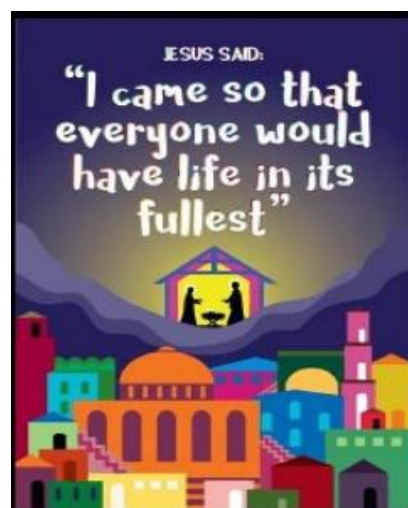




## St. Luke's CE Primary School

Where children *flourish*, are *happy* and *succeed*. Living their life to the full.

Believe and Achieve



Working together to be happy; to flourish; to succeed through our Christian Values of friendship, love, patience, forgiveness, trust and respect.

***“I have come that they may have life and have it to the full.”  
John 10:10***



## St Luke's CE Primary School English Policy

**This policy should be read alongside our teaching for learning policy.**

We believe that people learn best in different ways. At St. Luke's we provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential.

### **1 Audience and Purpose**

This policy reflects the values and philosophy of St. Luke's CE Primary School in relation to the teaching and learning of English. It gives a framework for all staff, both teaching and non-teaching, to work towards. The policy is intended to be used in conjunction with current government legislation and any recommendations that they may make.

### **2 Aims and objectives**

2.1 The study of English develops children's abilities to listen, speak, read and write for a wide range of purposes, so using language to learn and communicate ideas, views and feelings. It enables children to express themselves creatively and imaginatively, as they become enthusiastic and critical readers of stories, poetry and drama, as well as non-fiction and media texts. Children gain an understanding of how language works by looking at its patterns, structures and origins. Children use their knowledge, skills and understanding in speaking and writing across a range of different situations.

#### **2.2 The aims of English are:**

- to enable children to speak clearly and audibly in ways which take account of their listeners;
- to encourage children to listen with concentration in order to be able to identify the main points of what they have heard;
- to enable children to adapt their speech to a wide range of circumstances and demands, including class assemblies and presentations;
- to develop children's abilities to reflect on their own and others' contributions and the language used;
- to enable children to evaluate their own and others' contributions through a range of drama activities;
- 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 and interested in books and to read with enjoyment;  
to help children enjoy writing and recognise its value;  
to enable children to write with accuracy and meaning in narrative and non-fiction ( know, understand and be able to write in a range of genres in fiction, non fiction and poetry, and understand and be familiar with some of the ways in which narratives are structured through basic literary ideas of setting, character and plot)  
to increase the children's ability to use planning, drafting and editing to improve their work;  
to be able to use a full range of reading clues (phonic, graphic, syntactic, contextual) to monitor their reading and correct their own mistakes;  
to have fluent and legible handwriting;  
to have an interest in words and their meanings and a growing vocabulary;

### **3 Teaching and learning style**

**3.1** At St Luke's School we use a variety of teaching and learning styles in English lessons because we believe that people learn in different ways. Our principal aim is to develop children's knowledge, skills, and understanding in English. We do this through a daily lesson that has whole-class, group or individual teaching to suit the needs of our learners.

#### Teaching should be:

- discursive – characterised by high quality oral work;
- interactive – pupils' contributions are encouraged, expected and extended;
- well-paced – there is a sense of urgency, driven by the need to make progress and succeed;
- confident – teachers have a clear understanding of the objectives;
- ambitious – there is optimism about and high expectations of success.

#### Teachers should have:

- Secure teacher knowledge of skills, concepts (and technical vocabulary);
- An understanding of every child's prior learning;
- Clear description and presentation of the learning intention
- Presentation/development of success criteria so that they support each child's learning throughout the lesson;

#### Lessons should have:

- Opportunities for children to think about and discuss the skills and concepts throughout the lesson;
- Feedback throughout the lesson to find out and demonstrate how the learning is progressing;
- Use of plenaries to help to assess the learning acquired during the lesson so that the next lesson can be planned to take account of prior learning

- A focus on what the children are learning and not on what they are doing;
- Appropriate challenge for all children;
- Teacher modelling;
- Good questioning;
- VAK;
- Effective use of additional adults to impact upon the children's learning.

Children have the opportunity to experience a wide range of texts and use a range of resources such as dictionaries and thesauruses to support their work. Children use ICT in English lessons where it enhances their learning, as in drafting their work and using multimedia to study how words and images are combined to convey meaning. Teachers also use interactive whiteboards to enhance lessons. Wherever possible we encourage children to use and apply their learning in other areas of the curriculum.

- 2.2** There are children of differing ability in all classes at St Luke's Primary School. We recognise 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. We use both teachers and teaching assistants to support some children and to enable work to be matched to the needs of individuals.

### **3 English curriculum planning**

- 3.1** English is a core subject in the National Curriculum. We implement all statutory requirements of the study of English.
- 3.2** We carry out the curriculum planning in English to current government legislation which details what we teach in the long-term.
- 3.3** Our plans give details of the main teaching objectives for each year group. These plans define what we teach and ensure an appropriate balance and distribution of work across each key stage. Planning is kept on computer and is accessible to all.
- 3.4** Class teachers complete a weekly (short-term) plan for the teaching of English. This lists the specific learning intentions for each lesson in the format of a 'learning ladder' and gives details of how the lessons are to be taught. It also includes details of what specific groups of children or individuals will be learning. We plan our lessons with clear learning intentions, contexts (key stage 2) and success criteria. Our lesson plans are structured into 5 parts; introduction, teach, practice, apply and review. The subject manager and senior leadership team are responsible for scrutinising this planning on a regular basis.

### **4 The Foundation Stage**

- 4.1** We teach CLLD in the reception class as an integral part of the school's work. The format for this is daily phonics, daily shared reading or writing, two weekly guided reading sessions and one weekly guided writing session. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the English aspects of the children's work to the objectives set out in the Early Learning Goals which underpin the curriculum planning for children aged three to five.

We give all children the opportunity to talk and communicate in a widening range of situations, to respond to adults and to each other, to listen carefully, and to practise and extend their range of vocabulary and communication skills. They have the opportunity to explore, enjoy, learn about, and use words and text in a range of situations.

## **5 Contribution of English to teaching in other curriculum areas**

**5.1** The skills that children develop in English are linked to, and applied in, every subject of our curriculum. The children's skills in reading, writing, speaking and listening enable them to communicate and express themselves in all areas of their work in school.

### **5.2 Mathematics**

English contributes significantly to the teaching of mathematics in our school. Children in the Foundation Stage develop their understanding of number, pattern, shape and space by talking about these areas with adults and other children. Children in Key Stage 1 meet stories and rhymes that rely on counting and sequencing. Children in Key Stage 2 are encouraged to read and interpret problems in order to identify the mathematics involved. They explain and present their work to others during plenary sessions and they communicate mathematically through the developing use of precise mathematical language.

### **5.3 Information and communication technology (ICT)**

The use of ICT enables children to use and apply their developing skills in English in a variety of ways. Younger children use ICT as a source of information and as a way of enabling them to present their completed work effectively. Older children use the Internet when searching for information about a different part of the world, or when using desktop publishing to design a class newspaper. Children use the planning and proofing tools in a word processing program when checking their draft work. We encourage all children to use ICT as a resource for learning, whenever it is appropriate.

### **5.4 Personal, social and health education (PSHE) and citizenship**

English contributes to the teaching of personal, social and health education and citizenship. We encourage younger children to take part in class and group discussions on topical issues. In their science work they talk about things that improve their health and about rules for keeping them safe around the school and further afield. Older children research and debate topical problems and events. They also discuss lifestyle choices. Planned activities within the classroom encourage children to work together and respect each other's views.

### **5.5 Spiritual, moral, social and cultural development**

The teaching of English develops skills through which our children can give critical responses to the moral questions they meet in their work. Their understanding and appreciation of a range of texts brings them into contact with their own literary heritage and texts from other cultures. The organisation of lessons allows children to work together and gives them the chance to discuss their ideas and results.

## **6 Teaching English to children with special needs**

**6.1** At St Luke's School we teach English to all children, whatever their ability. English forms part of the school curriculum policy to provide a broad and balanced education to all children. Teachers provide learning opportunities matched to the needs of children with learning difficulties. Work in English takes into account the targets set for individual children

in their Individual Education Plans (IEPs). Teachers provide help with communication and literacy through:

1. using texts that children can read and understand;
2. using visual and written materials in different formats;
3. using ICT and appropriate CD Rom's or websites, also I Pods or laptops for individual work;
4. using alternative communication such as signs and symbols;
5. using amanuenses.

## **7 Assessment and recording (including display)**

- 7.1** Teachers assess children's work in English in three phases. The short-term assessments that teachers make as part of every lesson are to evaluate the learning that has taken place and future plans are then adapted in light of these assessments, moving children up the learning ladder when it is felt that they are ready to do so.

Teachers use Pira Reading tests to assess reading throughout the school and this is Teachers make use of the Optional SAT's tests in Years 3, 4 & 5 as long-term assessments towards the end of the school year. Within the Foundation Stage, pupils are assessed regularly and it is decided as to whether or not pupils have achieved the Early Learning Goals at the end of the year. Formal national SAT's tests are taken in Years 2 & 6, and the results are shown nationally. Standardised reading assessments PIRA are undertaken once a term and this gives a record of a child's current reading age and ability in phonics, literal comprehension and reading for meaning. Meetings take place to discuss progress of the class between the current class teacher and the next teacher. The next teacher then uses these assessments as the basis for starting to plan work for the new school year. Teachers also make assessments of children's progress throughout the year. The head teacher keeps a record of these.

- 7.2** Teachers meet in pupil progress meetings with the head teacher and as part of staff meetings to level pieces of work as samples and ensure that there is a consistency across key stages and the school.

## **8 Resources**

- 8.1** There is a range of resources to support the teaching of English across the school. All classrooms have dictionaries and a range of age-appropriate texts. Children have access to the Internet through their classroom computer in all year groups. Access to the Internet is also available in the computer suite. All classes have an interactive whiteboard. Additional interactive resources have been purchased for use with this equipment. The library contains a range of books to support children's individual research and both Key Stages have a large selection of guided reading materials for use throughout the week. Resources are monitored by the subject leader and ordered where necessary.

## **9 Monitoring and review**

- 9.1** Monitoring of the standards of the children's work and of the quality of teaching in English is the responsibility of the English subject manager and the SLT (Senior Leadership Team). The work of the subject manager also involves supporting colleagues in the teaching of

English, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

**Signed:**

**Date:**