



# ENGLISH POLICY

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Next Review: Spring 2020

Signed: \_\_\_\_\_  
Chair Staffing, Curriculum and Spirituality

## **A LITERACY RICH ENVIRONMENT**

Every classroom has lively, attractive and interactive displays including:

- Children's work in both draft and final stages;
- Thematic related work with relevant vocabulary;
- Children's writing, including books written by children;
- Handwriting and a variety of computer fonts;
- Well labelled resources including a mixture of words and visual prompts;
- Free writing on a notice board in the writing corner;
- Interesting words, phrases and prompts for story writing;
- Alphabets and high frequency words;
- Questions and suggestions;
- Author displays;
- Learning intentions using Assessment FOCI;
- In the role-play area;
- Caption and labels;
- Boards that reflect the "Learning Journey";
- Challenge boards to extend more able pupils.

## **SPEAKING AND LISTENING POLICY**

### **OPENING STATEMENT**

At St. Peter's we consider speaking and listening to be a primary means of communication for life. We endeavour to maximise the children's ability to speak confidently and with clarity, and to listen effectively, respectfully and sensibly in a variety of circumstances. In every class there is an emphasis on speaking and listening skills.

### **AIMS**

We aim for our children to:

1. Be able to communicate verbally their thoughts, feelings, ideas and knowledge effectively, confidently, clearly, audibly, fluently and appropriately for a variety of audiences and purposes;
2. Be able to listen attentively and sensitively in a range of situations and respond appropriately.

### **OBJECTIVES**

These closely follow the Revised Literacy Framework:

- Speaking;
- Listening and Responding;
- Group Discussion and Interaction;
- Drama

During their time at our school our children will have the following opportunities:

1. Telling stories, imaginative play, small world play, puppets and masks;
2. Circle time (PSHCE), encouraged to express themselves clearly and confidently, listen to others views with respect and organising what they say and evaluating their performance;
3. Learn from others through listening attentively;
4. Listen and respond to a range of non-fiction, fiction, poetry and plays;
5. Listen and respond to a wide range of language models, and demonstrate a growing awareness of the variations in vocabulary between different regional, social and historical groups;
6. Listen to and carry out increasingly complex instructions;
7. Give clear directions and instruction to others and assess their effectiveness;
8. Talk about personal experiences, thoughts, opinions and feelings, with increasing precision and detail;
9. Report events and information clearly and sequentially, showing awareness of the audience;
10. Speak to a variety of audiences for a range of purposes, adjusting their speech accordingly;
11. Ask and respond to questions which arise in a variety of situations and so demonstrate their understanding through talking;

12. Solve problems through speaking with and listening to others – Working with Others activities;
13. Take part as speakers and listeners in a group discussion, commenting constructively on what is said, and evaluating carefully each contribution;
14. Persuade others through discussion debate and argument;
15. Plan and participate in a range of group presentations, including drama, role play, class assemblies;
16. Reflect on their own effectiveness in the use of the spoken word;
17. Develop their awareness and use of a widening range of grammatical constructions and vocabulary characteristic of Standard English;
18. Come to understand the power of silence.

## **UNDERLYING PRINCIPLES**

Children need to be given opportunities to engage in a variety of communication activities that help to develop a broad range of oral skills, as highlighted in the objectives. We believe the necessary skills can be developed most effectively if a thematic approach is adopted because it:

- Recognises the child's need to organise knowledge through language;
- Recognises speech as a means of promoting a child's understanding in all subjects areas;
- Recognises that speech can be used as a way of evaluating progress.

We believe group work is important since it allows children the opportunity to experiment and to explore ideas without fear. It also provides a less intimidating setting to encourage the less confident child to contribute. Groups are not static but change in size and membership to give greater teaching and learning opportunities. The Working with Others initiative adopted by St. Peter's shows the value we attach to the group skills.

All children are integral in valuing their own dialect. A dialect is a specific set of grammar and vocabulary, which links people of a particular geographical region. Accent, on the other hand, is the way in which words are pronounced and is again linked to geographical region. We accept whatever accent the child has and do not aim to change it. Children are introduced to the use of Standard English and gain an understanding of when it is appropriate to use it. Mother tongue is valued highly at St. Peter's and respect and pride towards this is encouraged by all.

## **SPECIAL NEEDS**

Children who have recognised speech difficulties receive support and guidance from speech and language therapists and follow individual programs. Other children with language skills difficulties receive group support tailored to particular needs. Children work in small groups to ensure effective speaking and listening which is encouraged and explicitly taught and managed. Children are encouraged to self assess their own speaking and listening skills.

## **ASSESSMENT**

Assessment of speaking and listening is carried out in the classroom. Each child is assessed in a range of situations and where different skills are demanded, for example, during a class debate, individual children may be assessed according to the confidence and relevance of

their contributions. When working in groups, children may be assessed on their ability to support their own views whilst being able to listen and respond to the views of others. These situations arise out of the normal activities going on in the classroom and should not be "staged", although teachers do need to identify specific opportunities when they can assess children's speaking and listening skills.

When assessing group talk, the teacher concentrates on the contributions made by just one or two children rather than trying to assess all the children at once. It is often useful to sit apart from the group and appear to be involved in some other activity, so that interactions with peers are as natural as possible and not influenced by the presence of a teacher.

In addition to teacher evaluation, pupils are encouraged to reflect on and evaluate their own use of spoken language, and to reformulate it where necessary to aid the listener.

## **RESOURCES**

- CD Players, tape recorders and headsets in classrooms;
- A range of fiction and non-fiction books kept in classrooms;
- Microphones;
- Networked computers (with speakers and microphones);
- Video cameras

## **ACADEMICALLY MORE ABLE**

Children are encouraged to respond to areas of individual interests. Role plays throughout the school encourage more able pupils to respond in a way they feel suitable to a range of stimuli. Roles within the school council offer a chance for particular leadership skills of speaking and listening to be developed.

## READING POLICY

### OPENING STATEMENT

At St. Peter's we aim to create life-long readers. We believe that exciting, challenging reading creates a thirst for a range of quality of books and a love of reading that will endure throughout children's lives. In all its forms, reading is a vital skill that underpins achievement across the curriculum and is the key to independent learning. Our teaching of reading is always focused on using lively and exciting texts written by real authors.

### AIMS

We aim for children to:

1. Develop a life-long enthusiasm and love of books;
2. Read fluently, accurately and independently from a wide range of texts;
3. Read reflectively and with deepening comprehension;
4. Be effective readers able to understand, evaluate and respond to texts;
5. Hear a variety of fiction and non-fiction read aloud;
6. Read a wide range and variety of texts for interest and pleasure as well as for information;
7. Respond to reading in a variety of ways (e.g. writing, art, drama);
8. Develop the habit of sustained silent reading;
9. Use an increasing range of phonic and graphic cues to decipher new words and self-correct in the light of additional information (e.g. contextual understanding and knowledge of grammatical structures);
10. Use knowledge gained from reading to develop understanding of the structure, vocabulary and grammar of Standard English;
11. Read independently, in pairs, in a group, or as a whole class;
12. Develop and express preferences in their choice of reading and be able to guide others;
13. Develop the ability to read aloud prose or poetry (including their own) fluently, expressively and confidently;
14. Identify features of narrative, non-narrative and poetic forms;
15. Develop an appropriate vocabulary with which to discuss reading, e.g. author, setting etc;
16. Discuss individual and shared texts with others, referring to the texts to support their opinions;
17. Use inference, deduction and prediction in reading and look for meanings beyond the literal;
18. Use dictionaries and thesauruses effectively;
19. Use the Library and a range of ICT resources to support, enhance and extend children's reading;
20. Develop a variety of reading strategies for locating information, including drawing on different features of texts and skimming and scanning for research;
21. Develop the skills necessary to select and organise information;
22. Read texts with progressively challenging subject matter to broaden perspectives and extend thinking.

### READING FOR PLEASURE

If children are to acquire a life-long love of reading they must be encouraged to view reading as a pleasurable activity. There are many important factors in school which influence the success or failure of reading for pleasure, which include:

- Regular individual, paired and group reading sessions;
- All staff promote and share a love of books;
- Teachers regularly read stories and poems to the class;
- Home-school reading records and children's own book reviews;
- Regular use of ICT and our Library;
- Visits to the local Library;
- Book weeks where children are encouraged to dress up as a book character and competitions are run throughout the school;
- Reading partners are set up between different year groups so these pupils can participate in shared reading experiences;
- Sessions / workshops with published authors;
- Curriculum evenings to share information with parents e.g. new initiatives in the subject;
- Well resourced book choice, in banded boxes, class book corners and libraries.

## **READING FOR INFORMATION**

The skills that lead children towards an ability to know how information can be found in non-fiction texts to answer questions about who?, where?, why?, when?, how?. These skills enable children to locate, select, research, organise and communicate information effectively in a structured and systematic way. Children are taught specifically how to use our Libraries, ICT resources (CD-ROMs, Internet & Email) to use an index, glossary, flow diagrams / maps and charts in line with the Revised Literacy Contents Framework.

## **SPECIAL NEEDS**

Letters and Sounds, Jolly Phonics and other intensive phonics and literacy work is taught, either with a special needs teacher or teaching assistants. This takes the form of short bursts little and often, allowing for revision and over learning in a multi-sensory way.

There are a range of different styles and texts to support SEN children with reading. Some phonic based, some scheme books and some chapter books for those older readers. These are often limited to follow up composition pieces. Children have regular revision of the different skills needed to be an effective reader. There is a variety of Special Educational Needs ICT resources for spelling and reading on the school network, enabling children to practise individually or with support wherever and whenever it is appropriate.

Children may receive specific support with reading individually or with a small group. These sessions are tailored to reach a child's individual needs while being embedded in the class lesson.

## **RECORD KEEPING & ASSESSMENT**

Assessment opportunities are varied:

- Home school reading programme – children are given guidance on choosing appropriate reading materials to take home on a regular basis;
- Reading diaries are kept as another way of monitoring progress;
- By KS2 children use Reading Logs to record their progress and as evidence for assessment (APP);
- Hearing individuals and small groups read, giving children the opportunities to discuss books and recording evaluations regularly;
- Listening to children reading aloud to the class;

- Formal reading tests mid-way and at the end of the year;
- Evaluating comprehension tasks;
- Evaluating outcomes of research;
- Years 3,4,5 optional SATs and Years 2 and 6 SATs;
- Moderation of APP reading.

## RESOURCES

- Non-fiction/Fiction libraries for Foundation Stage, KS1 and KS2;
- Fiction book-corners in each class (books are high quality and range in difficulty, design, culture, age and author);
- A variety of newly-published fiction books promoted through school Library display;
- Differentiated books and play-sets for group and guided reading;
- Story tapes;
- Magazines and newspapers;
- Reading Scheme books;
- Internet, Literacy CD-ROMs and a variety of differentiated, appropriate fiction and non-fiction software;
- All classes have their own collection of books that are carefully organised:  
Foundation Stage – Year 3: these organised into colour coded boxes based on book bands. Years 4 – 6: books are organised alphabetically but coded for ability in different ways.

## ACADEMICALLY MORE ABLE

Children are given a wide range of choice of text and a chance to respond to these texts in a variety of ways. Prompts are around classrooms to encourage higher order thinking skills whilst reading.



## WRITING POLICY

### OPENING STATEMENT

At St. Peter's we consider writing to be a vital instrument for communication. We endeavour to provide a wide range of opportunities for children to write efficiently, creatively and effectively for a variety of purposes and audiences. Most of these writing experiences are cross-curricula in the context of (termly or half-termly themes) our thematic approach.

### AIMS

At St. Peter's we aim for every child to:

1. Develop a wide range of writing skills in order to communicate accurately and effectively for a variety of purposes and audiences;
2. Gain enjoyment and confidence in their ability as writers;
3. Develop an awareness of the power of the written word, using grammar, punctuation, spelling and drafting with increasing effectiveness.

### OBJECTIVES

Our objectives for achieving these aims closely follow the Revised Literacy Framework:

- Creating and shaping texts;
- Text structure and organisation;
- Sentence structure and punctuation;
- Presentation.

During their time at our school, our children will have opportunities to:

1. Write independently from the earliest stages (they are given meaningful and purposeful opportunities to act as writers e.g. role play areas / small world play areas);
2. Enjoy classrooms that include well-defined writing areas where children have access to a wide variety of writing materials;
3. Write for audiences other than their teacher e.g. pen pals, reading partners, 'real' people;
4. Write about a wide range of topics, issues, ideas and incidents, organising their writing in an appropriate manner for the reader;
5. Learn to plan, draft, proof-read and revise their work;
6. Write with and share their writing with other children;
7. Use ICT for drafting, revising and publishing;
8. Develop skills for planning, drafting, revising and proof-reading;
9. Experiment with the characteristics of different genre e.g. plays, diaries, stories, poems, instructions, letters and arguments;
10. Experience and respond to the techniques and styles used by a variety of writers, e.g. use of imagery, alliteration, rhythm;
11. Write in a variety of styles, in response to a wide range of stimuli, using appropriate vocabulary and format which may include:
  - writing about personal experiences, including thoughts and feelings;
  - giving clear and concise written instructions;

- writing persuasively, identifying the features of an argument and how language is used to convince the reader;
  - reporting happenings and practical experiences clearly and in sequence;
  - writing information in a variety of ways;
  - writing formal and informal letters;
  - playing with words e.g. creating puns, jokes, word games;
  - writing creatively and descriptively to imagine and explore feelings and ideas that interest the reader;
  - writing in a variety of roles.
12. Show a developing control of grammatical structure and a maturing vocabulary:
- begin to use the structures of Standard English;
  - be able to use the dictionary and thesaurus to edit their work;
  - be taught the use of sentence punctuation, including commas, full stops, question marks, exclamation marks, speech marks and apostrophes to mark possession and omission;
  - organise their work into paragraphs;
  - understand a range of grammatical terms and be able to consider these in their writing;
  - be able to apply knowledge of spelling conventions, recognise patterns, root words and families and use the appropriate terminology.
13. Feel their work is valued by others through sharing, encouragement and praise, and by having their work published and displayed.
14. Self assessment and peer assessment to critic their own and others writing, suggesting areas for development.

## SPELLING

The teaching of spelling will take place every week and children will be taught to:

1. Analyse words into syllables and sound out phonemes;
2. Apply knowledge of spelling conventions;
3. Use knowledge of common letter strings, visual patterns and analogies;
4. Check spelling using dictionaries, spellchecker or individual spelling logs;
5. Revise and build on their knowledge of words and spelling patterns;
6. Know the meaning, use and spelling of common prefixes and suffixes;
7. Know the relevance of word families, roots and origins of words;
8. Know the use of appropriate terminology, including vowel, consonant and syllable, diagraph, phoneme, and grapheme.

The teaching of spelling will be planned in accordance with Letters and Sounds Document, Jolly Phonics and the Revised Literacy Framework. Each week children will investigate spelling patters and conventions and discuss strategies. On some occasions children may be asked to learn topic related words. As children move through the school the spellings are embedded in the key texts being used.

## THE WRITING PROCESS

The process of writing involves many skills which can be separated into three areas: Compositional, Secretarial and Presentational.

### Foundation Stage / KS1

Marking is encouraged from the beginning of Foundation Stage in sand, paint, using chalk on playgrounds and whiteboards. Children write in pencils having daily practice in a cursive script. We aim to provide every child with:

- Encouragement to write independently from the earliest stages. They should be given meaningful and purposeful opportunities to act as writers e.g. role play areas. Their early play writing should be encouraged and respected in the classroom;
- Wherever possible, a well defined writing area where they have access to a wide variety of writing materials including a suitably programmed computer for word processing and access to a printer for publishing their work;
- Extended writing time. Every class has a weekly extended writing time where children are given time to practice their story writing skills and to write at length about a given topic.

### KS2

Good compositional skills are essential if a child is to become an effective writer. These skills will be developed by creating wide-ranging opportunities for writing, undertaken for a real purpose and a real audience. Children will thus develop the ability to write in different styles and structures and will develop greater control over their use and extent of vocabulary.

The development of proficient secretarial skills enables a child to write more efficiently and to be able to communicate their ideas more effectively to others. This will involve encouraging children to edit and re-draft their own work, progressively relying less on the teacher to spot or correct errors.

Finally, appropriate presentation makes a piece of writing more accessible to others, a vital part of the communication process. It also encourages children to feel proud of their own work. So, children need to develop their ability to write neatly and accurately, including appropriate diagrams or illustrations, or mounting their work effectively.

## SPECIAL NEEDS

Children receive help with spelling, handwriting and composition individually or in small groups.

1. Scaffolding and frames are used to support children to develop their writing including idea generating, key word vocabulary and prompt for content.
2. Visualising writing ideas through picture is often used to support written content.
3. Children may receive specific support with writing individually or with a small group. These sessions are tailored to reach a child's individual needs while being embedded in the class lesson.
4. Children are taught what to do to independently aid their writing using the learning environment and other tools.
5. ICT software is used when appropriate to support the children in their learning.
6. If children are working outside the classroom during a lesson, then our aim is that teaching should support or be linked to the class lesson.

## **RECORD KEEPING AND ASSESSMENT**

- APP – Regular whole staff moderating meetings;
- Twice yearly optional SATs tests for Years 3, 4, 5;
- Years 2 and 6 SATs;
- KS1 checks for spelling;
- Phonic checks;
- Independent Writing Assessment Books.

## **ACADEMICALLY MORE ABLE**

Children are given extended writing sessions for those with a gift for writing to show their true potential. This is embedded into the timetable as appropriate. Challenge corners, writing corners and role plays in each classroom give children a chance to respond in written form to a wide variety of open ended stimuli. Children are encouraged to evaluate their own and others work as well as teachers, for child ownership and to develop higher order, independent skills.