

HOLY FAMILY CATHOLIC PRIMARY SCHOOL

ENGLISH POLICY

WHAT IS ENGLISH?

English is the basic language of communication in our society and is the foundation for learning which takes place in our school. Its mastery empowers the learner and is essential for independent learning, the world of work and is essential to enable individuals to play a full role in society. A thorough understanding of all aspects of English can affect a child's performance in many other areas of the curriculum and can have an effect on an individual's self esteem. Great emphasis is, therefore, placed upon the teaching of English throughout the school.

English is a core subject of the National Curriculum. The fundamental skills, knowledge and concepts of the subject are set out in National Curriculum where they are sub-divided into three sections.

- ◆ Speaking and Listening
- ◆ Reading
- ◆ Writing (which includes spelling and handwriting).

THE AIMS OF TEACHING ENGLISH

Our aims in teaching English are to enable pupils to:

- ◆ use the English language confidently, appropriately and accurately;
- ◆ speak clearly, fluently and coherently in a range of contexts;
- ◆ listen to the spoken word attentively with understanding, pleasure and empathy;
- ◆ read a range of material fluently and with understanding, for enjoyment and for information;
- ◆ write effectively for a range of audiences and purposes, using spelling, punctuation and syntax accurately and confidently;

THE PRINCIPLES OF TEACHING ENGLISH

The teaching of English will be underpinned by:

- ◆ having respect for pupil's home experience and language, developing and extending this with sensitivity;
- ◆ encouraging a love of language, books and writing;
- ◆ viewing English as part of a broad and balanced curriculum in which the three elements are interdependent and encompass all aspects of a pupil's experience in school – creative, linguistic, scientific, mathematical, physical, social, moral and cultural;
- ◆ creating a culture that encourages pupils to experiment with language and to enjoy it in all forms;
- ◆ creating a supportive culture that removes the fear of failure;
- ◆ encouraging pupils to become independent thinkers and learners by using their knowledge and understanding of English in all areas of the curriculum;
- ◆ offering adults as positive role models in each element of English;

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- ◆ allowing pupils to acquire a vocabulary for talking about language.

STRATEGIES FOR THE TEACHING OF ENGLISH

The English curriculum can be broadly organised into:

- ◆ formal learning of reading, writing, speaking and listening in periods allocated to this work;
- ◆ informal learning which goes on throughout the school day and throughout all curriculum areas.

Equal importance is given to both of these aspects of the English curriculum.

The delivery of a stimulating English curriculum, which ensures pupil learning, must be founded upon high quality teaching. Essential features of this within school are:

- ◆ clear and purposeful leadership by the headteacher and subject co-ordinator which includes systematic monitoring and evaluation of the curriculum and teaching;
- ◆ sound subject knowledge by all individual teachers;
- ◆ a clear understanding of how pupil's knowledge and understanding of English develops;
- ◆ use of the National Literacy Strategy as a central programme for the teaching of reading and writing thus ensuring continuity and progression of learning;
- ◆ use of 'Letters and Sounds' as a programme for the teaching of phonics ensuring continuity and progression of learning;
- ◆ detailed guidelines of procedures and routines for all elements of the English Curriculum have been drawn up, in consultation with staff ;
- ◆ detailed medium and short term planning, stating clear objectives;
- ◆ assessment for learning which informs teaching;
- ◆ interactive and varied teaching approaches, including those outlined in the National Literacy Strategy, to whole classes, groups and individuals;
- ◆ a daily hour devoted to the teaching of literacy;
- ◆ a programme of continuing professional development appropriate to the school's needs;
- ◆ targets will be set for whole school, groups and individual pupils;
- ◆ involvement and support of parents will be positively promoted (*refer to Holy Family home-school agreement*);
- ◆ governors will be kept fully informed of the school's approaches to the teaching of English;
- ◆ the literacy action plan will feed in to the overall school development plan identifying areas for development and will be monitored and reviewed by the Literacy co-ordinator and headteacher in consultation with staff and governors;
- ◆ from the earliest stages all children will be taught how to use the school library effectively. All classes will have access to the library on a weekly basis;

PROGRESSION

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Use of the National Literacy Strategy will provide a sound basis for the development and appropriate progression in literacy throughout both Key Stages.

ASSESSMENT, RECORDING AND REPORTING

(Refer to Holy Family assessment policy)

Pupils will be assessed regularly against learning objectives to inform planning and to ensure appropriate teaching and learning opportunities.

Pupils will be assessed using QCA assessment materials at the end of each term and APP (Assessing Pupil progress) will support on-going assessments.

End of Key Stage summative assessment will follow National Curriculum requirements.

SPIRITUAL, MORAL, SOCIAL AND CULTURAL ASPECTS

Opportunities to promote, appreciate and develop pupils spiritual, moral, social and cultural awareness and understanding will be sought. These opportunities will be clearly identified in planning and promoted in practice.

INFORMATION AND COMMUNICATION TECHNOLOGY

Opportunities for ICT in English will be sought. Consideration will be given to:

- ◆ ICT in developing pupils speaking and listening skills;
- ◆ ICT in literacy, including the use of ICT for group work when children are working independently within the literacy hour.

SPECIAL EDUCATIONAL NEEDS AND EQUAL OPPORTUNITIES

(refer to Holy Family Special Educational Needs policy)

All pupils are entitled to a broad, balanced and relevant curriculum in English regardless of ability, gender, religion, race, social circumstances or first language.

Differentiation, assessment and planning, by the class teacher has an important part in the provision for children with special needs within English.

Problems relating to special needs children within this area of the curriculum need to be formally brought to the attention of the literacy co-ordinator and the special needs co-ordinator as soon as possible.

Early intervention is promoted in this area of the curriculum and the school uses intervention programmes to support children's development in Literacy.

All children with identified special needs within English will have an Individual Educational Plan. This Individual Educational Plan will be carried out, largely, by the

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class teacher in class but children may be withdrawn at certain times to receive additional support.

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Signed