



**ST MICHAEL & ALL ANGELS C OF E PRIMARY  
SCHOOL**

**English Policy**

<b>Date Approved</b>	<b>Mar 2016</b>
<b>Date for Review*</b> <i>(*subject to any relevant changes in legislation or other appropriate guidelines)</i>	<b>March 2019</b>
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<b>Author</b>	Head Teacher/Literacy Co-ordinator
<b>Delegated Responsibility</b>	Strategic Planning Committee

<b>Approved by:</b>	J Fear
	Chair of Sub Committee
<b>Date received by FGB</b>	

## **1.0 Aims and Objectives for English at St Michael & All Angels**

The overarching aim for English at St Michael & All Angels Primary School is to promote high standards of English by equipping pupils with a strong command of the spoken and written word and to develop their love of English through widespread reading for enjoyment.

We aim for our children to be able to:

- Read easily, fluently and with good understanding.
- Develop the habit of reading widely and often, for both pleasure and information.
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- Appreciate our rich and varied English heritage.
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.
- Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

## **2.0 Teaching and Learning**

English is taught both as a discrete subject and through cross curricular links. The role of the teacher in defining clear learning intentions is crucial and pupils should be aware of these learning objectives in order to take responsibility for their own learning. At St Michael & All Angels we offer a wide range of learning and teaching strategies where children may be taught as part of the whole class, as part of a small group or as an individual.

Teaching and learning in English consists of the following areas:

1. Spoken language.
2. Reading
3. Writing
4. Spelling
5. Vocabulary
6. Grammar and punctuation.

### Speaking, Listening and Drama

Activities are planned for carefully and often are based on texts that classes are using for reading and/or writing. At St Michaels these activities are evident throughout all lessons as we use strategies such as talking partners as part of regular classroom practice.

Drama is often used to help pupils develop a sense of empathy with a particular character in a story, or sometimes as the vehicle for children to tell their own stories.

### Reading

Reading occurs in our school in three main ways – individual reading, shared reading and guided reading.

Individual reading – children reading their own book to an adult on a 1:1 basis.

Guided reading – a small group of children share the reading of a group book with an adult.

Shared reading – adults model a text and children read along with the adult.

All three ways of reading are important to ensure that children are developing a range of skills in reading.

Children will learn to read using ‘real books’ and the Oxford Reading Tree reading scheme books. The children will take home a reading book every day and it is expected that parents will encourage and support their child to read it. Although teachers will remind children to change their books when required, the responsibility for doing so will be with the child from Year 1 onwards.

In Foundation Stage children will read in school as and when appropriate – to be decided by the teacher in line with the needs of the children. In KS1 children will read/share/discuss a book, in school, to an adult, a minimum of twice a week.

In KS2 children will read/share/discuss a book, in school or to an adult as often as possible. Some children will require more regular support with reading in order for their needs to be met.

### Writing

At St Michaels we write for a variety of reasons and purposes. These include fiction, non-fiction and poetry.

We use the Writing for a Purpose document as our long term Scheme of Work – see appendix.

The children are taught skills in grammar, punctuation, spelling, vocabulary, handwriting, sentence structure and text structure. They also consider how to make their writing have an effect on the reader and how to write for different audiences. The teaching and learning here will be based on the appropriate objectives from the strands of the Literacy framework.

### Phonics and Spelling

Teachers will plan and deliver activities based on objectives from ‘Letters and Sounds’ and ‘Support for Spelling’ depending on the need and attainment of the children. In Foundation, Year 1 and Year 2 there will be an element of spelling/phonics taught in class every day. At KS2 spelling activities will take

place at least three times a week. A weekly spelling list will be set for children from Year 1 onwards. Children are encouraged to work on the list at home as well as at school. Spelling lists will be tested in school the following week.

### **3.0 Organisation**

Children at St Michael's are taught in mixed aged classes. Within those classes teachers provide a range of teaching and learning activities that are differentiated to suit pupils' needs. Teaching Assistants are used to support a variety of groups within the class.

English lessons mainly take place during the morning session of school however, children will be taught to apply their English skills to other areas of the curriculum so English skills will be evident in many other sessions too.

Lessons and activities follow a range of formats and styles to ensure that the children are engaged, enjoying their learning and being challenged to meet their potential.

Lessons and activities may include:

- Individual work
- Paired work
- Group work
- Independent work (working on their own)
- Guided work (working with an adult)
- Formal work at desks
- Practical activities

### **4.0 Planning**

Planning in KS1 and KS2 is based on the National Curriculum for English and follows the areas outlined in Section 2 (Teaching and Learning)

Foundation Stage planning is based on 'Communication and Language' (Prime area) and 'Literacy: reading and writing' (Specific area). Teachers plan activities based on the objectives from the above documents and match activities to the needs of all children in the class. The lessons and activities planned will include a balance of:

- Demonstration
- Modelling
- Explanation
- Questioning
- Discussion
- Practical activities
- Individual/paired/grouped work
- Independent/guided work

## **5.0 Assessment**

### Formative Assessment

- Daily and weekly – Children’s work is assessed informally on a daily and weekly basis to inform planning for the next series of lessons. Formal assessment of work and progress is undertaken on a termly basis and children (from Year 1 onwards) are tracked for their progress at the end of each term. Assessment in the Foundation Stage is ongoing and recorded regularly.
- Termly assessments are made using a range of independent writing and Rising Star assessments (spelling, punctuation and grammar/reading comprehension).
- Targets – Each class/year group sets differentiated reading and writing targets to help the pupils make progress. These targets are monitored regularly, assessed at the end of each half term at which point new targets are set for the following half term.

### Summative Assessment

- At the end of the year data from Foundation Stage, Year 2 and Year 6 statutory assessments is reported to the Head Teacher, the LA and DfE. Year 3/4/5 undertake standardised tests in reading and grammar. Writing is once again assessed using a range of independent/edited pieces of work. Each term Years 1-6 are assessed in spelling using the Parallel Spelling Test materials.

### Moderation

To ensure continuity, consistency and accurate assessment judgement across the school, teachers moderate samples of children’s work at least once a year. Moderation also occurs across schools in the area.

### Marking

Marking in English in line with the Marking Policy.

## **6.0 Monitoring Pupil Attainment**

Pupil attainment is monitored on a termly basis and trends of progress are noted.

Assessment results and standardised scores are carefully analysed to track individual pupil attainment levels, monitor standards of achievement and set whole school targets for improvement as necessary.

## **7.0 Equal Opportunities, Equality, SEN and More Able**

In English access to the curriculum should be considered for;

- Pupils of different abilities.
- Pupils with English difficulties.
- Bi-lingual pupils.
- The differing abilities and interests of boys and girls.

## **8.0 Management of English**

The curriculum is managed by a Curriculum Leader.

## **9.0 Training and Professional Development**

Ongoing training is made available to ensure a high level of staff knowledge and expertise in order to facilitate effective learning and teaching.

## **10.0 Monitoring and Review**

The implementation and ongoing effectiveness of this policy will be monitored by the Curriculum Leader.

***St Michael & All Angels Primary School******Spelling List for Year One******The following words should be spelt correctly in most written work to meet Year******1 age related expectations***

the	a	this	back	at
do	to	three	big	over
today	of	time	but	take
said	says	today	call	them
are	were	up	came	little
was	is	us	can	live
his	has	very	did	look
I	you	what	down	made
your	they	when	for	make
be	he	will	from	new
she	me	in	get	next
we	no	it	got	not
go	so	that	had	now
by	my	then	have	off
here	there	went	her	on
where	love	with	him	saw
come	some	about	into	away
one	once	all	last	and
ask	friend	am	lie	our
school	put	an	other	full
push	pull	as	out	house

**St Michael & All Angels Primary School**

**Spelling List for Year Two**

**The following words should be spelt correctly in most written work to meet Year 2 age related expectations**

door	floor	poor	because
find	mind	behind	child
wild	climb	most	only
old	cold	gold	hold
everybody	every	even	great
steak	pretty	beautiful	after
last	past	father	class
pass	plant	path	bath
move	prove	improve	sure
eye	could	should	would
whole	any	many	clothes
people	water	again	half
Mr	Mrs	parents	Christmas
kind	told	beak	fast
children	grass	hour	sugar
both	who	busy	money



**Writing for a Purpose**

**Guidance notes for the four writing purposes in KS1 & KS2**

Copy available from the school office.