



## [English Policy](#)

### [Mission Statement:](#)

St Mary's is a welcoming school who: learn together; live out Catholic values; celebrate all achievement and believe all is possible in Christ's hands.

### [Intent - what are we trying to achieve?](#)

*English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can 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. Literature, especially, plays a key role in such development. Reading also 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.*

From their first day to their last at St Mary's, we support our children on a journey of learning and faith. In learning, we want our children, by the time they leave our school: to be numerate and literate, to have received their full entitlement in all areas of the curriculum, and to have the opportunities to succeed in areas of particular interest to them.

### [Reading](#)

At St Mary's we believe that a quality English curriculum should develop children's love of reading and discussion. We aim to inspire an appreciation of our rich and varied literary heritage and a habit of reading widely and often.

### [Writing](#)

At St Mary's we believe that a quality English curriculum should develop children's love of writing and discussion. We recognise the importance of cultivating a culture where children take pride in their writing, can write clearly and accurately and adapt their language and style for a range of contexts. We want to inspire children to be confident in the arts of speaking and listening and who can use discussion to develop their learning. We believe that a thorough grasp of literacy skills is crucial to a high quality education and will give our children the tools they need to participate fully as a member of society.

As children progress through KS1 and KS2 they should be able to:

- *read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct.*
- *have an interest in books and read for enjoyment.*
- *have an interest in words, their meanings; developing a growing vocabulary in spoken and written forms.*
- *understand a range of text types and genres - be able to write in a variety of styles and forms appropriate to the situation.*
- *be developing the powers of imagination, inventiveness and critical awareness.*
- *have a suitable technical vocabulary to articulate their responses.*

## Implementation-

These aims are embedded across our English lessons and the wider curriculum. We have a rigorous and well-organised English curriculum that provides many purposeful opportunities for reading, writing and discussion. We use a wide variety of quality texts and resources to motivate and inspire our children. We also provide a wealth of enrichment opportunities, from taking part in World Book Day, National Poetry Day, and an annual trip to the theatre and creative writing opportunities.

## Reading

### **Early reading - Phonics**

From Nursery to Year One all pupils participate in a 25 minute daily phonics lesson mainly using the *Read Write Inc.* phonics scheme as well as *Letters and sounds*.

In Nursery the children are taught Phase 1 phonics through songs and music, rhymes and games to introduce them to initial letter sounds. During phase two the children learn to blend simple cvc words, for example, sat, pin, tap, pan.

In Reception and Year One the children are grouped according to their phonic progress in small groups and are assessed on a half termly basis that determines the phonics phase and group that the children are working in.

At the end of Year One the children complete a national phonics screening check. Children who do not pass the phonics screening check are re-screened at the end of Year Two and phonics intervention is provided.

- This short video provides parents with an introduction to phonics.

<https://www.ruthmiskin.com/en/find-out-more/parents/#lg=1&slide=0>

- The second clip models how to say each sound.

<https://www.ruthmiskin.com/en/find-out-more/parents/#lg=1&slide=2>

- Reading forms the core of our curriculum. All children read. All children are read to by their teachers daily. Books are selected by teachers to engage the pupils and often with the knowledge of how they link to other areas of the curriculum.
- Reading Scheme - St Mary's uses the *Oxford Reading Tree* scheme, which has a variety of different reading books to provide a wide variety of appropriate quality texts for children to read covering all genres. All books are 'book-banded' in order to ensure progression and challenge for all children. The subject leader and phonics lead ensure that the books provided to early readers are phonically decodable. The scheme is also supplemented with a 'Richer Reading' section for children in EYFS and KS1 and a 'Launch Pad' section for children in upper KS2. Parents know and understand the importance of reading through reading meetings in the early years and teacher advice to parents throughout the school.
- Individual Reading - Throughout school, a number of children will read on a one-to-one basis with an adult as a form of intervention if that need is identified (e.g. *priority readers/better readers*).

- Guided and Whole Class Guided Reading - All children by the end of Reception take part in Guided Reading. Guided Reading sessions, which run three to five sessions per week, are planned by all teachers to teach a range of techniques, which enable children to comprehend the meaning of what they read. A range of resources are used to help e.g. Badger Books, Cracking Comprehension, Project X, Love 4 Reading extracts, VIPERS (Literacy Shed Plus) and a variety of carefully chosen Oxford Reading Tree books.
- Reading Areas - All classrooms have reading areas with a variety of fiction and non-fiction books. Teachers create exciting reading areas around the school.
- Library - All children visit the school library area frequently and choose a book to read at home for pleasure.
- Our teachers regularly update their class reading areas with topic themed books and author books boxes from the School Library Service each term. Pupils are read to on a regular basis to promote reading for pleasure.
- Learners need the space and time to make choices about books, and to discover authors and texts they might not get chance to look at outside of school. Teachers check that the books that they are reading will challenge.

## Writing

- All children write daily.
- School uses the National Curriculum objectives and Lancashire English consultancy's Key Learning documents to ensure coverage in grammar in order to build competence in writing. Opportunities for children to apply their writing skills are planned and links to the wider curriculum are made when doing this.
- Writing is assessed at appropriate times when key skills can be applied in a meaningful way and next steps identified by the teacher and also through self and peer assessment. We assess using Lancashire's Key Learning documents which we share at both internal and external moderation meetings.
- All staff model a high standard of presentation and have high expectations of presentation from the children.
- All teachers use Lancashire English consultancy planning support materials to inform their own planning. This focuses on comprehension skills, vocabulary, punctuation and grammar skills, planning, writing and extended writing, to give us a regular routine that helps build up competency. Each unit of work covers the following sequence: creating interest, reading response/analysis, planning, writing and presentation.
- All children work hard on handwriting and editing their work carefully to improve it.
- We use *Nelson Handwriting* to aid the teaching of handwriting.

- We use elements of Pie Corbett's *Talk 4 Writing* to aid planning and teaching.

### Roles and Responsibilities of the English subject leader:

- To provide a lead in all aspects of the English Curriculum.
- To assist the school leadership in providing direction for the development of English in school.
- With the school leadership, to monitor standards in attainment across the school and to identify strengths and areas for development e.g. looking at pupils' work, conducting pupil interviews, lesson visits and analysing test data.
- To formulate a development plan on an annual basis to maintain and raise standards.
- To develop and manage the implementation of the school policy, updating the policy and scheme of work on a regular basis and in line with the new initiatives.
- To monitor provision of Literacy (including Intervention and Support programmes).
- To monitor the quality of the Learning Environment.
- To purchase and organise resources.
- To audit and support colleagues in their CPD.
- To keep up-to-date with national and local developments in the teaching and learning of English and literacy.
- To take an overview of the whole school planning to ensure that there is continuity between year groups, that learning is sequenced logically and that progression is taking place.
- To maintain their own continuing professional development by reading around the subject, attending appropriate courses and maintaining links with the Lancashire English advisory team.
- To guide and support colleagues in the planning and delivery of lessons.
- To report to governors.
- To identify opportunities for English in the wider school curriculum.

### **The class teachers will:**

- Plan and deliver daily lessons to their class.
- Assess the work and progress of pupils and liaise with the subject leader.
- To use assessment of English to inform future planning.
- Support the English Lead and identify other opportunities for English across the wider curriculum.
- Have overall responsibility for the teaching, learning and assessment of English in their class and report on pupil progress to parents.

### Impact

#### Assessment, Record Keeping and Reporting:

The impact of pupils' learning of what we implement is measured in assessment. Children are assessed formatively through questioning and marking to ensure that teachers understand where children are currently in their learning and what their next steps need to be. This helps to ensure that maximum progress is made throughout literacy teaching across the school. In addition to this, summative assessment opportunities are used at the end of the year to support teachers in their assessment judgements although these should not replace teacher judgement based on experience of the child in everyday lessons.

## Assessment

In EYFS, KS1 and KS2, class teachers use Development Matters, the Early Years Framework, the National Curriculum and Lancashire English consultancy's Key Learning and planning documents to support their ongoing assessment of pupils' progress in reading and writing. This assessment informs teachers' planning of teaching and learning to precisely meet pupils' needs.

Teacher assessments are moderated for accuracy both internally and externally. Pupils' attainment in reading and writing are recorded termly. Pupils' attainment in statutory end of key stage assessments are analysed to assist in identification of whole school improvement areas.

## Reading Assessment

In Early Years and KS1 children are assessed half termly by the phonics leader to establish which sounds they are confident in and which strategies they are able to use to effectively read familiar and unfamiliar words. These include common irregular words and 'alien' nonsense words.

## Writing Assessment

As well as ongoing formative assessment (see Marking policy), teachers from Nursery to Year 6 assess the writing of every child at the end of each English unit taught. A piece of writing from each child will be assessed against the yearly objectives for their year group using Lancashire Key Learning. This assessment will take into account the child's attainment at the end of the previous half term. Teachers also take into account other work completed throughout the term. Writing assessment tasks are evidenced in each pupils writing assessment book from Year 1 onwards.

*As a result we have a community of enthusiastic readers and writers who enjoy showcasing their developing literacy skills. They are confident to take risks in their reading and writing, and love to discuss and share their ideas. Our attainment at the end of EYFS, KS1 and KS2 is above the national average as a result.*

## Review:

The subject leader will review the policy annually. Policy reviewed March 2021.