St Joseph’s Catholic Primary School, Worcester

‘Following Jesus in all we do’



All staff at St Joseph’s, recognise the central importance of English, as a subject in its own right, and as the most cohesive area of learning. Gaining and using the skills of language not only affects the child’s progress in school, but also has a profound influence upon the course of his/her life. It is our main aim to give them opportunities to develop pupils’ abilities in speaking and listening, reading and writing. This will happen through the pupils being given opportunities to develop their

# knowledge and understanding through a broad and balanced curriculum.

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# INTENT:

Through a well-balanced curriculum, all pupils become confident speakers, listeners, readers and writers and use these language skills for a wide range of purposes.

A St Joseph’s pupil will:

* be competent in the arts of speaking and listening, communicating their understanding and ideas clearly and using discussion in order to learn.
* secure phonic knowledge in order to decode words easily and read them aloud fluently and accurately.
* use their phonetic knowledge to write with accuracy and build quality sentences.
* explore the content of a range of texts to ensure full understanding of what they have read.
* become confident, enthusiastic, independent and reflective readers who develop a habit of reading a variety of texts for both pleasure and information.
* develop as readers alone or as a shared experience with adults and peers.
* write clearly and coherently, adapting language and style in a range of contexts, purposes and audiences.
* write ambitiously and confidently by planning, rehearsing aloud, drafting and editing their writing.
* know and understand grammatical terms and use these correctly.
* make fair critical responses about their own work, that of their peers and for a range of writers.
* produce clearly formed, concise, legible handwriting and to take pride in the presentation of their work.

# IMPLEMENTATION:

### Statutory Requirements:

Teaching in the Foundation Stage follows the *Communication and Language* strand and *Literacy* strand of the *Early Years Foundation Stage (EYFS) Framework 2013.*

Teaching from Year 1-6 follows the *New National Curriculum for English (2014)* This is divided into three key stages: Key Stage 1, Lower Key Stage 2 (Years 3 and 4) and Upper Key Stage 2 (Years 5 and 6) and follows four areas: Spoken language; Reading (word reading and Comprehension)*;* Writing (transcription, spelling, composition, handwriting and presentation*;* Grammar and punctuation. 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.

### Planning:

We carry out the curriculum planning in two phases (long and short-term.)

Long Term Planning: The *National Curriculum for English (2014)* details what we teach in the long term. In addition, teachers prepare an overview of the year using a specific yearly calendar format.

Short Term Planning: Where teachers are following pre-prepared Write Stuff units, annotations are made on paper-based units. If teachers create their own Write Stuff units, Jane Consadine’s planning tool is used to map out lessons. Where teachers are not following Write Stuff Unit, planning is prepared by teachers and identifies very specifically the national curriculum learning objectives alongside details of the teacher’s and teaching assistant’s roles, children’s differentiated activities and learning outcomes.

To then ensure that there is a range of genres and a good pace of learning the English subject co-ordinator builds a picture as the year progresses to establish an overview of the units and details of the main teaching units.

## Phonics:

We follow the principles and programmes of Read, Write, Inc (RWI) throughout KS1 and into KS2 where required including:

RWI Phonics programme: Children begin this complete and rigorous programme in Reception and remain on it until they have completed it. In Reception children begin RWI in the Autumn Term and follow the programme for 4 days a week. From Year 1 onwards children are divided into phonics groups dependent on their ‘stage not age’ reading and phonetic ability. For the first half of the year they receive 3 RWI lessons per week and, in the latter half of the year, this is reduced to 2 days a week. Children are assessed at the end of every half term and groups are rearranged/adults reassigned according to the progress made.

## Reading:

Class Reader:

Throughout the school children have the opportunity to hear an adult read aloud to them every day for at least 10 minutes. This is often their class teacher, but the school ensures that they also hear stories from a wide range of other staff each year.

Common Exception Words:

From Year 1 to Year 6, children learn to both read and write common exception words related to their year group. These are monitored termly, and support is put in place for those falling behind the termly. expectation set out.

Independent Reading:

On entry to Reception and until they complete the RWI programme, children take home books matched exactly to their latest RWI assessment. This includes taking home a version of the exact storybook they are reading in school to help build fluency and share with parents the specific sounds their child is currently focussing on. In addition to this, they take home an additional book bag book which uses the exact sounds they are learning and the key words they have been practising. This helps children to apply their learning in a different context.

Children also access books to share at home matched to their ability, organised within a Book Band system.

Children also have access to a range of books from our school Library. They not only spend time with their class enjoying the books within the library but also have the opportunity to take library books home to share with their families. This helps to develop individual preferences and interests. Each of these books in KS2 is linked to our library system of Accelerated Reader and children are asked to complete quizzes on the books they have chosen to read.

Reading Records:

Home reading is recorded in individual reading records. From Reception to Year 6 home reading is recorded alongside parent comments. These books are monitored regularly by the English team.

## Writing:

Write Stuff:

We have adopted ‘The Write Stuff’ approach to our teaching and learning of English to ensure clarity to the mechanics of writing. We call this the **Fantastic approach to Writing**. Following a method called ‘Sentence Stacking’, this approach places emphasis on sentences being ‘stacked together’ chronologically and organised to engage children with short, intensive moments of learning that they can then immediately apply to their own writing.

Within each genre studied by the children, they will learn to sentence stack, focusing on the style of the author and the impact of words and sentences most appropriate for that particular genre. All genres covered within writing sessions are those as taken from the Genre Overview in our Writing Progression Document.

Within each writing lesson, pupils' learning is ‘chunked’ into three distinct parts for a writing lesson; initiate, model, enable.

The initiate stage is a time to inspire: through the use of a stimulus, pupils are immersed in a rich language discussion and activities to provide a wealth of vocabulary to aid their writing.

The model stage is the chunk whereby the teacher demonstrates the thoughts and processes of a writer and articulates writing choices.

The enable stage is the opportunity for pupils to showcase what they can do within particular writing parameters known as The Three Zones of Writing: FANTASTICs, GRAMMARISTICs and the BOOMTASTICs.

The Three Zones of Writing are essential components to support pupils in becoming great writers.

Through the nine idea lenses known as the FANTASTICs, pupils focus on the intended purpose of a sentence.

The GRAMMARISTICs allow pupils to focus on the grammar element of writing which focuses on sentence structure, grammar rules and punctuation. Teachers should use the sentence progression document for the year group.

The BOOMTASTICs allow pupils to capture and create a vivid visual for the reader through the use of poetic devices. Throughout the writing process, children edit and redraft their work in response to feedback from their teacher and peers.

Marking and feedback should be completed by the teacher/ children consistently and quickly – for maximum impact. See marking policy

Handwriting:

We follow the Teachhandwriting scheme across the school.

Spelling:

Children from Year 1 to Year 6 access the particular national curriculum objectives relevant to their year group and ability. Children have a spelling focus per week or fortnight which they practise through a range of class and home based activities. Spellings are brought into the rest of the curriculum where possible including in their reading to maximise learning opportunities and embed the theory into practice, using it in a range of contexts. Children learn specific spelling rules in line with national curriculum objectives and progress through these according to their ability.

Dictation:

Pupils are encouraged to use and apply the skills they have learnt in spelling, punctuation and grammar through use of dictation which also provides teachers with a valuable assessment tool.

### Assessment and Record Keeping:

Formative assessment in reading and writing is completed on a regular basis by teacher using the online assessment programme Educater. This allows teachers to assess children against each National Curriculum objective and calculates an ongoing grade for children which is then saved termly and used for further analysis of individual groups. This information is then used to ensure that lesson plans directly address the needs and priorities for the children.

Oral feedback and teacher’s marking in line with the school’s marking policy allows children to act upon advice. Children also use self and peer assessment including regular use of success criteria to become involved in their own understanding of the success.

### Cross Curricular links:

As well as teaching English as a discrete subject, teachers seek to take advantage of opportunities to make cross-curricular links. We plan for pupils to practice and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum. In this way expectations of the standard of speaking, listening, reading and writing remain consistently applied. In addition, subject matter from other curriculum areas is often used as content or stimulus for speaking, listening, reading and writing.

#  IMPACT:

Our English curriculum facilitates sequential learning and long-term progression of knowledge and skills. Teaching and learning methods provide regular opportunities to recap acquired knowledge through high quality questioning, discussion, modelling and explaining to aid retrieval at the beginning and end of a lesson or unit. Regular practise of skills will provide children with the confidence to apply these in a range of independent situations whereby they have the chance to show what they have internalised. The range of reading and writing situations we provide will enable all children to alter their long term memory and knowledge more, remember more and be able to do more as readers and writers.