

Chorley St. Mary's Catholic Primary School



English Policy

Date policy approved: June 2009
Date of review: June 2010

Introduction

The English policy outlines the school's approach to the teaching and learning of English, and the organisation and management of the subject within the school. The policy is based on the revised Primary Framework for Literacy (as detailed on the DCSF Standards Site at www.standards.dfes.gov.uk/primary_framework/literacy), National Curriculum (2000) and Early Years Foundation Stage (2008) requirements. It has been drawn up in consultation with staff and has the full agreement of the Governing Body. All staff are responsible for its day to day implementation within school.

Mission Statement

St. Mary's Catholic Primary School is a welcoming Christian community which upholds the values of justice, respect and equality, and promotes enthusiasm for learning. We aim:

- ✚ to be a happy, Christian community, upholding the values of love, justice and peace;
- ✚ to provide an education which enables all children to reach their full potential by enjoying a broad and balanced, and inclusive curriculum;
- ✚ to nurture a sense of belonging and to welcome and work in partnership with families, the parish and the wider community.

Aims

At St. Mary's, we aim to develop in our pupils a love for the English language in its spoken and written form. We aim to develop pupils' abilities within an integrated programme of speaking and listening, reading and writing. In this way, we believe our pupils will develop the skills to communicate effectively in speech and writing, to listen with understanding, and to be responsive and enthusiastic readers.

Pupils are given opportunities to interrelate the requirements of English within a broad and balanced approach to the teaching of the subject across the curriculum. Teaching staff plan opportunities to consolidate and reinforce taught English skills in other subject areas.

At St. Mary's, we strive for all our pupils to be 'primary literate pupils'. By the end of Key Stage 2, we aim for our pupils to be able to:

- ✚ read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct;

- ✍ have an interest in texts (books, newspapers, magazines etc) and read for enjoyment;
- ✍ have an interest in words and their meanings – to develop a growing vocabulary in both spoken and written forms;
- ✍ understand a range of text types and genres – be able to write in a variety of styles and forms appropriate to a context;
- ✍ develop their powers of imagination, inventiveness and critical awareness;
- ✍ have a suitable technical vocabulary to articulate responses;
- ✍ write with fluent, legible and joined handwriting, taking pride in the presentation of their work.

Statutory Requirements

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English document (2000) and in the Communication, Language and Literacy section of the Practice Guidance for the Early Years Foundation Stage (2008).

- ✍ **In the Foundation Stage (Reception Class):** children are given opportunities to: speak and listen, and represent ideas in their activities; use communication, language and literacy in every part of the curriculum; become immersed in an environment rich in print and possibilities for communication.
- ✍ **At Key Stage One (Years 1 and 2):** children learn to speak confidently and listen to what others have to say; they begin to read and write independently and with enthusiasm; they use language to explore their own experiences and imaginary worlds.
- ✍ **At Key Stage Two (Years 3-6):** children learn to change the way they speak and write to suit different contexts, purposes and audiences; they read a range of texts and respond to different layers of meaning within them; they explore the use of language in literary and non-literary texts and learn how the structure of language works.

The Governing Body

Regular English reports are made to the governors via the school's English governor, Mrs Susan Duxbury. The English Subject Leader prepares an annual report for the English Governor.

Policy Review

The policy will be reviewed annually or in the light of changes to legal requirements. The

English Subject Leader will maintain an update to policy sheet (attached at Appendix 1) which will contain suggested amendments for consideration at the next review.

Subject Organisation

In Reception Class, staff comply with the requirements of the Early Years Foundation Stage (EYFS) curriculum, taking account of all six interdependent Areas of Learning and Development, and giving them all equal status.

The revised Primary Framework for Literacy gives guidance on the planning and delivery of the Communication, Language and Literacy area of learning and development. Staff use the Practice Guidance for the EYFS (2008) which identifies targets, outcomes, effective practice and planning and resourcing ideas for the six areas of learning and development, including Communication, Language and Literacy.

In Key Stage 1 and 2, the English curriculum is primarily delivered using the revised Primary Framework for Literacy, informed by National Curriculum requirements for English. The English curriculum is delivered in a cross curricular environment using the following 12 strands of objectives:

1) Speaking

- ✍ Speak competently and creatively for different purposes and audiences, reflecting on impact and response.
- ✍ Explore, develop and sustain ideas through talk.

2) Listening and responding

- ✍ Understand, recall and respond to speakers' implicit and explicit meanings.
- ✍ Explain and comment on speakers' use of language including vocabulary, grammar and non-verbal features.

3) Group discussion and interaction

- ✍ Take different roles in groups to develop thinking and complete tasks.
- ✍ Participate in conversations, making appropriate contributions building on others' suggestions and responses.

4) Drama

- ✍ Use dramatic techniques, including work in role to explore ideas and texts.
- ✍ Create, share and evaluate ideas and understanding through drama.

5) Word recognition: decoding (reading) and encoding (spelling)

✍ Read fluently and automatically by using phonic knowledge of grapheme-phoneme correspondences and the skills of blending as their prime approach for decoding unfamiliar words, and thereby:

- build up a store of words that are instantly recognised and understood on sight.
- segment words into their constituent phonemes and understand that spelling is the reverse of blending phonemes into words for reading.

6) Word Structure and spelling

- ✍ Learn that segmenting words into their constituent phonemes for spelling is the reverse of blending phonemes into words for reading.
- ✍ Spell words accurately by combining the use of grapheme-phoneme correspondence knowledge as the prime approach, and also morphological knowledge and etymological information.
- ✍ Use a range of approaches to learn and spell irregular words.

7) Understanding and interpreting texts

- ✍ Retrieve, select and describe information, events or ideas.
- ✍ Deduce, infer and interpret information, events or ideas.
- ✍ Use syntax, context, word structures and origins to develop their understanding of word meanings.
- ✍ Identify and comment on the structure and organisation of texts.
- ✍ Explain and comment on writers' use of language, including vocabulary, grammatical and literary features.

8) Engaging and responding to texts

- ✍ Read independently for purpose, pleasure and learning.
- ✍ Respond imaginatively, using different strategies to engage with texts.
- ✍ Evaluate writers' purposes and viewpoints, and the overall effect of the text on the reader.

9) Creating and shaping texts

- ✍ Write independently and creatively for purpose, pleasure and learning.
- ✍ Use and adapt a range of forms, suited to different purposes and readers.
- ✍ Make stylistic choices, including vocabulary, literary features and viewpoints or voice.
- ✍ Use structural and presentational features for meaning and impact.

10) Text structure and organisation

- ✍ Organise ideas into a coherent structure including layout, sections and paragraphs.
- ✍ Write cohesive paragraphs linking sentences within and between them.

11) Sentence structure and punctuation

- ✍ Vary and adapt sentence structure for meaning and effect.
- ✍ Use a range of punctuation correctly to support meaning and emphasis.
- ✍ Convey meaning through grammatically accurate and correctly punctuated sentences.

12) Presentation

- ✍ Develop a clear and fluent joined handwriting style.
- ✍ Use keyboard skills and ICT tools confidently to compose and present work.

Teaching, Learning & Planning

The Early Years Foundation Stage and the National Literacy Strategy form the basis of teaching and learning in English at St. Mary's Catholic Primary School.

Throughout the school, all children receive a daily English lesson. In addition to this, there are also ample planned opportunities for speaking and listening, and reading and writing activities across the curriculum.

Teaching Strategies

Teachers plan in a variety of ways, working towards independent learning. They plan for different working groups e.g. whole class/small group/paired/individual. They employ a range of generic teaching strategies including:

- ✍ instructing/directing;
- ✍ modelling/demonstrating/scribing;
- ✍ explaining;
- ✍ questioning;
- ✍ discussing;
- ✍ consolidating;
- ✍ evaluating; and,
- ✍ summarising.

In order to deliver learning objectives for the main teaching activity, English lessons will often include either whole class shared reading or writing. Pupils will have opportunities to engage in independent, paired or group work as part of English lessons.

Conceptual framework for the teaching of reading

The revised Primary Framework for Literacy incorporates a new conceptual framework in relation to the teaching of reading. This is known as the 'simple view of reading'. This conceptual framework identifies two main components of reading: 'word recognition' and 'language comprehension', both of which are essential to developing fluent and effective reading, and both of which require specific kinds of teaching.

At St. Mary's, we stage our teaching of reading so that priority is given to the development of the word-reading processes in the early stages of learning to read. Initially, this involves mastering the alphabetic code and applying phonic knowledge and skills in order to decode words and develop a store of familiar words. As children secure these skills, the focus of teaching for later reading development emphasises comprehension and response. We aim to ensure that our pupils develop as critical and fluent readers, who are able to engage and interact with a wide range of texts for both purpose and pleasure.

We recognise that our pupils will have different patterns of progress in relation to word recognition and language comprehension processes. We regularly monitor and assess children's reading attainment and progress in order to guide further teaching and learning.

Information on reading schemes and resources used within school is given below.¹

¹ Reading Schemes

We use the *Oxford Reading Tree* (ORT) reading scheme throughout the school. This scheme incorporates non-fiction texts, poetry texts, phonic based texts, story texts, classical texts, anthologies, plays and real life stories. It also has a range of games, workbooks/sheets, tapes and software which are used to support teaching and learning in reading. We also have a 'launch pad' section of texts for pupils who have completed the ORT scheme and are fluent, confident and independent readers.

At Foundation Stage and Key Stage 1, we also have Heinemann *Storyworlds* (fiction) and *Discovery World* (non-fiction) shared and guided texts. At Key Stage 2, we have Heinemann *Literacy World* (fiction & non-fiction) shared and guided reading texts and Oxford University Press *Quest* pupil anthologies. At both Key Stage 1 and Key Stage 2, we have Nelson *Focus on Comprehension* resources.

For pupils who need additional support with reading, we have *Fuzzbuzz* (books, software, workbooks, flashcards), *Wellington Square* (books, software and activity sheets) and *Wolf Hill* (books and activity sheets) reading schemes available within school. We also use *Toe by Toe* to support the development of reading for some of our pupils with additional needs.

We have a broad range of additional resources to support our English Policy. We have a well-stocked school library, class libraries and a service level agreement with the School Library Service. We have a wide range of English software.

In Key Stage 2, teachers have class sets of novels which are used as class readers. These may also be employed for whole class learning and as a resource for guided reading and writing sessions.

Guided Reading

At St. Mary's, teachers plan regular opportunities for pupils to take part in guided reading sessions. At the class teacher's discretion, these may take place either within or outside the daily English lesson.

During guided reading sessions, staff work directly with a group of children of similar ability (usually up to a maximum of six pupils in a group). During the guided reading process, the pupils are supported as they: apply word level learning to decode words; actively engage with the text; monitor their own understanding; utilise different strategies to reading problems.

Teachers scaffold opportunities for children to use different reading comprehension strategies, including the application of strategies modelled in shared reading sessions to a new text.

Personal response and reflection are actively encouraged.

Wider reading

We use a variety of means to encourage extensive reading as part of the wider reading environment, including:

- ✍ provision of regular opportunities for independent reading;
- ✍ access to a wide range of quality reading materials;
- ✍ provision of a range of opportunities and resources to read for a range of purposes across the curriculum;
- ✍ provision of puppets, props, costumes and role play facilities;
- ✍ opportunities for children to access class collections and the school library;
- ✍ use of class novels and associated activities;
- ✍ special events, such as National Book Week, World Book Day, National Poetry Day, National Film Week, author/poet/illustrator visits, storytellers, theatre visits, book fairs, school council book sales, etc;
- ✍ celebration of personal reading achievements, such as the local library Reading Monsters scheme; and,
- ✍ displays to promote reading, including posters of 'reading champions' from the world of sport and music.

Guided Writing

Teachers plan regular opportunities for pupils to take part in guided writing sessions. In guided writing, staff work with a group of pupils of similar writing ability, focusing on achieving objectives which represent the next steps in their writing progress. Guided writing allows the teacher to support and encourage pupils who are tackling a similar task and to monitor their use and application of specific skills and processes. Guided writing usually takes place within discrete English lessons.

Phonics and Spelling

In Reception Class, Year 1 and Year 2, all pupils participate in a daily, discrete, high quality phonics lesson. Currently, the Department for Children, Schools and Families' 'Letters and Sounds' phonic programme is used throughout Foundation Stage and Key Stage 1, supplemented with resources such as 'BBC Active: Fun with Phonics'. At present, teaching staff use Nicola Byrne's phonics plans to structure their delivery of 'Letters and Sounds' objectives.²

Teachers in Foundation Stage and Key Stage 1 maintain an ongoing phonics assessment record which details the phase within which individual pupils are currently working. At present, the Lancashire Literacy Consultants monitoring sheet is used.

Spelling (encoding) is taught in Foundation Stage and Key Stage 1 through discrete phonic work and other word level activities. Teachers give due regard to the list of common high frequency words which most pupils are expected to know by the end of each year. In Years 1 and 2, pupils are given regular spelling tests featuring key sight vocabulary and topic words.

In Key Stage 2, spelling is taught either as a discrete lesson or during the daily English lesson. Spelling focuses follow the word level objectives laid out in the revised Primary Framework; spelling lessons generally feature a weekly spelling focus with follow-up activities and weekly spelling tests, which are administered in line with the school's Homework Policy.³

² At the time of policy writing, the subject leader was liaising with staff regarding the purchase of Read, Write, Inc. a discrete, synthetic phonics programme.

³ Throughout Key Stage 2, the main spelling scheme in use is Collins *Focus on Spelling*. For pupils who experience difficulties with spelling, we make use of Violet Brand's *Spelling Made Easy* multi-sensory scheme and *Wordshark* software.

Handwriting

Handwriting is taught throughout the school. In Reception Class and Year 1, pupils learn correct letter formation and the flicks required for joining letters. Pupils learn to join letters into a cursive script in Year 2. In lower Key Stage 2, Years 3 and 4, weekly opportunities for further practice and consolidation of a cursive handwriting style are provided. In upper Key Stage 2, Years 5 and 6, pupils continue to develop fluent, legible and consistently sized handwriting style as part of writing activities. Upper Key Stage 2 teachers may provide further discrete handwriting practice if this is considered necessary for pupils or groups of pupils.⁴

Planning

In Reception Class, staff use the Early Years Foundation Stage Practice Guidance (2008) and the planning advice from the revised Primary Framework as a basis for delivering the early learning goals for Communication, Language and Literacy (CLL). These goals are embedded in topic based planning.

At Key Stage 1 and 2, teachers use the revised Primary Framework for Literacy as a basis for medium term planning. Plans are organised in three main blocks: narrative, non-narrative and poetry. These blocks are further subdivided into suggested units for teaching and learning. The number of units varies depending on the year group. At St. Mary's, we use the Lancashire Literacy Consultants' medium term plans which draw together the Framework's unit plans in a medium term planning format. These are attached at Appendix 2: English Scheme of Work.

Teachers use the unit plans as a basis for short term planning and adapt content and delivery according to the text type and the needs of their pupils. The length of a unit may vary. Clear learning objectives are set for each English lesson and these are shared with pupils. Teachers differentiate work according to the needs of their pupils. Intervention programmes are used for targeted support (please refer to the section on Inclusion below).

Cross-Curricular English Opportunities

Teachers seek to take advantage of opportunities to make cross-curricular links. They plan for pupils to practise and apply the skills, knowledge and understanding acquired in English lessons to other areas of the curriculum.

⁴ Throughout school, teachers make use of the Cambridge *Penpals for Handwriting* scheme, supplemented with other resources such as Schofield and Simms handwriting workbooks which are used in Reception Class.

Information and Communication Technology (ICT)

At St. Mary's, we recognise ICT can add value to aspects of English teaching and learning across the primary phase. ICT is used where it enhances, extends and complements teaching and learning, and to motivate pupils. ICT is used to present work to a variety of audiences.

Additional Adults

Additional adults, including teaching assistants, are used to support the teaching of English throughout the school. They work under the guidance of the teacher with groups of children or with individuals.

Assessment, Recording and Reporting

Assessments are made in line with the school's Assessment, Recording and Reporting policy. Teachers report to parents twice a year at parents' consultations and in their child's annual end of year report.

Our pupils are assessed on entering Reception Class (baseline PIPS) and before leaving the class (end of the year PIPS).⁵

In line with statutory requirements, pupils are formally assessed in English at the end of Key Stage 1 (end of Year 2). Teacher assessment of reading and writing, based on ongoing observations, data collection and evidence of attainment, takes place and is moderated. The results of these assessments are reported to parents as national curriculum levels at the end of the academic year. The expected level of attainment for the average Year 2 pupil, as determined by the government, is set at Level 2b.

In line with statutory requirements, pupils in Year 6 sit end of Key Stage 2 national curriculum English tests in reading, writing and spelling. The results of these tests are reported to parents at the end of the year as national curriculum levels. The expected level of attainment for the average Year 6 pupil, as determined by the government, is set at Level 4b.

PIPS tests - which contain English assessments - are used in Years 1, 2, 4 and 6. QCA optional

⁵ PIPS: Performance Indicators in Primary Schools; University of Durham.

tests in English (reading, writing and spelling) are used in years 3, 4 and 5 as a form of summative assessment. These are marked internally and moderated at a staff meeting.

Pupils' writing in Key Stage 2 is also assessed throughout the school year to ensure progression and to help determine 'next steps' in teaching and learning for groups and individuals. A baseline writing assessment is carried out in September followed by three further assessments throughout the academic year. Teachers use a 'criterion scale' to level writing, which is a generic assessment tool developed by Ros Wilson⁶ for the targeted assessment of writing. This takes the form of an excel spreadsheet which highlights objectives achieved and for areas for development, as well as determining an overall level for a piece of writing.

The results of writing assessments are transferred on to a monitoring sheet which is maintained by the class teacher. Copies of children's writing and assessment spreadsheets are retained in Writing Assessment folders. Teachers forward a copy to the English Subject Leader, following each assessment.

Teachers use assessment for learning to ensure planning is based on prior attainment and so pupils know what they need to do to achieve the next steps in their learning. Group/individual targets are set accordingly (see section on target setting below).

Short-term assessments are an informal part of every lesson to check understanding and give the teacher information, which will help to adjust day-to-day lesson plans.

Where possible, teachers plan to involve children in assessing their own work - and that of their peers - through the use of strategies such as:

- ✍ asking children how they found the learning – traffic lights, smiley faces, thumbs up/down;
- ✍ self assessment marking ladders which detail success criteria linked to learning objective(s);
- ✍ peer assessment techniques such as 'two stars and a wish' based on application of agreed success criteria.

⁶ Ros Wilson is an independent Literacy consultant. She developed 'Big Writing' which is used extensively in schools throughout the UK. Several members of staff have attended Big Writing training delivered by Ros Wilson and the English Subject Leader has disseminated information and provided further internal training to all teaching staff at staff meetings in 2006.

Class teachers also maintain individual assessment records. These include a reading record and any other information that enables the teacher to deliver an effective, relevant curriculum which builds on prior attainment and meets the needs of their pupils.

As from January 2009, the Assessment Coordinator (currently the Head teacher) holds termly pupil progress meetings with individual class teachers. Progress in English is discussed as part of this meeting. Where pupils are identified as not meeting age related expectations, the Assessment Coordinator will liaise with the teacher and, where appropriate, the English Subject Leader and/or the Special Educational Needs Coordinator, to seek to address issues raised.

Marking is in line with the school's Marking and Feedback Policy.

Target Setting

Analysis of assessment data is used to set numerical targets for pupil attainment at the end of Key Stage 2. The English Subject Leader is currently part of the Senior Leadership Team and the Year 6 class teacher. She is involved in establishing provisional targets for pupils which are then passed to the governing body, school's adviser and local educational authority, who set the final targets.

Layered writing targets are used from Year 1 to Year 6. We use the Lancashire Literacy Consultants' Layered Targets for the Higher Level Writing Strands which are derived from the revised Primary Literacy Framework objectives. These are:

- ✍ sentence structure and punctuation
- ✍ sentence variation – connectives
- ✍ other punctuation
- ✍ text structure and organisation
- ✍ creating and shaping texts

These strands contain the skills and techniques which will have the most impact upon children's writing.

The targets are presented as three layers for each year group:

- ✍ **Must (or Green)** is the average expectation from the previous year group;

- ✍ **Should (or Yellow)** is the average expectation for the year group;
- ✍ **Could (or Red)** is above, or an extension of, the year group expectation.

Dependent on age and understanding, targets are negotiated and agreed with pupils. In Key Stage 2, this will take place in the context of a guided writing or discrete target setting session. In this way, assessment for learning is embedded in target setting practice; pupils are encouraged to become active, reflective participants in their learning journey.

The target selected represents something the pupil has the potential to achieve with focused teaching and opportunities to apply as often, and in as many contexts, as possible over a given period of time. The target is the 'next step' or level of challenge for the pupil. Where a pupil is working below the year group 'Must' expectation, an appropriate target is used from a previous year group. Similarly, a pupil working above age expectations will be given a target from a 'higher' year group.

Class teachers identify areas of writing for development based on an analysis of assessment data for their class and their own professional judgement, informed by observations, questioning and marking. Where appropriate, they seek the advice of the English Subject Leader. They select the appropriate layered target and determine the duration of time to be spent working towards the target. Generally, this will be a minimum of a half-term.

Layered targets are displayed in classrooms where pupils can access them. Teachers integrate the targets into everyday teaching and learning so that pupils have the opportunity to practise and apply them both in English lessons (in particular, through guided writing) and across the curriculum.

Pupils in Key Stage 2 (Years 3-6), have an individual target card which clearly identifies the layered target they are working to achieve and gives further guidance as to what the target might look like in writing. In addition to the layered target, pupils in Years 3 to 6 may also have been given a specific, individual writing target that is derived from writing assessments which are carried out throughout the year (see section on Assessment, Recording and Reporting above).

Targets are not tested. At St. Mary's, assessment of whether a pupil has achieved a target, and is applying the skills consistently and independently, is done through everyday observations, questioning and marking.

Inclusion

We aim to provide for all pupils so that they achieve their full potential in English according to their individual abilities. As such, all pupils receive carefully differentiated, high quality English teaching as a first wave of support.

In addition, where identified pupils are considered to require targeted support to enable them to work towards age appropriate objectives, intervention programmes are implemented as a second wave of support. The following intervention programmes are currently used at St. Mary's: Early Literacy Support in Year 1, Quest (Additional Literacy Support) in Year 3, Additional Literacy Support in Year 4 and Further Literacy Support in Year 5. Teachers and teaching assistants plan and deliver the intervention programmes together, closely monitoring the progress of pupils.

All pupils in Year 6 take part in English booster classes during the Spring Term, prior to the Key Stage 2 National Curriculum tests in May.⁷ Some pupils participate in booster classes which give targeted support to help them secure National Curriculum level 4 at the end of Key Stage 2. Others participate in booster classes for pupils who are already judged to be working securely at level 4 (or higher) to help secure National Curriculum Level 5 by the end of Key Stage 2.

There is a third wave of support for pupils who are on the 'School Action' or 'School Action Plus' stages of the Special Educational Needs Record for English related learning difficulties. This support is additional and different; specific details of provision are detailed on pupils' Individual Education Plans in line with the school's Special Educational Needs Policy.

Pupils with a Statement of Educational Need will receive support which is additional and different in order to help them work towards annual objectives based on their statement.

Suitable, differentiated learning challenges for more able pupils - who are identified on the school's Gifted and Talented Register - are planned for in line with the school's Gifted and Talented Policy.

⁷ The number of booster groups is determined by factors such as class size and the range of ability within the class.

The needs of children with English as an additional language are met through planning and support from Teaching Assistants and Bi-lingual staff where necessary. This is supported by our Equal Opportunities Policy.

Disability Discrimination Act

The Disability Discrimination Act (1995, 2005) requires schools to promote equality of opportunity for all pupils. We endeavour to meet this duty through the implementation of the school's Disability Equality Scheme Action Plan which forms part of the Disability Equality Scheme (DES) and the School Accessibility Plan, which aims to reduce and eliminate barriers to access to the curriculum and to full participation in our school community for our pupils and prospective pupils.

In English, we aim to do this specifically by:

- ✍ ensuring disabled pupils can participate in and take full advantage of the English curriculum;
- ✍ improving the delivery of information to disabled pupils, for example photocopying resources on coloured paper where a pupil has dyslexia;
- ✍ providing training for school staff inclusive classroom practice, e.g. supporting pupils with speech and language communication needs (Inclusion Development Plan, 2008).

The effectiveness of our policy and practice on the educational opportunities available to and achievements of disabled pupils is reviewed annually by the school's governing body.

The role of the English subject leader

The role of the English subject leader is to lead and manage the day to day provision of English within the school in order to secure high quality English teaching, secure high standards of learning and achievement in English for all pupils and to ensure effective use of resources.

This will be achieved through:

- ✍ monitoring standards in English across the school:- pupil progress, provision (including intervention & support programmes), the quality of the learning environment and the deployment of support staff;
- ✍ taking the lead in policy development and keeping under review the scheme of work in line with statutory requirements;

- ✍ supporting colleagues in the implementation of agreed procedures;
- ✍ managing the financial allocation to English effectively, purchasing and organising resources;
- ✍ keeping up to date with recent developments in English teaching and learning;
- ✍ contributing to curriculum improvement by advising the Curriculum Committee and Senior Leadership Team on areas of strength and weakness, and helping to identify clear targets to improve and sustain pupil progress and attainment;
- ✍ working to achieve equality of opportunity throughout the school.

Parent/carer & community involvement

At St. Mary's, we value the involvement of parents/carers in their child's development. We promote a home school partnership in the following ways:

- ✍ sharing information – e.g. newsletters, open evening, parents' leaflets, reading records;
- ✍ inviting them to join in celebrations and events – e.g. class assemblies, school performances, displays, book fairs;
- ✍ setting homework in line with our Homework Policy and Home/School Agreement.

Parents are welcomed into the school to support children. Guidance is provided by the teacher in line with our policy for volunteers in school.

As a primary feeder school for Holy Cross High School, we liaise with the Year 7 Head of Year and the Special Educational Needs Coordinator at Holy Cross, in order to ensure smooth transition from Key Stage 2 to Key Stage 3 for pupils with a place at the school.

Librarians, authors, illustrators, poets, storytellers and theatre groups are invited into school to work with children across all age groups and stages. Visits to the theatre also take place, e.g. Christmas pantomime.

Conclusion

This policy needs to be read in line with other school policies and documentation, including:

- ✍ Teaching and learning policy
- ✍ Early Years policy
- ✍ Assessment, recording and reporting policy

- ✍ Feedback & marking policy
- ✍ Special Educational Needs policy
- ✍ Gifted and talented policy
- ✍ ICT policy
- ✍ Equal Opportunities policy
- ✍ Health and Safety policy
- ✍ Homework policy
- ✍ Disability Equality Scheme & Action Plan
- ✍ School Accessibility Plan
- ✍ Home-School Agreement

Accessibility

The English policy has been produced in a dyslexia friendly font and size (Arial, font size 12) following advice given on the British Dyslexia Association website. It is also left justified and avoids the use of italics.

The policy is available to stakeholders, including parents, via the school website. Upon request to the school office, the policy can be viewed within school and can also be made available in the following formats: email as a PDF or Word attachment, on coloured paper and as an enlarged print version.

We will endeavour to produce the policy in other formats to meet the needs of our stakeholders upon request to the Head teacher.

Appendices

Appendix 1: Update to policy record sheet

Appendix 2: Scheme of work

Appendix 3: Layered targets

Chorley St. Mary's Catholic Primary School



English Scheme of Work



**Early Years Foundation Stage,
Reception Class:
overview of
Communication, Language & Literacy**

taken from the Early Years Foundation Stage Practice Guidance (2008)

Scheme of Work: Overview for Key Stage 1 and Key Stage 2

The following tables represent an overview of the units of work which form the basis of the Scheme of Work at Key Stage 1 and Key Stage 2. All time frames for the units of work are 'suggested'. Teachers use their professional judgement to determine actual timescales. An * means the unit is exemplified (i.e. there is a suggested teaching sequence available) on the Primary Framework website.

YEAR 1: OVERVIEW					
Narrative 16-17 weeks	UNIT 1 Stories with familiar settings * (4 weeks or 2 x 2 weeks)	UNIT 2 Stories from a range of cultures/Stories with predictable and patterned language * (4 weeks or 2 x 2 weeks)	UNIT 3 Traditional and fairy tales * (includes plays) (4-5 weeks or 2-3 + 2 weeks)	UNIT 3 Traditional and fairy tales * (includes plays) (4-5 weeks or 2-3 + 2 weeks)	
Non-fiction 12 weeks	UNIT 1 Labels, lists and captions * (1 week)	UNIT 2 Instructions * (2 weeks)	UNIT 3 Recounts, dictionary * (2 weeks)	UNIT 4 Information texts * (5 weeks)	UNIT 5 Recount(fact and fiction) * (2 weeks)
Poetry 6 weeks	UNIT 1 Using the senses * (2 weeks)		UNIT 2 Pattern and rhyme (2 weeks)		UNIT 3 Poems on a theme (2 weeks)

YEAR 2: OVERVIEW					
Narrative 16-17 weeks	UNIT 1 Stories with familiar settings (4 weeks)	UNIT 2 Traditional stories * (4 weeks)	UNIT 3 Different stories by the same author * (3 weeks)	UNIT 4 Extended stories/ Significant authors *(3 weeks)	
Non-fiction 15 weeks	UNIT 1 Instructions * (4 weeks)	UNIT 2 Explanations * (3 weeks)	UNIT 3 Information texts (4 weeks)	UNIT 4 Non-chronological reports * (4 weeks)	
Poetry 6 weeks	UNIT 1 Patterns on the page * (2 weeks)		UNIT 2 Really looking * (2 weeks)		UNIT 3 Silly stuff (2 weeks)

YEAR 3: OVERVIEW					
Narrative, plays and scripts 18 weeks	UNIT 1 Stories with familiar settings * (3 weeks)	UNIT 2 Myths and legends * (4 weeks)	UNIT 3 Adventure and mystery * (4 weeks)	UNIT 4 Authors and letters * (3 weeks)	UNIT 5 Dialogue and plays (4 weeks)
Non-fiction 11-12 weeks	UNIT 1 Reports * (4 weeks)	UNIT 2 Instructions * (3-4 weeks)		UNIT 3 Information texts (4 weeks)	
Poetry 5 weeks	UNIT 1 Poems to perform (1 week)		UNIT 2 Shape poetry and calligrams * (2 weeks).		UNIT 3 Language play (2 weeks)

YEAR 4: OVERVIEW					
Narrative, plays and scripts 16-17 weeks	UNIT 1 Stories with historical settings * (3 weeks)	UNIT 2 Stories set in imaginary worlds * (4 weeks)	UNIT 3 Stories from other cultures (3 weeks)	UNIT 4 Stories which raise issues/dilemmas (4 weeks)	UNIT 5 Plays (2-3 weeks)
Non-fiction 13-15 weeks	UNIT 1 Recounts: newspapers/magazines * (4 weeks)	UNIT 2 Information texts (3-4 weeks)	UNIT 3 Explanation texts (2-3 weeks)	UNIT 4 Persuasive texts * (4 weeks)	
Poetry 4 weeks	UNIT 1 Creating images * (2 weeks)			UNIT 2 Exploring form * (2 weeks)	

YEAR 5: OVERVIEW						
Narrative, plays and scripts 19-20 weeks	UNIT 1 Novels and stories by significant children's authors * (4 weeks)	UNIT 2 Traditional stories, fables, myths, legends * (4 weeks)	UNIT 3 Stories from other cultures (3 weeks)	UNIT 4 Older literature (3 weeks)	UNIT 5 Film narrative * (3 weeks)	UNIT 6 Dramatic conventions * (2-3 weeks)
Non-fiction 13-14 weeks	UNIT 1 Instructions * (3 weeks)	UNIT 3 Recounts* (4-5 weeks)	UNIT 3 Persuasive writing (5-6 weeks)	TRANSITION UNIT Persuasion *		
Poetry 5 weeks	UNIT 1 Poetic style (word-play, rhyme, metaphor, word choice) (2 weeks)	UNIT 2 Classic/ narrative poems * (2 weeks)		UNIT 3 Choral and performance (1 week)		

YEAR 6: OVERVIEW				
Narrative 11-12 weeks	UNIT 1 Fiction genres * (4-5 weeks)	UNIT 2 Extending narrative * (2 weeks)	UNIT 3 Authors and texts * (2 weeks)	UNIT 4 Short stories with flashbacks * (3 weeks)
Non-fiction 12 weeks	UNIT 1 Biography and autobiography * (3 weeks)	UNIT 2 Journalistic writing * (3 weeks)	UNIT 3 Argument * (3 weeks)	UNIT 4 Formal/impersonal writing * (3 weeks)
Poetry 4 weeks	UNIT 1 The power of imagery * (2 weeks)		UNIT 2 Finding a voice * (1 week)	
NCT Revision 8 weeks	UNIT 1 Reading & writing narrative (& plays) * (3 weeks)		UNIT 2 Reading and writing non-fiction * (3 weeks)	UNIT 3 Reading poetry * (2 weeks)
Post NCTs	Some of the above units are post National Curriculum test units. Pupils also undertake a Year 6-7 transition unit in English.			