



St Francis Xavier Catholic Primary School

***"My words fly up, my thoughts remain below.
Words without thoughts never to heaven go."***

Claudius in Hamlet (William Shakespeare)

Whole School English Policy

A Policy for literacy and communication

Proverbs 1:5

⁵ let the wise listen and add to their learning,
and let the discerning get guidance—

1 Introduction

1.1 This policy outlines the purpose, nature and management of the English curriculum taught and learned in our school. English is a core subject within the National Curriculum.

1.2 The policy has been developed by the staff as a whole and all teachers will deliver this as part of the curriculum. This policy was agreed and ratified by the Governing Body on **20th September 2019**.

1.3 The Mission Statement of St Francis Xavier School should influence the attitude of the staff when teaching English. It states:

**God is at the very heart of our school.
In love, he created each one of us as unique.
On our journey we teach the message of the Gospel, the values of trust, honesty,
forgiveness and love.
Our Catholic life and curriculum reflect these values and in our search excellence, each
individual is encouraged to use God's gifts fully to reach his / her potential.**

1.4 The school values underpin and inform all areas of school life. This is none less so in the areas of teaching and learning in English. The school values are:

Respect

Respect for others, respect for the school building, respect for the values and beliefs of others, respect for ourselves, respect for our Catholic community, respect for other religions, countries and cultures.

Forgiveness

Following Jesus' teachings by seeking to reconcile our differences, by saying sorry and by forgiving others and giving opportunities to make things better.

Truth

Knowing that telling the truth and being honest is always the right way.

Kindness

Trying our best to show kindness to others in all that we say and do, having kind hands and kind words for everyone - even those we find it hard to get on with sometimes.

Equality

Every human being is equal and valuable and loved by God. Everyone in our school is equal, unique and special and we treat everyone fairly. Everyone is equally special regardless of their gender, religion, ethnicity or cultural background.

2 Rationale

2.1 English has a pre-eminent place in education and in society.

2.2 A high-quality education in English teaches pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them.

2.3 Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know.

2.4 All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

3 Aims

3.1 The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- 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 literary 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.

4 Entitlement:

4.1 The teaching of English in this school is an entitlement for all pupils in ways appropriate to their abilities irrespective of race, heritage, gender and disability in order for each to achieve his or her own full potential.

4.2 S.E.N.D provision will be made where necessary to enable individual pupils to progress and demonstrate achievement. Such material should be presented in contexts suitable to the pupil's age. The responsibility for this provision lies with individual class teachers. Differentiation in the choice and variety of texts and tasks will allow each pupil to develop at his/her own pace and to extend the abilities of all.

4.3 Pupils who are more able in English will be taught within their own class. They will be extended through focused group work, challenging texts and activities for homework and additional

demanding activities. The use of questioning in whole class, group and individual sessions is aimed at stretching the linguistically gifted as well as all abilities within each cohort.

4.4 Dual language speakers will be supported in accessing linguistic skills and concepts in specific cultural contexts where necessary.

5 Implementation

5.1 The aims of English within St Francis Xavier School and supported learning will be facilitated through:

- Implementation of the Early Years Foundation Stage (EYFS);
- Implementation of the with the National Curriculum in Key Stages 1 and 2 supported by approaches from Talk for Writing (T4W) as well as strong guidance from Progression in Text Types;
- Talk 4 Writing: Taught in Nursery somewhat and from Reception (later in the Autumn term) to Year 6.
- Handwriting: Additional time is given to this subject.
- Dictation: It is expected that dictation will take place in all classes AT LEAST once daily, spelling 'tests' are part of this process.

5.2 The English curriculum is implemented through each of the following areas:

The Spoken Word	Reading
<ul style="list-style-type: none"> • The National Curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. • Spoken language underpins the development of reading and writing. • The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. • Teachers therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills. • Pupils are supported to develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. • They are assisted in making their thinking clear to themselves as well as to others and teachers ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. • Pupils are also taught to understand and use the conventions for discussion and debate. • All pupils are enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. • Pupils are supported to adopt, create and sustain a range of roles, responding appropriately to others in role. 	<ul style="list-style-type: none"> • The National Curriculum programmes of study for reading at key stages 1 and 2 consist of two dimensions: <ul style="list-style-type: none"> • word reading • comprehension (both listening and reading). • The teaching at St Francis Xavier teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each. • Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. • Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. • Phonics is therefore emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school. • Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. • Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. • All pupils are encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which

<ul style="list-style-type: none"> • They have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances. • The statutory requirements which underpin all aspects of spoken language across key stage 1 and key stage 2 are also reflected and contextualised within the reading and writing domains which follow. 	<p>they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum.</p> <ul style="list-style-type: none"> • Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. • Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds. • It is our aim that, by the end of their primary education, where appropriate, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education and beyond.
<p>Writing</p>	<p>Spelling, vocabulary, grammar, punctuation and glossary</p>
<ul style="list-style-type: none"> • The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading: <ul style="list-style-type: none"> - transcription (spelling and handwriting) - composition (articulating ideas and structuring them in speech and writing). • The teaching at St Francis Xavier develops pupils' competence in these two dimensions. • In addition, pupils are taught how to plan, revise and evaluate their writing. These aspects of writing are incorporated into the National Curriculum programmes of study for composition. • Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. • Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. • This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. • Writing also depends on fluent, legible and, eventually, speedy handwriting. 	<ul style="list-style-type: none"> • The two statutory appendices in the National Curriculum – on spelling and on vocabulary, grammar and punctuation – which an overview of the specific features that should be included in teaching the programmes of study inform our teaching at St Francis Xavier. • Opportunities for teachers to enhance pupils' vocabulary arise naturally from their reading and writing. • As vocabulary increases, teachers show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. • They also teach pupils how to work out and clarify the meanings of unknown words and words with more than one meaning. • Pupils are taught to control their speaking and writing consciously and to use Standard English. • They are taught to use the elements of spelling, grammar, punctuation and 'language about language' listed in the statutory appendices. • These do not constrain or restrict teachers' creativity, but simply to provide the structure on which they can construct exciting lessons. • The school follows the definitions provided in the non-statutory glossary in the national curriculum. • Throughout the programmes of study, teachers teach pupils the vocabulary they need to discuss their reading, writing and spoken language. • Pupils therefore learn the correct grammatical terms in English and these terms are integrated within teaching.

5.2 The curriculum will be taught from arrange of sources and guidance for how to teach this is laid out in the English curriculum folder, which is available on the school's internet platform, currently

One Drive (SharePoint). The English curriculum folder encompasses a set of non-negotiables for each area of learning.

5.3 The monitoring and evaluation of this policy will be the responsibility of the English co-ordinator who is responsible to the Head teacher and the Governor for the development of the subject throughout the school. This can be achieved in a variety of ways:

- Regular discussions with staff concerning progress of groups and individuals;
- Involvement in long and medium term planning across the school in this subject;
- Work with colleagues to provide support as appropriate;
- Regular monitoring of resources;
- Reviewing of assessment outcomes to evaluate the quality of learning;
- Checking that within a Key Stage there is coverage of the full English curriculum in planning;
- Checking that appropriate opportunities to raise multi-cultural issues are created and taken;
- Ensuring that the time spent in teaching and learning matches national expectations.

5.4 This document will be subject to review every two years. The English Subject Development Team is responsible for the review and will then present ideas to the whole staff. The Governor who is attached to the Development Team will ensure that the Curriculum Committee of the Governing Body is involved fully in the process.

5.5 Within English there are opportunities for wider study including the use of technology to support and enhance learning.

6 Resources

6.1 Children will have opportunities to use any of the resources housed in the English resource bases that may aid or enhance learning.

6.2 St Francis Xavier will continue to update and replace resources as appropriate, endeavouring to provide a range of stimulating and interesting equipment, which is accessible by all pupils.

6.3 When necessary this school will access the support and guidance of outside agencies.

7 Health and Safety (including Safeguarding)

7.1 All school activities comply with the guidelines in the school's Health and Safety Policy and the attention is drawn of those teachers who may have a child with Hearing or Visual Impairment to the provision that needs to be made.

7.2 St Francis Xavier Catholic Primary School is committed to Safeguarding and Promoting the Welfare of all of its pupils. Each pupil's welfare is of paramount importance. We recognise that some children *may* be especially vulnerable to abuse. We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at school, their behaviour may be challenging. We recognise that some children who have experienced abuse may harm others. **We will always take a considered and sensitive approach in order that we can support all of our pupils.**

7.3 If there are resources or activities that deem to be unsuitable for the children's wellbeing in any way, the Designated Safeguarding Lead (DSL) or one of the Designated Deputy Safeguarding Lead (DDSL) will must be informed. This is the responsibility of ALL staff, including volunteers.

8 Assessment

8.1 Assessment is an integral part of teaching and learning in English.

8.2 Assessment will take place over the short, medium and long term. Short-term assessment, through marking and feedback will be in line with the appropriate policy. Termly assessment will be conducted at the end of each term and will be measured against the requirements of the National Curriculum via DCPRO (an assessment tool the school uses). Long-term assessments will review yearly progress and that made at the end of each Key Stage.

8.3 Parents will be informed annually in a written report about the progress their child has made in English and the ways in which they have responded to investigation work.

8.4 Assessment will be in the form of words spelt in dictation activities which now take the place of spelling tests along with teacher assessment of spelling in their daily writing and in any end of term / Key Stage assessment tests.

8.5 Assessment is an integral part of teaching and learning in speaking and listening. Staff should consider such ensuring that assessment is continuous and incidental applied to tasks carried out for curricular purposes. Ensuring that assessment does not create bias is an important aspect of consideration. There are differences in the verbal and non-verbal behaviour of members of the school community whether defined by ethnicity, gender or class and consequently the assessment procedure may be flawed. It is important to build up a full picture over a long period with evidence drawn from a number of different sources. Parents will be informed annually in a written report about the progress their child has made in speaking and listening and the way in which they have responded to this work.

8.6 Assessment of reading will include:

- Listening to pupils read;
- Observing pupil's strategies as they read;
- Discussion and direct questioning about the text involved;
- The use of standardised texts when and where appropriate.

Assessment will occur in accordance with the Assessment Guidelines. Parents will be informed annually once each year in a written report about their child's achievements and progress that year. There will be formal opportunities to speak with parents and staff should always seek to discuss with a parent any concerns have been raised about reading, either from home or school.

8.7 Assessment of writing will take account of the way pupils tackle the assigned tasks. It will be sensitive to the writing process in addition to the finished product. Assessment will be formative in that it will indicate not only what has been achieved but provide help in identifying subsequent development needs. Assessment will encourage confidence and enjoyment of writing and will be a shared process when appropriate. The child will play an active part through discussion with those who read their writing, their peers, teachers and other adults. In offering feedback to a child the teacher's response will aim to foster the child's confidence and pin-point aspects for development.

9 Roles and Responsibilities

9.1 The Head Teacher

- Setting a budget
- Monitoring development
- Discussing specific targets with the English Co-ordinator
- Delegating responsibility
- Overall responsibility to give children their entitlement.
- Overall responsibility to deliver the National Curriculum

9.2 The English Co-ordinator

- Managing the budget and resources;
- Reviewing and developing the school policy;
- Identifying needs in order to put policy into practice;
- Drawing up guidelines including materials from the National Curriculum;
- Monitoring and assessing;
- Identification and provision of INSET;
- Liaison with external agencies;
- Informing and supporting staff.

9.3 Class Teacher

- Putting the policy into practice;
- Developing children's abilities to work as communicators by providing information to work with;
- Encourage children to use, manage and respect resources;
- Ensuring progression in literacy skills, knowledge and understanding;
- Differentiating the English curriculum for the children in the class;
- Sharing with other teachers;
- Ensuring that each child gets his or her own entitlement;
- Monitoring progress;
- Reporting to parents;
- Planning for assessment.

9.4 The pupil

- Engaging in differentiated tasks appropriate to their individual needs;
- Responding appropriately to feedback offered;
- Development of independent learning strategies which draw upon previous experiences and learning outcomes;
- Using and expressing opinions using appropriate meta-language

9.5 The home environment

- Encouraging and supporting the completion of homework
- Uphold the tenets of the home and school agreement.