

# **St Lawrence C of E (Aided) Junior School**

## **English Policy**

### **Introduction**

The learning and teaching of English at St Lawrence aims to acknowledge and build upon the child's previous learning experiences and provide an exciting range of activities that includes the requirements of the National curriculum. We encourage the development of positive learning attitudes through promoting an environment where each child feels secure, respected and able to make a valued contribution. Providing high expectation encourages pupils to persevere with new and challenging learning opportunities in order to develop their full potential in their use of literacy and language. The English curriculum is designed to meet the needs of all pupils.

### **Aims and Objectives**

- To encourage pupil's ability to think and communicate clearly in order to express their ideas effectively
- To foster an enthusiastic and positive approach to reading and writing and recognise the importance of key literacy skills.
- To develop confident, independent readers through an appropriate focus on word, sentence and text level knowledge
- To encourage children to become enthusiastic and reflective readers through experience of, and response to a wide range of texts
- To extend knowledge and understanding of writing with meaning and accuracy in narrative and non narrative forms
- To develop children's ability to write independently extending their knowledge of grammar and punctuation
- To enable children to use language and expression appropriate to the circumstances and audience
- To encourage children to listen carefully and objectively as an audience, in a range of contexts, and respond in a way that indicates understanding.

### **Learning**

The children develop the knowledge, skills and understanding of English through a wide range of activities. Children have a range of abilities and this is recognised through differentiated learning opportunities, matching the challenge of the task to the ability of the child. The teaching of literacy at St Lawrence encompasses the variety of ways that children learn.

The basic literacy skills are gained through the balance of reading, writing, speaking and listening opportunities across the curriculum. In developing the key literacy skills, opportunities are provided for children to work collaboratively, in pairs or small groups to enable them to communicate their ideas and respond appropriately to the contribution of others. Pupils are encouraged to work independently in order to apply their knowledge, skills

and understanding, in the daily literacy lesson and other areas of the curriculum.

Reading skills are the focus of Guided Reading sessions which are timetabled outside the daily lesson and undertaken in class for twenty minutes. This enables the pupils to acquire and improve writing skills in the guided group work of the literacy lesson. Children have the opportunity to experience a wide range of texts and use a range of resources to support their progress.

The children benefit from a range of visits to St Lawrence School, in the form of authors and drama productions which are often linked with the annual Book Week. Literacy themed weeks promote a positive and enthusiastic approach to learning the skills of literacy and language.

## **Teaching**

The objectives are achieved through provision of planned, structured lessons in line with the recommendations of the Literacy Strategy and the National Curriculum. The children attend the daily Literacy lesson and experience a range of teaching styles, ensuring objectives are achieved to build on progress. The daily lesson may include a high proportion of whole class and group teaching, some independent and guided group work, and a review at the end of the lesson.

Lessons are planned using the Primary Framework outlining the objectives and requirements of the National Curriculum. Pupil's individual needs are carefully planned for. Year 5 and 6 pupils are taught in sets for English up to five days a week.

Teaching and special needs assistants are used to support children's learning in lessons. Programmes such as Toe by Toe and PAT and Smart Phonics are in place to further support the less able pupils.

The New Primary Framework for Literacy is used as the basis for implementing the statutory requirements of the study for English. Medium Term planning identifies the main teaching objectives and teachers work collaboratively on short term planning using the weekly format, where specific objectives and details of how these are to be taught are outlined.

## **Curriculum Links**

The skills developed in English underpin every other subject in the curriculum. Links are therefore made in the skills of reading, writing, speaking and listening which enable the children to communicate and express themselves in all areas of learning.

Resources in place reflect the importance of the strong link between ICT and English in today's world and the use of ICT enables children to use and apply their developing skills in English in a variety of ways.

Opportunities for creativity are encouraged and the use of drama, role play and hot seating are strategies used across the curriculum.

Spiritual, moral, social and cultural development is fostered through the teaching of English enabling the children to respond to moral questions and experience a variety of texts from other cultures.

### **Assessment for Learning**

Weekly plans set out success criteria which enables teachers to make assessments as part of every lesson. Ongoing teacher assessment identifies progress made towards the objectives and future planning is amended accordingly.

Sub levelled targets are used to enable pupils and teachers to monitor progress. Each individual pupil has a sub levelled target, shown on a target card which is stuck into the pupil's exercise book.

As part of the longer term assessment programme, pupils undertake a writing task on a termly basis and the teachers level the piece to track progress and identify individual need. Work is levelled using the National Curriculum level descriptors.

Pupil's reading is regularly monitored through guided reading and independent reading time. Teacher assessment at the end of each term is supported by end of year assessment tests.

At the end of Year 6, children undertake the national curriculum tests in reading and writing which are marked externally. Pupils at St Lawrence School also undertake the optional national tests in year 3, 4 and 5 at the end of each academic year.

### **Resources**

There is a wide range of resources to support the teaching of English across the school. All classrooms have a book corner, with a selection of fiction and non fiction texts and weekly access to a range of texts in the school library. All books are categorised into reading levels using the Cliff Moon scheme. This ensures every child is reading the appropriate book for their reading ability. Each year group has a library of appropriate teaching resources and support materials and sets of narrative and non narrative guided reading books.

### **Monitoring**

The English subject leader is responsible for monitoring standards of the children's work and the quality of learning and teaching in English. The subject leader undertakes monitoring on a termly basis, this includes work sampling, checking planning and lesson observations.

Last review date: November 2016

Next review date: November 2019