

- To aim for excellence in learning, teaching and personal achievement and to help each member of the St Luke's community reach their full potential.
- To provide a safe and stimulating environment which will enrich and broaden each child's knowledge, experience and creativity, thereby enabling them to have enquiring minds and become lifelong learners.
- To develop a child's growing respect for themselves and others, irrespective of race, age, gender, faith or ability.
- To build positive partnerships between school, home and the wider community.

English Curriculum Aims:

It is worth repeating what the **National Curriculum for England 2014** document has to say about the reasons for teaching, and the aims of, Literacy:

'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 language, and to develop their love of literature through widespread reading for enjoyment.'

English Curriculum Objectives

To develop our pupils as speakers and listeners we:

- Give them opportunities to share their ideas with a range of audiences
- Give regular opportunities to take part in group discussions and drama activities
- Encourage them to listen and respond appropriately to others
- Help them to understand the need to adapt their speech to different situations
- Give them opportunities to evaluate and reflect on their speaking and listening skills
- Encourage them to use the vocabulary and grammar of standard English where appropriate
- Give opportunities to explore a wide range of topics and experiences through cross curricular links

To develop our pupils as readers we:

- Teach them to read accurately and fluently using a range of strategies
- Help them to understand and to respond to what they read using inference and deduction where appropriate
- Encourage them to read a wide range of fiction and non-fiction books
- Encourage them to read independently and with enjoyment
- Teach them how to seek information and learn from the written word
- Provide a dedicated book area in every classroom
- Use I.C.T. to explore a range of topics
- Provide a challenging and stimulating curriculum they will engage them as learners

To develop our pupils as writers we:

- Teach them to write effectively for a range of purposes and a range of readers, adapting their vocabulary and style as appropriate
- Encourage them to write with interest, imagination and enjoyment
- Give them opportunities to write in a variety of styles such as stories, reports, poems and letters
- Develop their skills so that they can evaluate and develop their own writing
- Give them the knowledge and strategies to become confident and accurate spellers
- Teach them a fluent and legible style of handwriting, promoting an understanding of how to present work well
- Teach them how to use punctuation effectively to make meaning clear to their reader
- Use cross curricular opportunities to write about a wide range of topics and experiences
- Provide opportunities to use I.C.T. regularly to record work in a variety of ways e.g. fact files, brochures.

To add to our pupils knowledge about the conventions of standard English we:

- Develop an awareness of the way our language varies and in this context explain the importance of standard English
- Draw attention to the features of standard English grammar
- Introduce them systematically to the conventions of spelling and punctuation
- Encourage them to extend and enrich their own vocabulary
- Use I.C.T. to enhance and support the teaching of standard English in school

Strategies for Implementation

Speaking and listening, reading and writing skills are best developed through learning experiences that integrate and link these skills. We aim to provide a curriculum and a learning environment which are interesting, stimulating and irresistible to our learners. We plan activities and experiences that motivate pupils and lead to meaningful and worthwhile outcomes. Our teaching is planned using the National Curriculum for 2014. This is integrated into the cross curricular theme to provide a creative and meaningful learning experience for our pupils.

A guided reading session is enjoyed by every pupil at least once every week. Dedicated time is given to developing handwriting skills using the Pen Pals Handwriting Scheme until a fluent, cursive style has been developed. Word and sound strategies are taught daily across the Foundation Stage and Key Stage One. Spellings are taught and assessed weekly. We have a wide range of books and artefacts to support the children's learning.

Phonics:

Principles:

- High quality phonic work will be taught systematically and discretely as the prime approach used in the teaching of early reading.
- High quality phonic work is a body of knowledge, skills and understanding that has to be learned.
- The school will follow the Letters and Sounds document for teaching phonics.
- Phonics lessons will follow the sequence of revise, teach, practise, apply.

Strategies:

Foundation Stage start at Phase 2 in September. The main purpose of this phase is to introduce grapheme- phoneme (letter- sound) correspondence. Children will know that words are constructed from phonemes and that phonemes are represented by graphemes. Children should have knowledge of a small selection of common consonants and vowels. They should be able to blend them together in reading simple CVC words and segment them to support spelling.

Skills to be acquired include:

- being able to blend common consonants and vowels to read simple CVC words and to be able to segment consonants and vowels for spelling words
- recognising graphemes taught and make connections with the phonemes they represent
- use knowledge of phonemes to blend simple CVC words moving from left to right e.g. 'tap' and 'pat'
- apply grapheme- phoneme knowledge when writing or reading unfamiliar words

Expectations:

Phase 2 will form the foundation for word level work in the reception classes. Practitioners will ensure that children are fully secure before moving children onto phase 3. Exposure to rhyme and alliteration will continue as well as children being introduced to a range of reading materials which will include individual reading books and guided reading sessions. By the end of reception it is expected that nearly all children will have acquired skills related to phase 2, most children will be confidently working within phase 3 and some children will be working on phase 4 and beyond.

In the Spring term of Foundation Stage the children are set into 2 main ability groups.

In KS1 the children are grouped into three phonics sets according to ability. The emerging set begin at phase 3, expected set at phase 4 and the exceeding set revise phase 5 and then move on to the Support for Spelling document. The exceeding set are those children who passed the phonics screening test in Year 1.

Expectations:

It is recognised that at this stage children will be working at different levels but fidelity to the Letters and Sounds document should decrease the range of ability within a year group. Assessment for learning will be used to ensure that personalised learning is effective and written plans reflect that children are working at the appropriate level.

Phonics Intervention

Using our half termly learning standards meetings, pupils are identified if they require swift intervention based on their most recent phonics assessment. Pupils in year 3 that did not pass the phonics screening check will automatically be provided with support i.e. running record, phonics booster group.

Aspects of Teaching and Learning – Speaking and listening

Time-tabling and planning should ensure that:

- Opportunities should be provided for links with other curriculum areas.
- Discussion informs writing. Spoken language underpins the development of reading and writing. Teachers will provide high quality and varied language for pupils hear to develop their vocabulary and grammar. This will also aid their understanding for reading and writing.
- Teachers will ensure the continual development of pupils' confidence and competence in spoken language and listening skills.
- Children are taught to plan effectively. Children will be assisted in making their thinking clear to themselves as well as to others and teachers will ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions.
- Pupils will be taught to understand and use the conventions for discussion and debate.
- All pupils will be able to participate in and gain the knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should 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.

Aspects of Teaching and Learning - Reading

Time-tabling and planning should ensure that:

- Sufficient time is allocated to deliver the curriculum through daily class lessons in Literacy or in addition as a major component in other work.
- Opportunities should be provided for links with other curriculum areas.
- Reading comprehension is taught regularly. Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills will be developed 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.
- Encouragement to read. All pupils will be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum.

Aspects of Teaching and Learning - Writing

Time-tabling and planning should ensure that:

- Sufficient time is allocated to deliver the curriculum through daily class lessons in Literacy or in addition as a major component in other work.
- Opportunities should be provided for links with other curriculum areas.
- Pupils should be taught how to plan, revise and evaluate their writing.
- Children are taught to write down ideas fluently depending 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.
- Children can effectively compose their writing involving 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.
- To demonstrate fluent, legible handwriting which is consistent and neat in appearance. Handwriting will be linked to phonics and curriculum words wherever possible. Pen Pals has been introduced for the interactive whiteboard as a model for the children to follow.

Aspects of Teaching and Learning – Spelling, vocabulary, grammar and punctuation.

Time-tabling and planning should ensure that:

- Sufficient time is allocated to deliver the curriculum through daily class lessons in Literacy or in addition as a major component in other work.
- Opportunities should be provided for links with other curriculum areas.
- Teachers provide opportunities to enhance pupils' vocabulary from their reading and writing. As vocabulary increases, teachers should 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.
- Pupils are taught how to work out and clarify the meanings of unknown words and words with more than one meaning, for example, through the use of dictionaries and thesauruses.
- Pupils are taught to control their speaking and writing consciously and to use Standard English. They should be taught to use the elements of spelling, grammar, punctuation.
- Children are taught the skill of spelling. If children can confidently spell a range of prefixes and suffixes then they are a step closer to a correct spelling. If they are familiar with rules applying to the length of a vowel sound before a double consonant, then they can apply this to solve the problem of spelling unfamiliar words.

Guided reading:

Guided reading sessions offer a good opportunity for children to practise their developing phonic/reading knowledge skills in texts that are carefully matched to their

abilities. The success of the guided reading session depends on the teacher being clear about the purpose of the session and the specific learning objectives.

Integrating ICT in Schemes of Work

ICT has an important part to play in the provision of a balanced Literacy curriculum, but activities and resources should be selected with care. Opportunities for the use of ICT are likely to include:

- ***The internet***

The internet can provide an extremely valuable source of research material for pupils. There are a number of strategies which can be employed to maximise the benefits of using the internet:

- Teacher selection of sites
- Use of educational portals (websites listing appropriate educational sites)

There are also a range of interactive websites available for class/individual use. Rising Stars Grammar, Punctuation and Spelling are also available for use across the school.

- ***Digital cameras/tablets***

The use of digital cameras or tablets can enable children to record evidence which can later be reviewed (speeches etc), and is therefore of considerable value. Cameras can also be used to record drama activities, allowing both review and self-assessment by children.

Planning and Resourcing

The school follows the National Curriculum 2014. Teaching is frequently cross-curricular.

Planning is also discussed at staff meetings in order to ensure coverage is in line with the requirements of the National Curriculum.

Assessment, Recording and Reporting

Children's attainment is assessed in individual lessons, whether the children's work is written or takes some alternative form, such as drama and roleplay. This formative assessment informs the direction in which learning is taken forward in the next lesson's / week's planning and teaching.

Assessment will be in accordance with the schools assessment policy which is followed throughout the school. The assessment of pupils work can provide information for pupils, teachers and parents:

- 1) to enable pupils to reflect upon and celebrate achievement;
- 2) to help plan for progression, continuity and target setting for pupils, and to inform planning for future work of whole classes and individual pupils.
- 3) to communicate achievement and identify areas for further development to pupils, parents and teachers.

- 4) to evaluate the effectiveness of teaching and learning.

Assessment is an integral part of teaching and learning and based upon teachers' judgements of pupil attainment and progress. Assessment is built in to the planning of learning experiences and clearly related to the learning outcomes that are proposed. Assessment activities should be wide ranging and matched to the pupils' ability i.e. differentiated by task or by outcome, through appropriate support and resource provision.

Forms of Assessment

The children will also take part in 'The Big Write' which takes place once a half term. This is an unaided piece of writing which the teacher will assess. Children will have the opportunity to use resources to help them with their writing, for example, VCOP pyramids, word mats, displays. Children will take the Big Write books forward to the next class as they progress through the school.

Recording and Reporting

Assessment and Recording begin in Reception and continues throughout the school. Reporting on a child's progress in Reading, Writing, Speaking and Listening is a statutory requirement. Teachers input data from English on to Target Tracker every half term and use this as a basis for their planning.

Inclusion and Equal Opportunities

Every child has an entitlement to a broad, balanced, meaningful and relevant music curriculum. We recognise that each child is unique in terms of characteristics, interests, abilities, motivation and learning needs. At St Luke's we recognise children's different learning styles and preferences and aim to provide learning contexts for visual, auditory and kinaesthetic learners. Those children with exceptional learning needs will have equal access to high-quality and appropriate music education.

We incorporate mathematics into a wide range of cross-curricular subjects and seek to take advantage of multicultural aspects of music. All children have equal access to the curriculum regardless of their gender, race, cultural background or disability. This is monitored by analysing pupil performance throughout the school to ensure that there is no disparity between groups.

Monitoring and Reviewing

The subject leader uses the National Curriculum and engages in informal discussions with staff to ensure that the best use is made of resources and funds.

Photographs of special events and visits also provide a rich source of evidence of teaching and learning.

Management and Administration

Role of the subject leader

The English subject leader is responsible for coordinating English through the school. This includes:

- To have an impact on raising standards of attainment for English across the whole school
- preparing policy documents
- ensuring continuity and progression from year group to year group
- providing all members of staff with guidance to show how aims are to be achieved and how the variety of all aspects of English are to be taught
- advising on in-service training to staff where appropriate. This will be in line with the needs identified in the School Development Plan and within the confines of the school budget
- advising and supporting colleagues in the implementation and assessment of English throughout the school
- assisting with requisition and maintenance of resources required for the teaching of English. Again this will be within the confines of the school budget.
- monitoring progress over time
- maintaining an overview of current trends and developments within the subject.

Role of the class teacher

- Ensure the effective implementation of the Statutory National Curriculum for English.
- Ensure that work is differentiated to enable all children to reach their full potential.
- Use the classroom environment to support the teaching and learning of Speaking, Listening, Reading and Writing

Links with other school policies

The Literacy policy incorporates the aims of the following policies:

Equal Opportunities

Special Needs

Health and Safety

Teaching and Learning

Most Able