



## **Mission Statement**



**At SS John & Monica's, we learn through  
the example of Jesus to  
Love, Respect, Understand and Value each other.**

## **English Policy October 2022**

This policy outlines St John and St Monica School's approach to teaching, in relation to English. The policy should be read in conjunction with the Early Years Foundation Stage Framework and the 2014 National Curriculum for English. It conveys the rationale for teaching each area of the English Curriculum and specifies the skills that will be nurtured and developed, for pupils in each year group.

**This policy has been developed, using the English Curriculum Review and Planning Tool (National Literacy Trust, 2014)**

### **Our Vision**

'Teachers should develop pupil's spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.' **(National Curriculum English, 2014, Pg. 10)**

The National Curriculum (2014), clearly states that **teaching English language is an essential, if not the most essential role of a Primary School**. At St John and St Monica's we believe in a high quality, creative English curriculum, that gives children the best possible opportunities to become confident, literate, successful members of society; with a deep love and understanding of English Language and Literature.

### **Aims**

- We believe the development of English skills is central to improving a child's life chances.
- Teachers have high expectations for all children to achieve and enjoy English and to be able to use the skills they have acquired in a range of contexts.
- We strive to ensure all children can communicate clearly in spoken and written form and become masters of language.
- Rich texts are at the heart of our teaching and a love for reading is promoted throughout the school.
- Teachers use inspirational ideas to engage children in work; providing memorable experiences, bringing topics to life. A clear purpose and audience, either real or imagined, are used to launch a unit of work.
- We value and celebrate diversity in culture and language.
- Curriculum coverage is carefully monitored by the Senior Leadership Team to ensure all staff are delivering a quality, creative English curriculum, in line with our vision.

## **National Curriculum 2014**

The English programmes of study are based on four areas;

- Spoken language
- Reading
- Writing
- Spelling, Punctuation and Grammar

The National Curriculum is divided into 3 Key Stages; **Key Stage 1, Lower Key Stage 2** (Years 3 and 4) and **Upper Key Stage 2** (Years 5 and 6). By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. **This is the essence of the English mastery curriculum.**

**At Key Stage One (Years 1 and 2)**, children learn to speak confidently and listen to what others have to say. They learn to read and write independently and with enthusiasm. They learn to use language to explore their own experiences and imaginary worlds. Children are given opportunities to speak and listen throughout all subject areas.

**At Key Stage Two (Years 3-6)**, children learn to change the way they speak and write to suit different situations, purposes and audiences. They read a range of texts and respond to different layers of meaning in them. They explore the use of language in literary and non- literary texts and learn how the structure of language works.

### **Teaching and Learning:**

Each year group will cover a balance of Narrative, Non-Fiction and Poetry text types. We use the National curriculum 2014 to support our coverage of the English skills.

**This is then delivered using principles taken from Talk for Writing which helps us to plan and deliver lessons from Reception right through to Year 6.** This supports children in developing an approach to writing that enables them to understand the processes and thinking involved in composing a piece of writing. This approach also develops oral fluency so that children internalise stories and language before applying the skills to their own writing. Over the course of time, children are taught skills to encourage them to proof- read and edit their own writing and that of their peers.

At St John and St Monica School, we employ a range of strategies designed to foster an enjoyment of English. Using the **principles of pedagogy of the Talk for Writing model in our planning of units of work, teachers use a range of activities** to engage their learners:

**1. Book-talk** - the extended opportunity to use talk to explore children's personal and collective responses to a text as readers.

**2. Writer-talk** - the articulation of the thinking and creative processes involved in all stages of the act of writing; talk that helps children to think and behave like a writer (and consider themselves to be one).

**3. Storytelling and story making** - This involves the learning and repeating of oral stories, building children's confidence to develop them through telling and then extending that development into writing; later creating 'new' stories orally as a preparation and rehearsal for writing.

**4. Word and Language games** - Talk games and activities are used to develop vocabulary, punctuation, spelling and grammar, as well as looking at writing structures.

**5. Role-play and drama** from the Primary Framework are used- 'hot seating', 'conscience alley', debating, thought tracking, etc.

**6. Editing, proof-reading and publishing writing** - where pupils learn to evaluate their own writing and look for ways to improve it, at word, sentence and text level.

At St John and St Monica's we take part in World Book Days and look for ways in which we can promote a love of reading and language amongst our children. We also encourage teachers to plan in opportunities for pupils to visit libraries, work with experts and take part in English competitions. We are always looking for ways to encourage the children to recognise that through reading, they will find their own writer's voice.

### **Spoken language**

Developing strong speaking and listening skills is fundamental to the teaching of English at St John and St Monica's School. Teachers place a high emphasis on spoken language and plan for the discreet teaching of skills, as well as incidental learning opportunities.

Our approach is firmly based on teaching how language needs to change to suit different purposes, audiences and contexts. We believe children need to develop strong oral skills to enable them to internalise language patterns and understand how language changes in different situations. This enables our children to understand and manipulate language for different purposes and audiences. In our **Speaking and**

**Listening Progression Document**, we outline the progression teachers plan for through the year groups and across the Key Stages.

The strong emphasis on spoken language is evident in the Early Years and continues throughout the school. Key Stage Two enjoy taking part in debates and discussions as well as drama and role play. Teachers model the use of Standard English masterfully, increasing children's repertoire of vocabulary and sophistication of spoken English.

Speaking frames are used, often to support children with EAL particularly when discussing the differences between formal and informal talk. We ensure this is done with care, as we understand language and identity are closely intertwined.

The National Curriculum states that pupils should be *'taught to speak clearly and convey ideas confidently in Standard English'* (p10). They are given opportunities to:

- Justify ideas with reasons
- Ask questions to check understanding
- Develop vocabulary and build knowledge
- Negotiate
- Evaluate and build on the ideas of others
- Select the appropriate register for effective communication
- Give well-structured descriptions and explanations
- Speculate, hypothesise and explore ideas
- Organise their ideas prior to writing.

**Teachers recognise the importance of these skills across the wider curriculum and provide Speaking and Listening opportunities in other subjects. Our participation in the Enabling Enterprise project also prioritises the pupils' oral communication skills.**

- The focus on the spoken word gives children the ability to cope with written language by discovering:
  - How it works;
  - That meanings are shaped by lexical and syntactical choices;
  - That language changes in different contexts;
  - That there are differences between written and spoken English and standard and non-standard;
  - Rules of spoken language;
  - Creative thinking and self-expression

## **Writing**

The National Curriculum states that children should:

- develop the stamina and skills to write at length
- use accurate spelling and punctuation

- be grammatically correct

We aim to develop children's ability to produce well structured, detailed writing in which the meaning is made clear and which engages the interest of the reader. Attention is paid throughout the school to the formal structures of English, grammatical detail, punctuation and spelling. **In our Writing Progression Document we detail the progress expected and aspired to through the year groups and across the Key Stages.**

**Teachers model writing strategies** including the use of phonics and spelling strategies in modelled writing sessions. Teachers make use of visualisers and whiteboards to model the act of writing and the application of skills.

**Guided writing sessions** are used to target specific needs of both groups and individuals.

**The children have opportunities to write at length, in extended, independent writing sessions, regularly and for a range of purposes/audiences across the curriculum.**

The children are given frequent opportunities in school to write in different contexts, using quality texts as a model. Children are supported in recognising key features of text types and then applying these to their own written work. There are many opportunities for children to improve their writing, inspired by stories, drama and film clips. They may be asked to produce their writing on their own or as part of group.

Teachers use a range of approaches taken from the Talk for Writing model to develop writing skills.

#### **Immersion and orientation:**

This is the stage of the unit where children are immersed in the text type. Children will become familiar with the language rhythms and patterns that are involved within the text. It is impossible to write a sentence without being able to say it. This helps children to internalise the patterns of language, children may be encouraged to draw story maps or use actions to help prompt their ability to re-tell a story or text. Key vocabulary is identified and displayed to be referred to throughout. It is vital that children understand what words mean, by looking closely at the text, analysing language patterns and style.

#### **Boxing Up**

This is where a writer's toolkit may be created and further exploration into grammatical features and deeper meanings may be explored. Children may explore other similar texts; they may draw upon underlying structures and language features of the original model to create their own version. The main structure of a text type is 'boxed up' to provide a pupils with the structure for their own piece of writing.

**Imitating and inventing** - using internalised techniques and structures children now start to imitate and invent a new idea; this may be a character, story line, text-type

etc. At this stage children will move to becoming more independent writers. Children will be encouraged to write within the same text type but may choose different topics that interest and intrigue them.

**Modelled, shared, guided and independent writing** will be used by teachers. Teachers will support both independent writers and groups of children and their assessments of previous pieces of writing will inform individuals and groups to target.

The writing process is cyclical and we aim to produce a weekly piece of writing in KS1 and Years 3 and 4. In Years 5 and 6, extended pieces will be developed over a two week cycle. In Years 3 and 4, this may be reviewed in the summer term to encourage the opportunity for more extended pieces to be written.

**Rich texts, with an interesting range of narrative types and structures will be used as a stimulus for the writing sequence. These are outlined in the English Overviews.**

## **Spelling**

At St John and Monica's, we want our pupils to become fluent and effective writers; we believe accurate spelling is a means to that end. Competent spellers need to spend less time and energy in thinking about spelling to enable them to channel their time and energy into the skills of composition, sentence structure and precise word choice.

We believe the best way to support our pupils to become confident spellers is by teaching them a range of strategies, rules and conventions systematically and explicitly. By becoming confident spellers, pupils will be able to focus on the skills of composition, sentence structure and precise word choice within their writing.

It is important that all members of staff are fully aware of, and understand, the way in which spelling is taught, so that our approach is implemented consistently to ensure continuity and progression in children's learning.

These fundamental principles underpin our approach to spelling:

- Spelling tests are a good way to ensure spellings are learnt but it is essential that children apply these skills to their writing.
- Spelling is the application of visual memory. As teachers, we must strengthen pupils' visual memories before we can expect them to become successful learners.
- Spelling must be taught in context – linked to the oral use of the word and the formation of the word as a whole (handwriting).

- Accurate spelling and accurate letter formation go hand-in-hand. As teachers, we must ensure that letter orientation and direction is accurate so that children can concentrate on the order of the letters, rather than the formation of them.
- Successful spelling takes place through a VAK (visual, aural and kinaesthetic) approach. As teachers, we need to ensure that spelling is taught using a combination of methods.
- Successful spelling takes place when children have an opportunity to review and recall their learning. Teachers must provide opportunities to consolidate learning throughout each week.

## **The Teaching of Spelling in the Foundation Stage and Year 1**

Spelling within Reception and Year 1 is linked to the children's phonic school programme, which follows the original DfE 'Letters and Sounds' document. The primary skills for reading and spelling which 'Letters and Sounds' highlights are blending and segmenting. These skills are integral throughout the phonic phases. The planning for the delivery is in place and follows the programme.

During daily timetabled phonics sessions, children will have opportunities to learn strategies for spelling, including spelling patterns linked to the phases.

They will also practise recalling key/tricky words and spelling these words. The children are taught three to five spelling each day at the end of the phonic session. It is essential that children apply their knowledge of spellings and practise the skill of segmenting through a variety of writing opportunities across a range of curriculum areas.

In Reception, spellings lists are not given out. However, children are given words to learn to read and parents are made aware of which words their child should be able to read and spell, based on the expectations in the 'Letters and Sounds' document. Parents' are encouraged to support their children with these at home.

In Year 1, after their daily phonic session children are given three to five words to spell. Each week they will be given a list of between 5 and 10 spellings which are linked to sound patterns or common exception words taught that week. These will be specific to the phase and the needs of the children. When appropriate, spelling lists may include proper nouns such as months of the year and days of the week.

## **The Teaching of Spelling from Year 2 to Year 6**

Children will have followed a programme of phonics teaching in Reception and Year 1. By the end of Year 1, the expectation is that most children will be secure at Phase 5. The spelling objectives for Year 2, which work in conjunction with Phase 6 of the 'Letters and Sounds' document are planned for following the same daily phonic sessions and ensure that children have knowledge and understanding of alternative spellings for each phoneme.

For those children who are not yet secure at Phase 5, it will be necessary to continue with this phase, these children will join Y1 for daily phonics or receive daily phonic boosting support.

Spelling in Year 2 and Key Stage 2 will follow the Babcock No Nonsense Spelling Programme. The programme is planned for each term (see attachment 1) This outlines the objectives taught in each year group, each term. The expectation is that three twenty minute spelling sessions will be taught each week in Years 3 – 6.

There is flexibility when this is delivered and teachers can timetable slots to suit their class needs. But teachers must teach follow the programme.

Spelling homework will also be set each week; spellings should be taken from the words taught that week.

Within the teaching of spelling, there should be opportunities to:

- Revisit, explain and use
- Teach, model and define
- Practise, explore, and investigate
- Apply, assess, and reflect

This teaching sequence links to the 'Letters and Sounds' document used in Reception and Year 1. It is also a key feature of the No Nonsense spelling and English Curriculum POS.

### **Application of Spelling in Writing**

Children's growing understanding of spelling rules is only valuable if they go on to apply it in their independent writing. Children should be able to spell an ever-increasing number of words accurately and to check and correct their work. This process is supported through:

- Shared writing: the teacher demonstrates how to apply spelling strategies while writing, and teaches proofreading skills.
- Guided and independent writing: the children apply what they have been taught. This is an opportunity to think about the whole writing process - composition as well as spelling, handwriting and punctuation.
- Marking the children's work: the teacher can assess their progress and ability to understand and apply what has been taught and then identify targets for further improvement.

## **Spelling Corrections**

Misspelling of words can be identified as part of the proofreading/ editing process and children can be involved in devising strategies for learning them and monitoring whether they spell these words correctly in subsequent pieces of writing. Strategies will include the use of dictionaries and iPad dictionaries.

When marking written pieces teachers should ensure that children have a manageable number of personalised spellings to correct at any one time. Children should be taught to look for evidence of correct spellings in their independent writing.

### **Spelling at St John and St Monica's:**

**YR/Y1 – Letters and Sounds.** Any child that has not passed the Phonics Screening Check in Y2 will continue to receive support with Phonics in KS2.

**Year 2/Key Stage Two follow the Babcock No Nonsense Spelling Programme.** Children are taught spelling discreetly on a weekly basis and spellings are taken home to learn. Children are encouraged to write their spellings into sentences each week to embed vocabulary meaning as well as spelling.

## **Handwriting**

Progression in handwriting is set out in the National Curriculum 2014. Children must see examples of cursive and pre cursive script around them. Writing lessons will encourage children to develop good presentation and letter formation through modelling and practise. A daily practise of letter formation takes place at the start of the day in Foundation, KS1 and KS2. Correct letter formation will be further supported by the use of exercise books with lines encouraged to help children produce consistent sized and shaped letters with joins. These books will be extended to include other subjects as well as English, promoting the importance of handwriting and presentation across the curriculum. Foundation and all Key Stages must use their phonics/spelling programmes, to support handwriting.

**(See Handwriting and Presentation Policy for more detailed guidance)**

## **Reading**

At St John and St Monica's, the reading curriculum takes into account the wide variety of forms of reading, both in and out of school, now universally valued as essential tools for the 21st Century, including digital, online and moving image media. **We encourage teachers to develop their own expertise as readers, to create a community of readers in the school.**

When choosing texts, we look for a balance of fiction, non-fiction and poetry. Reading is one of the most important ways in which children observe and absorb the best language skills. So, while components, such as grammar and vocabulary are important in the new curriculum, they will also be taught in a contextualised way, through the enjoyment of shared reading. **Our Reading Progression Documents**

**outline the aspirations and expectations we have for our readers in each year group and across the Key Stages.**

At SS John and Monica's School all pupils are encouraged to become confident, critical and independent readers. They read for a variety of purposes and read for enjoyment, information and interest.

**We aim for pupils to be able to:**

- Understand the features of a book and how it works.
- Have an interest in words and their meanings.
- Use a range of reading strategies which will help them to read with meaning, fluency, accuracy and expression.
- Use appropriate reading strategies to find and interpret information.
- Reflect on their reading and offer a personal response to a wide range of texts.
- Understand how the format and language changes with different genre.
- Use inferential skills to find meaning beyond the literal.
- Appreciate the tools of the writer and the techniques used to involve the reader in the text and to build these strategies into their own writing.
- Appreciate the work of individual authors, illustrators and publishers.
- Read for and with other children and adults in a variety of situations.
- Use a range of resources, including classroom materials, the school and public libraries.
- Use ICT based reference materials for information.
- Become readers who read widely and for pleasure.

**Shared Reading:**

Shared reading is planned for by all class teachers across all age groups and will cover a range of texts and genres. Shared reading opportunities will also take place across all curriculum subjects. Each class has a set of core texts and supplementary texts for shared whole class reading and discussion.

- In Key Stage 2 each class will read a whole class shared text each term and supplement this with extract- based reading of other narratives, non-fiction and poetry.
- In Key Stage 1 each class will read a whole class text each day.
- In Reception the children will listen to and/or reading at least one story book each day during a timetabled story time.

**Independent Reading:**

In each class there is a reading area with a wide selection of books for independent, quiet reading. Furthermore, regular opportunities to visit the school library are timetabled for all classes so children can pursue their own reading choices.

### **Home Reading:**

All children from Reception to Year 6 are encouraged to read at home. Home reading is part of their homework. We follow the Oxford Reading Tree Scheme and teachers are responsible for monitoring children's progression through this.

- Reception, Year 1 and Year 2 change their home reading books at least once or twice a week and are given two books to share at home with their parents. SEN and children identified as off track in their progress are heard read 1:1 daily in school. All other Key Stage One children are heard read 1:1 at least three times a week.
- The children choose their books from a selection of graded reading books; the books are colour banded matched to the National Colour Banding and use a range of text and genres.
- The 'Home Reading Diary' is used to record their choice of book and teachers make a positive comment on the child's progress, parents are encouraged to do the same. The reading diaries used are designed to help the children record their reading journey, identify the meaning of new words, make predictions, write summaries and reviews.
- In Key Stage 2 the "Home Reading Diary" continues and teachers give the children opportunity to change their reading books weekly. SEN children and children off track are heard read 1:1 daily in lower key stage two. Child friendly reading advice matching children's level of ability are put into the Home Reading Diary for children and parents.
- Every child in the school has a time tabled lesson once a week in the school Library and all children have the opportunity to borrow books for reading in class from the Library.

### **Reading Comprehension:**

Teachers teach reading comprehension as part of a whole class lesson. Each class teacher has an example of appropriate questions designed to cover all reading comprehension assessment focuses matched to the national curriculum levels.

There is a shared understanding that being able to mechanically read and de-code words does not mean that comprehension has taken place. Opportunities are created

for real comprehension skills to develop through shared discussion of texts; carefully worded questions, both oral and written, encourage retrieval of information and also the higher order skill of inference.

## **Grammar**

**Grammar is most effective when taught in the context of reading and writing; either in the context of the linguistic demands of a particular genre or the writing needs of a child.** So, alongside discrete grammar sessions from Y1 to Y6, **we take a pragmatic approach to the teaching of grammar and believe effective grammar teaching takes place in meaningful contexts.** Playing with words, investigations, puns, jokes, and rhymes can all enrich and inform grammatical knowledge and understanding and develop a genuine interest in how language works. Daily Morning English activities start the day's learning with vocabulary and grammar challenges. Teachers use the meta-language of grammar as they model writing and encourage children to use this terminology as they discuss their reading and their own writing.

## **Phonics**

At SS John and Monica's, we follow the accredited phonics programme, Essential Letters and Sounds (ELS). Phonics teaches the link between the spoken sounds of our language and the written version of that sound – the code of our language. As a systematic synthetic phonics programme, ELS breaks this down into tiny steps for children to piece together. This allows them to decode to read and then spell, using the sound to spelling correspondences they have learnt.

At SS John & Monica's we ensure:

- Phonics is taught daily
- We use a simple, consistent approach to teaching phonics.
- Every child will experience the same classroom routines within each lesson, reducing cognitive load and maximising the chances of success.
- We only use pure sounds when decoding words (no 'uh' after the sound)
- All children are supported within the lesson to use their new phonic knowledge independently.
- In every single ELS lesson, children will make the direct application to reading.

At the start of Reception, we learn to read words and then captions, phrases and sentences. As children learn more of the code of our language we are able to build more complex sentences for them to read.

Alongside the opportunity to read in every phonics lesson, and throughout the school day, all children receive reading books to take home. Every child is given a book that matches their phonics ability, therefore making the book entirely decodable. Children

are given this book for the duration of a week. We encourage them to practise reading their book 4 times across the week developing the skills of decoding, fluency and expression. In addition to a weekly, decodable book, children receive a 'shared read'. These books may not yet be fully decodable and are given for parents to read to or with their child, helping to instil a love of reading from the very beginning of their reading journey. Children also have the opportunity to visit and lend books from the school library on a weekly basis.

Through our delivery of phonics and teaching of early reading and writing, we aim to provide the opportunity for all children to experience the joy of books and language, whilst rapidly acquiring the skills they need to become fluent independent readers and writers.

### **Learning Environment**

Our classrooms and displays are used as learning tools. Using the learning environment, all skills are transferrable and learning is applied across a range of contexts, ensuring intrinsic links between reading, writing, phonics, grammar, spelling and punctuation are made. Children are regularly given time to consolidate learning. Through the learning environment children are empowered and supported to build independence when working. We have English rich classrooms, which have evidence of:

- Differentiation offering all children the opportunity to make progress in Literacy learning
- Modelled expectations available for reference
- Story maps where relevant
- Box Up structures where relevant
- Key vocabulary
- Current phonic and spelling and grammar objectives are visible
- Easily accessible reference material such as spelling dictionaries, thesauruses, iPads and writing mats.

### **Working Walls**

Every class has an English Working Wall. This evolves as each writing cycle progresses. It is the public display of the learning process. It clearly displays the long term POS as well as short term questions.

The steps to success are developed and displayed. They are used to demonstrate to pupils how they will be able to achieve the learning questions.

### **Exemplified text-types**

Key vocabulary is also displayed, as well as magpie words and phrases. Modelled examples are regular features of the working wall.

The walls will be split into key phases, mirroring the Talk for Writing approach, moving from 'reading as a writer' to 'writing as a reader'.

Examples of children's work will be displayed to celebrate and share success and improvements in English.

## **Role and Responsibilities**

### **Subject lead**

The Subject Leader is responsible for improving the standards of teaching and learning in English through:

- Monitoring and evaluating English
- Pupil progress and analysis of data
- Provision of English, ensuring the breadth and balance of the curriculum
- English across the curriculum
- The quality of the Learning Environment,
- Taking the lead in policy development,
- Auditing and supporting colleagues in their CPD,
- Purchasing and organising resources,
- Reporting to governors and SLT
- Guidance support and training for parents and carers
- Keeping up to date with recent English developments.

### **All teachers are expected to:**

- Plan to cover all English POS throughout the year and this will be tracked using the New Curriculum overview
- Promote a high level of presentation across all subjects
- Plan and deliver shared and modelled writing
- Ensure that writing is produced regularly across the curriculum
- Plan for lessons that offer children the opportunity to contextualise and apply discrete English learning, for a wide range of purposes and audiences
- Apply the principles of Talk for Writing are incorporated into English planning and are evident in the books and work produced by the children.
- Ensure that there is a written outcome for each unit from Reception to Y6. This could be a cross curricular piece of work.
- Mark in line with the school Marking Policy and engage with the children's writing, advising the next steps for success and improvement.
- Ensure that the skills taught in English are reinforced and embedded throughout all other areas of learning; this is evidenced in all work.
- Provide opportunities for children to up-level their work and improve their skills in editing ensuring the use of the Purple Polishing Pen is embedded.

## Organisation and Delivery

### English in the Foundation Stage

We believe that communication and language, with opportunities to explore reading and writing underpins children's teaching/learning in Reception. The practice in Foundation Stage will follow the DfE curriculum guidance and will work towards the Early Learning Goals; aiming to meet the statements contained within the goals by the end of Reception year.

The daily routine will include, planned and spontaneous activities that bring:

- A wealth of opportunities to develop and experience speaking and listening
- Experiences that develop gross and fine motor skills both indoors and outdoors
- **Opportunities to share, enjoy and learn a range of rhymes, songs, stories and books**
- Immersion in a print rich environment with opportunities to see a variety of written communication
- Focus activities that teach children early communication language and literacy skills
- **Opportunities to use their phonic knowledge automatically in their reading (and writing), develop positive attitudes to reading and read for meaning and enjoyment.**

- ❖ Daily Phonics for 15 – 20 minutes.
- ❖ Handwriting, including physical handwriting, taught discretely x 5 per week.
- ❖ Guided early writing activities twice a week from term 1 in writing book.
- ❖ Early writing activities and opportunities will be provided daily – writing table,

role play area, outdoor learning.

- ❖ Learning/orally retelling stories x 10 per year.
- ❖ Shared Reading .
- ❖ Guided reading three times per week.
- ❖ Grammar taught in context.

### Key Stage 1

- ❖ Daily Phonics 15- 30 minutes
- ❖ Daily Shared Reading
- ❖ Guided reading for children identified through Pupil Progress Meetings for targeted interventions
- ❖ Discrete handwriting practice, daily
- ❖ Handwriting taught using guidelines in English books
- ❖ Extended writing taught across the curriculum.
- ❖ Learning/orally retelling stories x 10 per year
- ❖ Grammar taught discretely/ in context

### Key Stage 2

- ❖ Shared Reading Daily of Core and Supplementary Texts
- ❖ Regular opportunities to read independently in class and share recommendations
- ❖ 2 weekly visits to the school Library
- ❖ Reading linked to becoming good writers – weekly
- ❖ Handwriting practise daily and regular embedding of new English books with guidelines.
- ❖ Extended writing weekly.
- ❖ Extended writing taught across the curriculum.
- ❖ Learning/orally retelling stories
- ❖ Punctuation, grammar and vocabulary activities – daily
- ❖ Spellings taught weekly and spellings sent home to learn. Words put into context in pupil's own sentences and teacher's dictated sentences.

**Children with Special Educational Needs and children whose prior learning exceeds the expected standard:**

**At St John and St Monica School, quality first teaching underpins all the approaches to teaching and learning.**

**Children who are working below Age Related Expectations are working in the classroom setting, with their peers so that they are able to access the vital classroom discussion, vocabulary, ideas and concepts.**

In English lessons, tasks and materials are differentiated by the class teacher; to meet the needs of individual children. Children identified as having Special Educational Needs, may need greater differentiation of materials and tasks consistent with their stage of progress.

Pupils who fall behind are identified quickly using assessments including the Star Assessment Reading Tool on Accelerated Reader. Teachers' regular monitoring of reading and writing ensures that children who are falling behind are identified early. Each class has a Target 20% group which are reviewed regularly and interventions are planned especially with these children in mind.

They are supported through a range of interventions. These include:

- Daily Reading with an adult
- Small group reading interventions targeting specific skills
- Review of their book choices and Project X
- Reading with peers and buddies
- Comprehension intervention groups
- Guided writing intervention groups
- Additional phonics support
- Additional handwriting support

More able children will be challenged and motivated, by greater challenge and depth of materials and tasks. The class teacher will also aim to identify those children who may be gifted in English and provide them, with appropriate learning opportunities.

### **Inclusion**

All children will be given opportunities to participate on equal terms in all English activities and due consideration will be given to the principles of Inclusion.

### **Assessment**

Progress in English will be monitored through ongoing Teacher Assessments, for Writing and Reading and SPAG. At St John and Monica School we use the TAF to assess Writing on a termly basis and to inform our future planning. Furthermore, children will be tested termly in Reading and SPAG using NFER testing materials and these results are entered on the school tracking system "O Track". This enables us to track and monitor the progress of the children and put in place effective actions and interventions where we feel they are needed. Through Assessments, teachers inform their future planning and target gaps or areas for improvement.

Data can be analysed for various groups: Pupil Premium children, Gender, Gifted and Talented, Special Needs and Ethnicity to ensure their progress is continually monitored and reported to the Head teacher/Governors.

**Foundation Stage** - children are assessed against the Early Learning Goals for Communication, language and literacy. That forms part of the Foundation Stage Profile. Progress in phonics is assessed on an ongoing basis.

**At the end of Year 2 and Year 6** - SATs tests are used as basis for assessing formally.

### **Parents**

Parents are actively encouraged to participate in their child's education by supporting them in a positive way – both generally and specifically. Examples of this are: reading with children at home regularly, supporting with home learning tasks such as spelling and helping children with the completion of their reading diary. Children will be provided with book bags and reading diaries that are modelled for parents and carers. Furthermore, we use Reading Eggs and Reading Eggpress to set targeted activities for children to complete at home to further support their learning in school.

Parent meetings are held twice a year and Interim reports are issued at the same time. Targets for English are detailed here and through discussions with parents who are advised of their child's progress in English and the next steps to further that progress. Targets for reading, writing, speaking and listening are indicated on children's end of year reports. Parents are encouraged to speak to class teachers about any concerns they have with regard to their child's progress in English.

The subject coordinator organises a Reading meeting for parents, supports the teachers with planning of INSPIRE workshops and designs leaflets for parents to share information about how best to support children with their Reading at home.

**Reviewed by Sarah Gray -English Lead – October 2022**

**Date agreed by the Governing Body :**