

# **St.John's Catholic Primary School English Policy**

**September 2024**



## **Intent**

At St. John's we believe that all pupils should be able to confidently communicate their knowledge, ideas and emotions through their writing as this will enable them to be successful learners across the wider curriculum. English develops pupils' abilities to listen, speak, read and write for a wide range of purposes; children participate daily in lessons where grammar, writing, comprehension and reading skills are developed and improved through a combination of shared, guided and independent work. We want pupils to acquire a wide vocabulary and to be able to spell new words by effectively applying the spelling patterns and rules they learn throughout their time in primary school. We aim to encourage enthusiastic readers and reading for pleasure across the whole school.

## **Implementation**

To achieve the above we enable and encourage pupils to:

- Speak clearly and audibly in ways which take account of their listeners.
- Listen with concentration in order to identify the main points made.
- Develop their ability to reflect on their own and others' contributions and the language used through a range of drama activities.
- Become enthusiastic and reflective readers through contact with challenging and lengthy texts.
- Develop confident, independent readers who read for pleasure and have a natural motivation to read books.
- Enjoy writing and recognise its value.
- Write with confidence using a range of independent strategies to plan, draft and edit in order to improve their work.
- Use the elements of spelling, grammar and punctuation securely in their written work.
- Achieve success and celebrate children's achievements

## **Statutory Requirements**

For full details of the Statutory Requirements for the teaching and learning of English, see the National Curriculum English Document (2014) and the Statutory Framework for the Early Years Foundation Stage (2012). Below is how our school incorporates these requirements.

### **In the Foundation Stage (Reception)**

Literacy in Foundation Stage:

We believe that communication and language with opportunities to explore reading and writing underpins children's future learning. The practice in Foundation Stage will follow the QCA/DfES curriculum guidance and will work towards the Early Learning Goals aiming to meet the statement of goals by the end of reception year (see EYFS curriculum for more details).

#### Writing: Early Learning Goal

- Children read and understand simple sentences.
- They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words.
- They demonstrate understanding when talking with others about what they have read.

#### Reading: Early Learning Goal

- Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words.
- They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

#### Listening, Attention and Understanding: Early Learning Goal

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversations when engaged in back-and-forth exchanges with their teacher and peers.

#### Speaking: Early Learning Goal

- Participate in small group, class and one to one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

### **Structure**

#### **Reception**

We believe that communication and language with opportunities to explore reading and writing underpins children's future learning. The daily routine will include both adult-led and child initiated activities to develop:

- Speaking and listening through open questioning by teachers
- The provision of a writing corner or other place for independent writing to take place.
- Emergent writing being encouraged and valued
- Offering children freedom to experiment with a variety of mark making equipment and resources especially in the early years
- Numerous and varied hand-eye co-ordination tasks and activities to increase fine motor skills and left to right orientation.
- Teacher acting as scribe to help children give written expression to their thoughts
- Teacher or support staff modelling and demonstrating correct writing skills using 'Think it, Say it, Write it and Read it' strategy

- Role play in EYFS which includes the provision of real life reading and writing materials
- Provision of a wide range of contexts to stimulate writing
- Fostering and encouraging the use of sound symbol relationships in early independent writing
- An enjoyment of sharing stories and rhymes using language and music, exploring rhythm through listening to and reciting – a love of poetry
- Written and oral communication through immersion in a print rich environment and purposeful role-play
- Independent and shared reading through 1:1 individual reading, shared reading and a weekly library session providing the opportunity for children to choose their own book.
- Weekly guided reading sessions
- Extra individual reading for less fluent children at least twice a week;
- Phonics- taught 5 x a week for 20 minutes in Phases throughout KS1.

### **KS1 and KS2**

English takes place within a daily English lesson in every class, drawing on the National Curriculum for speaking and listening, reading, writing, spelling and grammar.

### **SPEAKING AND LISTENING**

Speaking and listening skills are developed through:

- Providing a range of opportunities for children to speak competently and creatively for different purposes and audiences e.g. assemblies, mass, interviewing, presentations, social events.
- High expectations for children to listen, understand and respond appropriately to others and to talk effectively as members of a group.
- Open questioning by teachers
- Encouraging and supporting speech which is clear and grammatically correct, while respecting regional dialects.
- Participating in a range of drama activities using language imaginatively and expressing ideas and feelings when working in role (cross- curricular e.g. R.E. / P.S.H.E.)
- Providing opportunities for children to explore and listen to poetry – both within and outside English lessons. Each class to cover a poetry unit each half term, encouraging reciting/learning poetry.
- Frequent story times in all classes when the teacher or other adult reads aloud to the class from age appropriate books ( list with S.L)
- Class discussion and debate on topical and contentious issues, both parochial and worldwide
- Re-telling of well known stories – also ‘Talk for Writing’ used when appropriate in each class.
- Use of technology to hear podcasts, radio etc.
- Use of puppets/microphones
- Activities which encourage an interest in words and their use e.g. Word Jar
- Inviting guest speakers to speak to the children on a subject relevant to their current topic etc
- The links between language and music exploring rhythm

## **READING**

Reading is developed through:

- The use of a structured school reading programme (Read Write Inc) to support all pupils until they are capable of independent reading using Book Bands – including Oxford Reading Tree.
- Home-school reading diaries used for effective two way communication between parents and teachers – written in by class teacher on a regular basis.
- Providing the children freedom to choose appropriate books from a wide range of material for their information and enjoyment – each class to visit the school library on a weekly basis.
- Experiencing a balance of group, guided, shared and individual reading
- Each class to have a quiet reading area and display to celebrate recent achievements eg 'Recommended Reads,'
- One to one or group reading support through weekly guided reading for all children with a teacher
- Additional daily interventions for all children who have not yet reached the stage of being able to read independently
- A systematic, structured programme of phonics, word recognition development, and alphabetic knowledge, using 'Read,Write Inc' as the core scheme.
- Encouraging an awareness of words with a print rich environment using a variety of print
- Asking children to skim and scan texts to find information.
- Develop an understanding and appreciation of non-fiction and fiction texts.
- Eventually children are to aim to read more extensively and sustain engagement with longer texts

## **WRITING**

Writing is developed through:

- Providing a wide range of contexts, opportunities and experiences which encourage and stimulate children to write in a range of forms and for different purposes and audiences
- Know and use the appropriate text type plans and associated language features of a variety of text types in order to write for a particular purpose and audience
- Develop an understanding of planning and drafting so that children will be able to independently revise, proofread, discuss and evaluate their own and others' writing.
- Regular 'Guided Writing' sessions in all classes, in which small groups of children learn or reinforce particular writing skills under the direction of the class teacher
- Ensuring there is a high standard of presentation in all writing across the curriculum.
- Use a range of punctuation appropriate for age and ability

## **SPELLING AND GRAMMAR**

Spelling and grammar is developed through:

- Developing a good knowledge of phonics in Foundation Stage and Key Stage One through a structured phonics programme based on 'Read, Write Inc', which extends into years 3 and 4 where necessary
- Encouraging children to use the 'Look, say, cover, write, check' method
- 'The Spelling Shed' whole school scheme is implemented in Year One

- Weekly spellings to be displayed in each class and Year group spellings to be available to children (on desks) or on display and children to be encouraged to use year group specific vocabulary
- Encouraging children to use a variety of spelling strategies and check for accuracy using word banks and dictionaries – WoW words/ phonological patterns etc on display to encourage discussion
- Developing knowledge of grammar and punctuation following the Curriculum objectives , working walls to focus on current grammar work and encourage children to use these ideas in independent writing.

## **HANDWRITING**

Handwriting is developed through:

- A whole school handwriting scheme 'Letterjoin' and handwriting policy enables children to develop and write in a legible cursive style as they progress through the school
- Teaching the joining of letter strings in Years 1 and 2 and continued development of joining whole words throughout KS2.
- Teaching and modelling the conventions of neat handwriting and highlighting the importance of clear and neat presentation in order to communicate meaning effectively

Presentation of Written Work:

- We encourage children to have a sense of pride in their work and expectations for written pieces of work in exercise books are high. Lined books are used throughout both Key Stages, the date is written in full, pencil is used in KS1 and children have the opportunity to earn a pen license in Year Three/ Four.

## **CURRICULUM PLANNING**

English is a core subject in the National Curriculum and we use the National Curriculum for English as a basis for implementing the statutory requirements of the programmes of study for English. We carry out the curriculum planning in English in three phases, long term, medium term and short term.

**Long Term-** English Curriculum overviews for each year group detail how the statutory requirements for English are delivered within our school and each class teacher is responsible for ensuring there are purposeful cross curricular links with other subjects and that a range of challenging texts are used progressively throughout the year.

**Medium Term** - Our medium term unit plans outline the genre being taught and detailed teaching objectives. These will be adapted appropriately to address the needs of individual children within each cohort.

**Short Term** - Our short term English planning is supported by a wide range of resources including Jane Considine, Cornerstones, Lancashire Unit Plans, Literacy Evolve, The Literacy Shed etc. Plans give specific objectives and outline the Teaching Sequence as well as differentiated activities to be taught.

**Cross – Curricular Links** - Teachers will seek opportunities to teach Key Skills through cross-curricular links - Cornerstones supports this. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum.

## **Assessment, Recording and Reporting**

Mostly, assessment in English is carried out informally by teachers during guided reading and writing sessions, open questioning, written responses etc. Children's work is continuously monitored and assessed by the class teacher and shared at Staff Meetings. Staff regularly meet with teachers from other schools to moderate levels in writing to secure judgements. A 'Golden Book' offers the opportunity for extended writing each half term where possible - this book follows the child through the school. All children are marked against the Lancashire KLIPS and given to the Subject Leader each term.

### **Reporting to Parents**

Teachers report to parents during Parent's Evenings in Autumn and Spring Terms. Yearly reports are sent home to Parents in the Summer Term. Targets for children in KS1 and KS2 are agreed with the children, these are reviewed on a termly basis. At St. John's we very much promote an open door policy and parents feel welcome to arrange a meeting with class teachers as needed to discuss progress.

### **Feedback and Marking (see policy)**

Children are given feedback and informed about their progress in English through discussion with class teachers about their reading and writing targets. Marking of work where possible is carried out alongside the child and comments will relate directly to targets and lesson objectives. Comments and next steps are shared with the child so that they have a positive impact on future progress. Some work is peer marked and green pen is used to draft and improve work.

### **SEND**

Class teachers teach all pupils and Teaching Assistants are deployed to support individuals / small groups of targeted children with needs based provision either within the classroom or through interventions. We recognise the need to develop the potential of every child in English and strive to address the needs of gifted and talented children through providing a wide range of reading materials and by providing challenges / projects involving speaking and writing.

### **THE GOVERNING BODY**

Regular reports are made to the governors on the progress of English provision. This policy will be reviewed next year in line with the new National Curriculum and then every three years or in the light of changes to legal requirements.

September 2024

D Williams