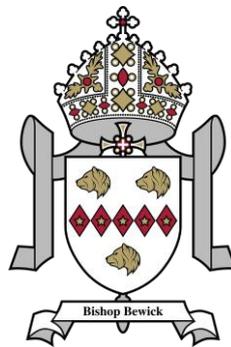


St Joseph's Catholic Primary School



Policy for English

Bishop Bewick Catholic Education Trust



September 2023

To be reviewed September 2024

Intent

At St Joseph's we consider the teaching of English to be at the centre of all our work with children. It is vitally important because:

- It is the basic means of communication in our society
- It is the foundation for learning in all subjects
- The development of skills in Literacy is essential for independent learning, the world of work and each aspect of everyday life.

Aspects of Literacy

English is a core subject in the National Curriculum. There are three main attainment targets:

Speaking and listening

Reading

Writing (including spelling, grammar, punctuation and vocabulary)

Aims

In the teaching of Literacy, we aim that all children will develop:

- an increasing vocabulary which supports progress in speaking and listening, reading and writing.
- their understanding of the spoken word and an ability to listen attentively.
- the capacity to express themselves effectively in a variety of speaking and listening activities, matching response to style and purpose.
- the ability to read, understand and respond to a range of text types.
- information retrieval strategies for the purposes of discovery and study.
- the ability to write confidently using a range of formats and for different purposes.
- increasing competence in grammatical organisation and punctuation of Standard English.
- an increasing knowledge of spelling and awareness of how to check spelling.
- the skills involved in the production of legible handwriting.
- ICT skills through opportunities to work on screen and with a variety of media.

Planning

At St Joseph's Catholic Primary, planning is in three phases - long-term, medium-term and short-term.

Long-term planning indicates the range of texts/genres covered in speaking and listening, reading, writing, spelling and grammar across each Key Stage.

Medium-term planning indicates an overview of the content and main teaching objectives for a particular unit of work. The key objectives are determined by the

National Curriculum and non- statutory guidelines for speaking and listening, reading and writing.

Short-term planning indicates specific content and learning objectives, as well as resources to support the delivery of the lessons.

Cross Curricular Links

English is the foundation for almost all learning that takes place within the school. The skills involved support learning in other areas and further developed by activities in other curriculum areas.

Teachers at St Joseph's strive to incorporate speaking and listening, reading and writing in meaningful contexts and for a specific purpose and audience. This may be in the study of topics in other areas of the curriculum, or in follow-up activities related to visits or visitors.

Teaching and learning styles

The methods of teaching English may differ for each aspect of language, although all are interrelated. Class teaching, co-operative group or partner work, individual work or support strategies are used where appropriate.

Speaking and Listening

In EYFS, pupils learn to speak clearly and listen to what others have to say. They gain a wider bank of vocabulary and begin to use language to explore their own experiences and imaginary worlds.

In key stage 1, pupils learn to speak confidently, thinking about the needs of their listeners. They work in small groups and as a class, joining in discussions and making relevant points. They also learn how to listen carefully to what other people are saying, so that they can remember the main points. They build on the level of vocabulary they have learned in Keystage 1 and learn to use language in imaginative ways and express their ideas and feelings when working in role and in drama activities.

In key stage 2, pupils learn how to speak in a range of contexts, adapting what they say and how they say it to the purpose and the audience. Taking varied roles in groups gives them opportunities to contribute to situations with different demands. They also learn to respond appropriately to others, thinking about what has been said and the language used.

Speaking and Listening skills are developed through:

- Provision of a range of opportunities for children to talk and listen in formal and informal settings.

- Use of drama and role play to explore imagined situations or develop empathy.
- Reading of class novel or story to class.
- Class discussions or debates on topical issues or own experiences.
- Interviews carried out in topic work.
- Formal presentation to an audience through assemblies, productions, etc.

Reading

In the Foundation Stage, pupils are introduced to letter sounds and the graphemes they represent. We believe it is vital that our youngest pupils get off to a strong start in reading. Synthetic phonics are taught through RWI with children assessed and regrouped each half term according to progress.

During Key Stage 1, once pupils have learned to read using the phonic code, comprehension is developed through the teaching of reading strategies. These are taught through Reading VIPERS (Vocabulary, Inference, Prediction, Explanation and Sequencing). An interest and pleasure in reading are developed through the use of high-quality texts, daily reading aloud by the class teacher, a whole school reading spine and themed weeks. Confidence grows as pupils become more fluent and independent. They focus on words and sentences and how they fit into whole texts. Pupils work out the meaning of straightforward texts and say why they like them or do not like them. Pupils continue to be taught phonics through Read, Write, Inc. Home -school reading books have recently been updated to ensure pupils in Keystage 1 have a fully decodable book matched to their stage in phonics. This allows pupils to read independently using the phonic code they have been taught and develop fluency. In addition, pupils have a PM book which is finely graded to match pupil ability. It is hoped that parents will support their child reading these books to gain fluency with high frequency words. Pupils will be assessed using the PM assessment tool to ensure they are on the correct level book.

During key stage 2 pupils read a range of materials and use their knowledge of words, sentences and texts to understand and respond to the meaning. They increase their ability to read challenging and lengthy texts independently. They reflect on the meaning of texts, analysing and discussing them with others. Reading VIPERS (Vocabulary, Inference, Prediction, Explanation and Summarising) are used as a basis for Whole Class Reading lessons which take place three times per week. These skills are aligned to the National Curriculum.

Reading Plus is used in Key Stage 2 with pupils choosing texts to read online and completing questions on the chosen text. The Reading Plus programme provides a reading age and other data, allowing staff to target support to pupils. Pupils choose reading books linked to their reading age which are read at home and in school. This independent choice allows freedom to develop reading preferences within an optimal reading range.

Reading is taught through:

- Teaching reading skills directly
- Teaching a range of information retrieval skills
- Opportunities for Whole Class Reading, where children work in ability groups developing specific reading skills.
- Provision of a structured phonics and word-recognition programme in Foundation Stage and KS1, Read, Write, Inc.
- Continued teaching of phonics to those children requiring it
- Teacher modelling reading aloud from a range of quality texts
- Provision of a wide range of reading material, and opportunities for children to select books for reading for pleasure or finding information (class libraries, school library, book displays)
- A structured, levelled selection of texts for children to read at an accessible level, forming the basis of a home-school reading programme (PM).
- One-to-one reading support for children who may need additional support (adult helpers or paired readers)
- Reading records provide a means of dialogue with parents about how children are progressing in their reading.
- Opportunities to read to a teacher weekly (KS1) and fortnightly (KS2) where possible.
- Adult reading volunteers
- Regular opportunities for quiet reading.
- Provision of opportunities to read aloud for a specific audience (e.g. assemblies)
- Allocated time to read independently
- Reading for pleasure sessions

Writing

Talk for Writing and the Power of Reading are used in conjunction throughout the school to provide a framework for staff from Nursery to Year 6.

From the Foundation stage, pupils are encouraged to write independently starting with mark making and progressing to the correct graphemes once the phonic code has been taught. Opportunities for adult led and independent writing is provided.

During key stage 1, pupils start to enjoy writing and see the value of it. They develop an independence as they learn to communicate meaning in narrative and non-fiction texts and spell and punctuate correctly.

During key stage 2 pupils develop understanding that writing is both essential to thinking and learning, and enjoyable in its own right. They learn the main rules and conventions of written English and start to explore how the English language can be used to express meaning in different ways. They use the planning, drafting and editing process to improve their work and to sustain their fiction and non-fiction writing.

Writing is developed through:

- Providing a range of contexts for writing, where possible rooted in cross-curricular contexts
- Providing opportunities for collaborative writing
- Encouraging children in KS2 to draft and redraft
- specific skills in grammar and punctuation are taught throughout writing units.
- Detailed marking feedback to children, encouraging response
- Developing a sense of audience through assemblies, peer marking, sharing with parents at Open Mondays
- Sharing quality reading texts with children, identifying effective language structures and vocabulary choices made by authors.

Grammar, Punctuation and Spelling

GPS is taught in line with National Curriculum objectives. Objectives are recorded on Insight, our chosen assessment/tracking system. GPS objectives are mainly taught in context of the text used for English, however, there may be occasions where GPS is taught discretely.

Handwriting is based on a cursive style (Letterjoin). Skills are developed through regular teaching and practice sessions using a precursive style in KS1 and moving towards cursive writing as children approach KS2.

Assessment, Recording and Reporting

Formative assessment is used to guide the progress of individual pupils in English. It involves recording achievement of specific objectives for reading and writing. This enables teachers to have a record of what each child has achieved, and to assess what should be the next steps in a child's learning. It is also used to inform teachers and parents of the level at which children are working. Regular assessments of phonics are also maintained in the Foundation Stage and KS1 to ensure the correct grouping for RWI sessions.

Summative assessments are used at regular intervals from Spring term in Y1 and throughout KS2. They are used to further determine the level at which individual children are working. These assessments are recorded on Insight and monitor the progress of children between terms, across the year and throughout their life at St Joseph's.

Special Educational Needs

Within each group, teachers are aware that children are at different stages of learning and plan their work accordingly.

Within KS1 and KS2, assessment is used to inform teachers of children who may not be making expected progress, or who are falling behind their peers in levels of attainment. Where appropriate and possible, small groups of similar ability children may be

regularly supported within class or withdrawn for additional support with writing and reading.

Interventions delivered are:

Read, Write, Inc. across KS1 and 2,

BRP

Inference Training

Fresh Start

SEND

Where staff identify children who are not making progress, they are referred to SEND co-ordinator who will consider whether an Individual Support Plan (Provision Map) is required or more specialist intervention is required.

Inclusivity

The mission statement of St Joseph's values the individuality of all our children. Therefore, we aim to provide a curriculum that is appropriate to the needs and abilities of all our children. We plan our teaching and learning in such a way that we enable each child to reach for the highest level of personal achievement. Children who show exceptional ability in English will be challenged further through the difficulty of texts offered and the style of questions they are asked which will allow their needs to be met.

Monitoring of the subject

It is the responsibility of the English subject leader, SLT and Headteacher to monitor planning, standards of children's work, quality of marking, and quality of teaching in English. The subject leader is also responsible for:

- supporting colleagues in the teaching of English.
- being informed about current developments in the subject.
- providing a strategic lead and direction for the subject in the school.
- Understanding the data provided by Insight and sharing headlines with staff.

The subject leader gives an annual report to the Headteacher for Governors, evaluating achievements in the subject and indicating any areas for development. Where possible, the subject leader is given time for monitoring of the subject through lesson observations, book scrutinies, analysis of data and discussions with pupils. A named member of the school's governing body is briefed to oversee the delivery of English. This governor meets annually with the subject leader to review progress.