



St Kentigern's Catholic Primary School

MISSION STATEMENT:



English Policy

The English team

Reading/ phonics lead: Emma Harris

Writing lead: Claire Morris

English lead: Sarah Brooks

Intent – Why do we teach what we teach?

- To give children knowledge of language, relevant to their own needs and development whilst following the requirements of the National Curriculum 2014 and the values expressed within the school mission statement: 'Treat others as you want to be treated.'
- To enable children to read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct.
- To foster an ethos of children reading for pleasure, able to read and discuss with confidence and developing a life-long love of reading.
- To encourage an interest in words and their meanings; developing a growing vocabulary in spoken and written forms.
- To develop an understanding in a range of text types and genres – enabling children to write in a variety of styles and forms appropriate to the situation.
- To encourage children to take pride in the presentation of their work, with the aim that they develop fluent and legible handwriting.
- Through all of the above, to develop the powers of imagination, inventiveness and critical awareness of our children.

We aim to develop, through our teaching of English, the following attitudes:

- Curiosity and interest;
- Creativity and imagination;
- Pleasure and sensitivity;
- Independence;

- Confidence;
- Perseverance;
- Respect for other views and cultures;
- Critical self - evaluation and reflection skills;
- Pride - both in effort and achievement.

Statutory Requirements

Statutory requirements for the teaching and learning of English are laid out in the EYFS Framework 2023 for children in the Early Years Foundation Stage and, for children in Key Stages 1 and 2 in the National Curriculum 2014. Pupil provision is related to attainment, not age. All children will have exposure to the Curriculum of the Year group in which they are in, but may require interventions to fill in any gaps from preceding Year groups.

In the Early Years Foundation Stage children are given opportunities to:

- Speak, listen and represent ideas in their activities;
- Use communication, language and literacy in every part of the curriculum;
- Become immersed in an environment rich in print and possibilities for communication.

Children are taught phonics daily and start to read and write, in line with the EYFS Curriculum.

In Key Stage One (Years 1 and 2) speaking and listening continues to underpin the development of reading and writing. Children begin to read and write independently and with enthusiasm. They use language to explore their own experiences and imaginary worlds. Phonics work focuses on the representation of vowel sounds and segmentation for spelling of longer words, including those with adjacent consonants and common digraphs.

In Key Stage Two (Years 3, 4, 5 and 6) children learn to change the way they speak and write (with increasing sophistication) to suit different situations, purposes and audiences. They read a range of texts and respond to different layers of meaning in them. Children explore the use of language in literary and non-literary texts and learn how the structure of language works.

Implementation – How do we teach what we teach?

Speaking and Listening

We believe it is important to provide planned opportunities for a range of speaking and listening tasks. This encourages children to develop as fluent, confident and competent speakers who are also able to listen with interest and understanding for sustained periods. It also encourages pupils to work co-operatively with others and listen to the views of others. Working collaboratively and sharing ideas is a valuable and supportive exercise that is planned and developed within each classroom.

We aim for pupils to be able to:

- Use speech appropriately for different purposes;
- Adopt appropriate vocabulary, tone, pace and style for a variety of audiences and in a variety of situations;
- Understand the effect of speech on the listener;
- Use talk to develop and express ideas;
- Communicate meaning effectively;
- Listen attentively and derive meaning from what others say;
- Follow verbal instructions accurately;
- Understand the importance of good listening and how to respond during discussions, conversations and when information is given or asked for;
- Develop the skills of turn-taking, negotiation and reaching consensus;
- Appreciate the role of a “talk partner” and the way in which others can help in the learning process by

sharing ideas and being supportive.

Our status as a Communication Friendly School ensures that children get first quality teaching to develop their speaking and listening skills. This supports our high percentage of EAL students within the setting.

Pupils are also given planned opportunities to use a range of dramatic forms to express feelings and ideas both verbally and non-verbally. Opportunities are to be given for the development of drama in a variety of contexts. Pupils are encouraged to use drama to link ideas in literacy through role play, hot seating, tableaux, mime and freeze-frame techniques. In EYFS and KS1, children have access to role play areas and small world activities to encourage conversation and vocabulary.

EYFS and Year 1 pupils are assessed using the WellComm Communication and Language tool three times a year. Pupils who need further support and/or intervention are quickly identified and provided with the relevant provision.

Approaches to Reading

Shared reading

During shared reading, decoding, encoding and comprehension skills are modelled by the teacher. The following materials are used to ensure a rich and varied coverage of the National Curriculum 2014 objectives:

- Decodable books
- Phonics based resources
- Classic Novels
- Play scripts (including Shakespeare)
- Modern fiction
- Poetry
- Biography/autobiographies
- Journalistic writing
- Historical novels
- Science fiction and fantasy
- Discussion texts
- Information books
- Myths, legends and traditional stories

Teaching Reading

Our aims:

- To ensure a consistent approach, to the teaching of phonics, across the school.
- To ensure that children are given opportunities to use and apply their phonics learning.
- To ensure that all children use phonics, as their first approach, when reading.
- To ensure that all children entering KS2 are secure at decoding unfamiliar texts.

EYFS and KS1

The Read Write Inc Programme is for:

- Pupils from EYFS, Year 1 and Year 2 who are learning to read and write.
- Any pupils in Year 2, 3 and 4 who need to catch up rapidly.

In Read Write Inc, pupils:

- Decode using letter sound correspondence;
- Read common exception words on sight;
- Develop reading comprehension;
- Read with fluency and expression;
- Spell by segmenting the sounds in words.

The RWI approach is taught considering the 5 P's:

Praise – Children learn quickly in a positive climate.

Pace – Good pace is essential to the lesson.

Purpose – Every part of the lesson has a specific purpose.

Passion – This is a very prescriptive programme. It is the energy, enthusiasm and passion that teachers put into the lesson that bring the teaching and learning to life!

Participation – A strong feature of R.W.I. lessons is partner work and the partners 'teaching' each other (based on research which states that we learn 70% of what we talk about with our partner and 90% of what we teach).

Year 2 and Key Stage 2

The teaching of reading follows a whole-class approach, focusing on key reading skills taken from the National Curriculum's content domains for reading. These skills come under the headings: **V**ocabulary, **I**nterpret, **P**redict, **E**xplain, **R**etrieve and **S**ummarise; they make up the acronym 'VIPERS'. Each class in Key Stage 2 has a VIPERS display and resources so that all the children are familiar with the terminology and understand the skills being taught.

VIPERS can be taught through a range of different activities, catering to the different learning styles of the children; teachers adapt the tasks based on the needs of their learners. One text is studied per lesson – this text will generally be linked to the class reader, current text type genre, current class topic, linked to prior knowledge or taken from a current news item.

Independent and wider reading

All classes are given the opportunity to be read to, read aloud themselves and also read independently. It is expected that at least two if not all three of these is achieved daily, particularly in Key Stage 2. Each day we have 15 minutes of ERIC time (Everybody Reads In Class) when Key Stage 1 staff share a novel/short story with the class and Key Stage 2 children read independently in silence.

All children take home a decodable book, in line with their RWI groups in KS1, and take home a reading book suitable for their level of reading, providing breadth and depth in all areas.

We ask parents and carers to listen to their child read a minimum of 3 times a week at home. In addition to this, each child has a library session every week where they may choose any book to take home to read or keep in school to read in class. Children also have access to their own class library in school, giving them another opportunity to choose a book; each class library has fiction and non-fiction books available, covering a range of genres (some of which link to the current class topic). Copies of the children's newspaper 'First News' are delivered weekly to Key Stage 2 classes, providing opportunities for children to read about current affairs and look at good examples of journalistic writing.

Teachers and Teaching assistants endeavour to hear as many children in their class read as possible, across the week; staff prioritise the lowest 20% attainers in each class and children who aren't given the opportunity to read aloud at home.

Approaches to Writing

Teaching writing in Key Stages 1 and 2

Our English Curriculum is delivered through a novel-based approach, with high-quality texts linked to the interests and needs of the children and our curriculum themes. We also intend to create writers who can re-read, edit and improve their own writing, and enable pupils to be able to confidently use the essential skills of grammar, punctuation and spelling. Our novel-based approach enables us to teach reading, grammar and writing skills, whilst fostering our children's love of reading.

Writing is taught in timetabled English lessons to mixed-ability class groups. Exemplar, year group-appropriate grammar, handwriting and punctuation are modelled throughout the daily life of the classroom and in all aspects of teaching and learning; the development and use of writing skills is encouraged and applied throughout all subjects. Through shared writing, teachers provide a written model of age-appropriate standards. Independent written tasks are set with the intended outcome of achieving the National Curriculum 2014 objectives for each particular year group, with adaptation provided in order to give every child the chance to make progress.

At the start of each new school year, Key Stage 2 follows the Grammarsaurus 'Place Value of Punctuation' scheme, which aims to teach and embed pupils' understanding of sentence structure and composition in the first half term, setting a solid foundation of learning to build on. Following on from this, teachers plan high quality lessons, which cover all aspects of the National Curriculum; a Progression in text types document is used to ensure clear progression from year group to year group.

Oracy is prioritised in our writing curriculum in order to build vocabulary for all learners and increase understanding of trickier texts used across our curriculum. Discussion, questioning and talking through texts and ideas all increase understanding and prepare our children with the tools they need in order to be successful in their writing. Poetry is prioritised at the start of each term, with classes spending time focusing on a range of poetic literature, styles and poets. Our aim is for ALL learners to achieve their full potential in writing and we are committed to providing the scaffolds and challenge needed in order for our children to achieve this.

In order to help us to develop confident, enthusiastic writers who can express themselves in a variety of different styles and across a variety of contexts, our teaching of writing is often cross-curricular and linked to our class topics. This provides our children with regular opportunities to write for a range of purposes and audiences. Writing tasks are specific and meaningful, and often meet a purpose to engage children and to illustrate how their writing skills can be applied to real life contexts, in addition to writing for pleasure.

Vocabulary is highly valued across school; challenging texts are chosen for class novels to enable children to learn a whole range of new, higher level vocabulary. Children are exposed to rich and varied vocabulary across all areas of the curriculum; knowledge organisers (for science, history and geography topics) are used to highlight key vocabulary for the topic being taught - the children are given many opportunities to use such vocabulary in context and are praised when they do so. Teachers celebrate new vocabulary learnt throughout the day by adding it to class working/magpie walls for children to use in their writing.

Children are given regular feedback in order for them to reflect on and subsequently improve their writing; they are taught to self-assess and peer-assess work as appropriate. Verbal feedback is used by teachers and support staff to ensure that children are aware of the ways in which they can improve their work. Children are given time to reflect on their work and make improvements to enhance the standard of their writing.

Spelling

Weekly spelling lists are sent home to all children in Key Stage 2; children are then tested on these spellings on a Friday. In Year 2 and Key Stage 2, the spellings are taken from the Read Write Inc. Spelling Scheme, which is based on the spelling patterns and specific year group word lists in the National Curriculum. The spelling focus of the week is taught in class throughout the week to embed the spelling pattern/focus prior to the Friday spelling test. Children are also tested at the end of every half term on a random selection of spellings from their weekly lists over the half term. Teachers are responsible for providing differentiation of these spelling lists, where necessary, to cater to the needs of each child and also to give every child the chance to make progress.

In everyday writing, teachers draw children's attention to misspelt words within written pieces (a maximum of three per piece of writing, depending on age and ability) and ensure corrections are acted upon and each misspelt word is re-written three times. In Key Stage 2, most children are encouraged to use dictionaries to correct their misspellings themselves. For younger children or children of lower ability, teachers will provide the correct spellings for the child to copy and practise.

Handwriting

Pupils are encouraged to produce neat and legible handwriting. Starting in EYFS, through their Read, Write, Inc lessons, children learn how to write a letter alongside their phonics learning. Each letter has its own rhyme and, as the children continue through school, the letter formations and rhymes are used consistently. Correct handwriting should be modelled by staff at all times. In Key Stage 2, pen licences are awarded when children have met all of the handwriting objectives for their year group. See the **Handwriting and Presentation Policy** for further information.

Impact – How do we know what students have learnt and how well they have learnt it?

Assessment and Reporting

Formative Assessment

Formative assessments are carried out daily to ensure children make progress. They enable the teacher to determine what each child has learned and what should be the next step in his/her learning. Types of formative assessments used in English include:

- Assessment for Learning strategies;
- Hearing children read;
- Individual discussion;
- Pupils' own evaluation of work;
- Target setting and evaluation;
- Feedback during plenary sessions.

Summative Assessment

- Independent writing assessments are carried out throughout the year. The National Curriculum Writing Assessment Grids are used to record children's attainment in their pieces of writing and to track progress.
- Key Stage 1 children and those who are still progressing through the Read, Write, Inc scheme are frequently assessed and interventions are put in place for 'keep up' sessions where required.
- In Key Stage 2, teachers use evidence from VIPERS lessons to monitor the reading skills the child has mastered each half term.
- Spelling ages and Reading ages are taken bi-annually in Years 1 to 6.
- Reading, spelling, punctuation and grammar assessments are completed throughout the year to inform teacher assessments and track progress – see the **Assessment Overview** for full details.

Termly summative judgements are made as to whether pupils are working at age related expectations, towards age related expectations (entering) or if they are exceeding age-related expectations (working at greater depth). These are tracked on BromCom and discussed with the Head Teacher during termly Pupil Progress Meetings.

Statutory Assessment

- The Early Years Foundation Stage Profile (compiled by the class teacher);
- The Phonics Screening Check (in June of Year 1);
- End of Key Stage 2 SATs assessments in Reading, Spelling, Punctuation and Grammar, as well as a Teacher Assessment of Writing (in May of Year 6);

Monitoring and Progression

Monitoring

At least half termly, the English Subject Leaders and/or SLT will:

- Monitor children's Reading, English and Independent Write books to check the whole-school approach to the teaching of English (as outlined in this policy) is being followed;
- Carry out learning walks to monitor learning environments, displays and reading areas.

Whole school writing moderation meetings will take place throughout the year to ensure all staff are confident with their assessments and that all staff share the same, correct, consistent approach to assessing writing in line with the most recent guidance.

Following on from any monitoring that is carried out, feedback is provided to staff. Any areas that require improvement are discussed with staff, with support offered (where necessary) and steps for moving forward agreed.

Progression

To ensure that challenge is provided and skills are built upon as children progress through the year groups, the following documents are used:

- The Progression in text types document for planning writing lessons;
- The VIPERS progression document for planning reading lessons in Year 2 and Key Stage 2.

English overviews are completed half termly by each class, documenting text types and objectives taught. These are used by subject leaders to track coverage and progression.

Inclusion and Interventions

Inclusion

We aim to provide for all children so that they achieve as highly as possible in English, according to their individual abilities. Staff will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. Higher attaining children are identified and suitable learning opportunities are provided in order to ensure adequate challenge and opportunities for progression.

Interventions

A range of intervention groups to boost attainment in English take place throughout school, such as handwriting groups, spelling groups and phonics groups. Intervention schemes used in school include:

- Active Spelling
- Fresh Start (Read, Write, Inc intervention in Year 5/6)
- WellComm
- IDL
- Lexia

Home/School links

Parent/carer to teacher dialogue and co-operation is encouraged at all stages of a child's school life, and in all aspects of the English curriculum.

Reporting to parents/carers:

Formal reporting to parents/carers of attainment, progress and targets takes place termly either through a written report or at a parent/carer-teacher meeting.

Teachers communicate frequently with parents and carers via the Class Dojo app; they can use this to share what the child has been learning in class and equally parents/carers can share home learning via this app too,

enabling an interactive home/school dialogue.

The role of the parent/carer

Parents/carers can play a key role in their child's reading development and progress by both listening to their child read and reading to them at home, as outlined in the **Homework Policy**. Parents/carers are also encouraged to help their child learn their weekly spellings and complete home learning tasks. Resources are sent home to parents/carers to assist them in helping their child.

Equal Opportunities

All children are provided with equal access to the English curriculum, through suitable learning opportunities, regardless of gender, ethnicity, religion or home background.

Children with specific writing difficulties or physical disabilities are identified and supported through support programmes in school and, where necessary, external help is sought.

The Governing Body

The School English Governor (Mrs Maura Leyland) works closely with the English Subject Leaders to monitor the subject. They meet frequently to:

- Discuss developments in English;
- Share key documents;
- Share findings of learning walks, lesson visits, book scrutinies and any other moderations carried out, and discuss how the results of these will inform future practice and next steps in the subject.

Supported by the English Subject Leaders, the School English Governor writes reports to Governors, sharing any relevant English updates and detailing the impact and effectiveness of the current English provision in school. Reports are shared with Governors in Full Governing Body meetings, providing all Governors with the opportunity to discuss, question and monitor the effectiveness of the teaching and learning of English.

This policy will be reviewed every two years or in the light of changes to legal requirements.

Policy written by: Emma Harris/ Claire Morris/ Sarah Brooks (English Subject Leaders)

Date reviewed: September 2024

Next review date: September 2026