



English

Intent:

- We provide high-quality education in English which will teach pupils to speak and write fluently
- We support the children to communicate their ideas and emotions to others and through their reading and listening, others can communicate with them
- Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Reading enables pupils both to acquire knowledge and to build on what they already know
- All the skills of language are essential to participating fully as a member of society
- We aim to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word and to develop a love of literature through reading for enjoyment.
- We aim to use all areas of the curriculum to be able to develop writing skills and generate purposeful writing experiences for our learners which will give everyone the opportunity to engage in writing that they are interested in and inspired by.
- For all children to write independently, creatively, imaginatively and with confidence across a range of genres for variety of audiences and purposes
- We believe that English is the foundation to the entire curriculum and it is therefore embedded within all of our lessons and teaching.

Implementation:

Phonics

- At Holy Family RC Primary School, we follow the Letters and Sounds phonic programme.
- In Reception, our phonic skills begin with speaking and listening. We practise listening for sounds at the beginning, in the middle, and at the ends of words. We also practise blending sounds together verbally to make words.
- In the Autumn term, we begin teaching children single letter sounds. By the end of the term they have started to learn digraphs and trigraphs. Children learn the sound, the action and the formation of each letter.
- As the children become more confident, we teach them how to put these single sounds, digraphs and trigraphs together to read and write words.
- Throughout the year, we constantly reinforce the importance of correct formation of these letters, practising in different ways, such as using glitter, sand and playdough.
- We also focus on high frequency words, such as home, we, look, I, and the children learn these by sight. The children also learn 'tricky' words alongside each phase of phonics.
- We also begin using our handwriting scheme Letterjoin by showing the children how to clearly form their letters using rhymes and pictures.

- In Key Stage 1 the children continue to follow the 'Letters and Sounds' scheme but we enhance and support this with a wide range of resources including those suggested in the scheme itself.
- Beyond Key Stage 1, the structure and guidance of the 'Letters and Sounds' scheme ensures a full coverage of phonic sounds and skills which allows pupils to link phonic rules and strategies to their writing and reading tasks more effectively.

Speaking and Listening

- Throughout the school, opportunities to develop pupil's spoken language in a range of contexts underpins the development of reading and writing.
- Pupils are encouraged to speak clearly, confidently and with expression in order to communicate their ideas and feelings.
- They are taught to understand and use the conventions for discussion and debate. Pupils develop their ability to explain their understanding of books and other reading, and to prepare their ideas before they write.
- They are encouraged to discuss their ideas in order to make sense of their learning.
- Pupils are given many opportunities through drama, role play, performances, reading out loud, presentations and debate in many areas of the curriculum on a daily basis.

Spelling, Grammar and Punctuation

- Spelling, grammar and punctuation is taught both discretely and as part of English lessons.
- We use progressive spelling lists across the whole of school which are matched to the expectations for each key stage in the National Curriculum.
- These are adapted to meet the needs of individual pupils when appropriate.
- Grammar and punctuation are taught in class as part of a unit of work that is being studied or sometimes as discrete lessons.

Reading

- Teachers use a variety of methods when reading with children in class including individual reading, guided group work or whole class reading. These all allow teachers to assess, plan and deliver a high quality reading curriculum throughout the school linked specifically to meet the children's needs and experiences.
- At Holy Family, children learn to develop their word reading and comprehension skills in order to become fluent and reflective readers, enabling them to foster a long term love of reading.
- Daily lessons of reading are taught explicitly to children with a focus on age related objectives
- Pupils will be given guided reading experiences to interrogate and explore texts as a class and develop their comprehension skills through the different content domains.

- We aim for children to be able to read widely, confidently and to a high standard in a range of subjects.
- We want children to foster a love of reading and acquire a wide vocabulary of written and spoken language.
- In Reception, children start their reading journey by telling stories using wordless picture books. This helps children to understand the structures of stories.
- Through Letters and Sounds children learn key words which are linked to texts we offer through our reading scheme.
- Children engage in reading using their phonetic and word knowledge. This then continues progressively through KS1 where the scheme grows to include a wider range of sounds and vocabulary as well as new themes.
- The scheme also runs into upper KS2 where the children are exposed to longer and more challenging texts which enables them to exercise fluency, understanding and comprehension skills at a deeper level.
- Once children are deemed to be 'fluent readers,' and have completed the scheme with good confidence, they are able to progress onto free choice reading.
- Each classroom, and our school library, offer a wide selection of varied books and children are encouraged to choose a variety of genres and show their understanding through reading journal activities.

Writing

- We provide writing opportunities which are relevant and real to our children and they can see a clear purpose to their work.
- Teachers provide engaging stimuli which offer writing opportunities for children in all key stages
- The process begins with teachers sharing examples of high quality writing, it then moves through the stages of identifying the features required for the particular genre.
- Teacher modelling is a key feature of the process, which allows children to develop their understanding of how to be successful when producing writing independently.
- Children are then given opportunities to analyse their own writing, to identify, modify and improve upon their initial draft.
- Our commitment to high standards in writing, allows our children to access the whole curriculum in an engaging and inspiring way.
- We celebrate the children's writing across all subjects as well as performances and opportunities for speaking, listening and drama.
- Writing is assessed at least termly, and teachers work together to regularly moderate writing across the school.

How is 'cultural capital' developed?

- Library sessions in our school library
- Research skills using reading across the curriculum
- Regular library visits to Cockerton library encouraging community links
- Visits to the theatre to provide enrichment experiences
- Visits from authors to promote a love of writing
- Writing for real life purposes
- Guest readers