

St. John's Cathedral Catholic Primary School

Policy for English

The purpose of this policy is to communicate the school's vision for the literacy curriculum. It is based on a set of aims, which reflect our education philosophy and mission statement and support the overall aims of the school.

Aims

- To enable all children to become a literate pupil by teaching them to read, write and speak fluently, appropriately and confidently, with interest, curiosity and enjoyment across a full range of literacy genres and contexts.
- To raise the standard of attainment in literacy and ensure progress and achievement for all children whilst in our school.

Teaching and Learning

English teaching in our school will be based upon the National Curriculum Programme of Study for English. The National Literacy Strategy and the QCA's Document for Teaching, Speaking and Listening in Key Stages 1 and 2. It will reflect the variety of styles, methods and objectives as stated in our Teaching and Learning Policy. Our children will be taught in a literacy rich environment where the all-encompassing nature of literacy will be reflected in cross-curricular links for reading, writing, speaking and listening.

Speaking and Listening

- To encounter a range of situations, audiences and activities designed to develop competence, accuracy and confidence in speaking and listening and to appreciate that different contexts may require linguistic responses.
- Develop their oral abilities at their own levels.
- Develop listening and comprehension skills through a variety of means.
- Express opinions, articulate feelings and formulate appropriate responses to increasingly complex instructions and questions.
- Gain an understanding of causality and effect, sequences prediction and recall, and a notion of relevance.

In addition to these aims, the following more specific objectives have been identified as good practice and form the backbone of our approach to English teaching throughout the school.

Speaking and Listening

The children should:

- Listen and respond to stories, poems and rhymes.
- Participate in discussions and debates with and to different audiences.
- Respond orally to varied stimuli, (for example radio, television, visitors).
- Discuss and evaluate their own work with peers and adults.
- Listen to, discuss and evaluate the work of peers.
- Collaboratively plan activities and role-play activities.
- Retell stories and poems, which are known by heart.
- Respond to increasingly complex instructions, ask and answer questions and justify actions and opinions.
- Develop skills for speaking to an audience.

The teacher should:

- Provide an example of clear diction, accurate instructions, reasoned argument, imaginative language and considerate attention to speakers.
- Give opportunities for a variety of speaking and listening situations within the classroom, including collaborative discussion work, debates and question and answer sessions.
- Be aware that listening is a skill which increasingly needs to be taught to children and should provide specifically designed activities to this end.
- Provide a listening resource area (with tapes and headphones, etc.)

The school should:

- Maintain the importance of speaking and listening skills as facilitators for the whole curriculum.
- Actively encourage listening on a whole-school basis, in particular through assemblies.
- Continually update listening resources.

- Encourage listening and reasoned argument as a vehicle for the avoidance of physical confrontation and aggression. For example, during the forum of Circle Time.

Reading

The children should:

- Relate reading to their own experiences and environment.
- Have frequent opportunities to read silently or share books with the realisation that reading time is valuable.
- Acquire and apply research skills necessary for the use of dictionaries, atlases and other information books and resources.
- Develop the ability to read aloud to others.
- Be able to discuss books they have read, relating to plot, characters and themes.
- Acquire an increasingly large sight vocabulary.
- Be able to bring in books from home and to share them with others.
- Be encouraged, through a structured provision, to continue the reading process at home and complete their Readership Awards.
- Recognise that reading is an essential part of all areas of learning.
- Gain confidence and enjoyment to promote lifelong reading.

The teacher should:

- Create an inviting reading environment/area within class.
- Read aloud (fiction and/or non-fiction) regularly.
- Keep records of children's achievements in reading.
- Value books and show an interest in them by setting a personal example.
- Hear children read, share books with children on a regular basis.
- Provide attractive and imaginative reading areas including various types of books, labels, captions, instructions and questions.
- Ensure 'Readerships' are marked and records maintained.

The school should:

- Create and maintain a stimulating environment for children to experience and explore reading at their own pace with confidence and enjoyment to promote lifelong reading.
- Maintain reading as a valued, high profile activity, which accesses the whole of the curriculum.
- Provide a varied library.
- Celebrate reading at awards ceremonies.

Writing

The children should:

- Experience a wide range of activities, to include both chronological and non-chronological writing.
- Relate writing to their own experiences and environment.
- Discuss their writing frequently, talking about the various types and purposes of writing.
- Be aware of the need to write legibly and to use layout and space effectively to aid the reader.
- Experience grammatical vocabulary such as: sentence, verb, tense, noun, adjective, pronoun, etc. both in the context of their own writing and through specifically designed activities.
- Read examples of 'good' writing in various forms and begin to recognise the criteria for such writing.
- Have experience of and become accustomed to drafting and redrafting their work.
- Write in response to a wide range of stimuli.
- Become increasingly aware of the role of reference books such as dictionaries and thesauruses.
- Become increasingly aware of the correct modes of punctuation and spelling through the learning of rules and some rote learning of common exceptions.

The teacher should:

- Write alongside pupils, sharing and discussing their writing.
- Respond positively and with interest to all attempts at writing.
- Provide a healthy writing environment.
- Teach handwriting on a regular basis.
- Reinforce correct spelling, punctuation and grammar where appropriate.
- Be a good role model for handwriting and writing across all subjects.

This should include the teaching of basic rules of spelling, grammar, punctuation, as well as the more common exceptions.

The school should:

- Highlight writing as an important and valuable tool for all aspects of a child's education.
- Prominently display writing of all types, including the children's own writing.

As a curriculum area, English has a manager who receives information and resources, which arrive in school and distributes them as appropriate.

PUPILS WITH SPECIFIC NEEDS IN ENGLISH receive extra support from a non-teaching assistant, **or at times from a special needs teacher**. This may include provision for:

- Children who have been identified as having S.E.N.
- Pupils from whom English is a second language.
- Those children who have been identified as gifted in English.

This support will usually be given within the classroom and by an additional teacher outside of the classroom.

Equal Opportunities

See policy on Equal Opportunities.

Reviewed January 2008