children with special needs.

All children on the special needs register have an Individual Education Plan (IEP) that will include targets for improvement which are carefully monitored and reviewed/revised 3 times per year.

Carefully planned differentiation ensures SEN pupils are supported in English. Provision is made for pupils with physical or sensory needs using appropriate methods.

More Able and Talented (MAT)

At St Mary's R. C. School we recognise that we have more able and talented children. Individual children should be encouraged to develop their attributes, skills and potential within a learning environment that embraces equality of opportunity and provision.

Carefully planned differentiation ensures MAT pupils are sufficiently challenged in English through the use of material in ways that extend breadth and depth of study and opportunities for independent learning.

English as an Additional Language (EAL)

We do not have a large intake of children with EAL but for children who come to our school with very little or no English, we plan opportunities for them to develop their English. Their ability to participate in English may be in advance of their communicative skills in English. Staff encourage children to transfer their knowledge, skills and understanding of one language to another.

Strategies

A wide variety of teaching strategies are used during English teaching to cater for a variety of learners and to inspire children.

These include:

- The use of drama techniques such as those outlined in the Drama For Learning and Creativity (D4LC) initiatives.
- Philosophy for Children (P4C)
- Use of Pie Corbett strategies for storytelling
- Big Write atmosphere for extended writing

- Shared writing
- Modelled writing
- Independent writing
- Paired writing and assessment
- Whiteboard work
- Short-burst writing
- The use of novels to teach English at least once per term.
- Wow word books for children to collect their own words
- Spelling logs
- The use of thinking dice
- Problem-solving texts
- Use of the drafting pen

Organisation

- Spelling and handwriting is taught through a dedicated lesson once per week and daily 10 minute activities follow this.
- English is taught daily across the Key Stages.
- Daily warm ups are used to reinforce/revise a specific literacy objective.

Policy **Reading**

- Group reading takes place once per week either with the teacher or support staff. In the Foundation Phase this takes place daily.
- Those identified as independent readers have the opportunity to read daily.

Writing

- Daily warm ups are used to reinforce/revise a specific literacy objective.
- Extended writing takes place on average once a fortnight.
- Activities (including oracy and reading activities) leading up to extended writing give pupils the skills needed for them to succeed in their extended writing task.
- Extended writing opportunities are provided across the curriculum.

Oracy

- Oracy activities are planned for regularly and opportunities are provided for pupils to exercise their speaking and listening skills.
- Oracy activities are used as a tool to exercise pupils' imagination, to play with words and to develop an enjoyment of the English language.
- The stimulus for such activities may come from their reading, films or pictures.

Spelling

- In the Foundation Phase, phonics is taught through the Jolly Phonics scheme of work and is taught on a daily basis with interactive activities.
- From Year 2 onwards Spelling is taught discretely once a week and practised on a daily basis. The scheme used is Searchlights.
- Children who are unable to access the Searchlights activities are given their own spelling activities to match their ability (i.e. high frequency words, spelling patterns at their ability level, key vocabulary for topic work/Science/Maths work.)
- Spelling lists are sent home on a weekly basis. Words reflect the spelling patterns taught during the week. Where appropriate, words are sent home linked to pupils' own needs or linked to topic/Science/Maths work etc.

Handwriting

- In the Foundation Phase handwriting is taught through Dance Write, practical activities that exercise the gross motor and fine motor skills and is linked with the teaching of phonics. Pupils use a variety of resources to practice these skills, including the interactive whiteboard, sand, painting on large sheets of paper etc.

Signed: _____ (Head Teacher)

Signed: _____ Chair of the Governing Body

Date: _____

Review date: _____