



St Anthony's Catholic Primary School

Policy: English

Aims and Objectives

At St. Anthony's we aim to:

- enable children to speak clearly and audibly in ways which take account of their listeners;
- enable children to adapt their speech to a wide range of circumstances and demands;
- develop children's abilities to reflect on their own and others' contributions and the language used;
- enable children to evaluate their own and others' contributions through a range of drama activities;
- develop confident, independent readers through an appropriate focus on letters, sounds, word, sentence and text-level knowledge;
- encourage children to become enthusiastic and reflective readers through a variety and depth of challenging texts (both fiction and non-fiction);
- help children enjoy writing for a variety of purposes and recognise its value;
- enable children to write with accuracy and meaning in narrative and non-fiction;
- develop and vary their handwriting style for different purposes;
- increase children's ability to use planning, drafting and editing to improve their work.

Principles of Teaching and Learning

- Planning is undertaken at three levels- Long-term, Medium-term and Weekly.
- Units of work are taken from the whole-school overview and developed to suit our cross-curricular approach- all half-termly topics are based around either an individual or several whole-class texts.
- Year group objectives and coverage are based on the National Curriculum objectives, the Early Years Outcomes and the GPS appendices.
- Reading skills are taught explicitly during Guided Reading as well as across the curriculum.
- Children have the opportunity to explore a wide range of both fiction and non-fiction texts and write for a variety of audiences and purposes.
- Read, Write, Inc. is used to teach Phonics and Early Reading and as an intervention for children with English as an additional language and additional needs.

Equality

At St Anthony's, the needs of all learners are met through:

- Differentiated planning- planning includes differentiation through varying tasks for learners, providing different resources or varying the expected outcome of a task.
- Level of challenge- Gifted and Talented children are given the facility to extend their work by addressing more complex issues, exploring higher-order questions and extending writing.
- Level of support- teachers deploy teaching assistants effectively to support children's additional needs in reading and writing.
- Interventions- interventions are reviewed and updated each term and teachers and teaching assistants deliver a wide range of interventions to support the development of reading and writing.

Assessment

Reading and Writing are assessed through the use of:

- Ongoing formative assessment using Target Tracker statements
- National Curriculum expected standards at the end of Key Stages
- Early Learning Outcomes- Baseline assessments
- Regular moderation across the school and with cluster schools
- Year group non-negotiables

Policy Written:	Policy Review Due:
September 2017	September 2018

