

St. Peter's Catholic Primary School

part of the wider Christus Trust, Multi Academy Trust



Mission Statement

Loving and learning together, with Jesus

English Policy

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Purpose

At St. Peter's Catholic Primary School, we believe that literacy and communication are key life skills. 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. We want children to enjoy and appreciate literature and its rich variety.

St Peter's Intent statement

A rich and broad curriculum that develops the children's knowledge and skills, inspiring them through a journey of creativity, discovery and curiosity where everyone is equally respected and valued, equipping the children as independent, resilient, life-long learners.

Curriculum Intent Statement for English

In Literacy we develop the children's Knowledge and Skills in line with the school's vision for Knowledge and Skills based curriculum.

We inspire Creativity by exploring thought provoking literature that opens our minds and imagination by painting pictures to new and exciting worlds, inspiring us to foster a lifelong love of reading.

We encourage Discovery by speaking about and listening to the world around us.

We foster a Curiosity about our literacy skills that helps us to embrace unfamiliar vocabulary and unlock our learning in each subject.

We develop Independence by composing writing that showcases our literary skills that help improve comprehension, vocabulary and fluency in reading.

We instil Resilience by challenging ourselves to experiment in our writing composition and by choosing challenging texts that we must dig deeper to decode, infer and deduce greater meaning from.

As a result, the children Respect and Value Literacy and are Lifelong learners.

Teaching and Learning

St Peter's provides a daily period of dedicated English teaching time for all pupils, as well as taking part in Guided Reading sessions and other subjects through cross-curricular links. The children are taught using the National Curriculum Programmes of Study for their year group and are expected to develop these areas consistently in a cross-curricular way across all other subjects.

St Peter's follows the National Curriculum 2014, which is broken into a Long Term Planning sequence of units for the teaching of English from EYFS to Year 6. This is detailed in the long-term Literacy curriculum map, which is reviewed annually. The National Curriculum 2014 English document has three areas of focus; Spoken language, Reading and Writing. The units are organised into text type genres and these are based around three main categories; narrative, poetry and non-fiction.

We enable our children to develop the skills of Spoken Language, Reading and Writing within a challenging and stimulating learning environment, in the following key areas:

Spoken Language

At St. Peter's spoken language in pupils' development across the whole curriculum is vitally important – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and

variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing.

At St. Peter's teachers therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They will be assisted in making their thinking clear to themselves as well as to others and teachers ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils will be taught to understand and use the conventions for discussion and debate.

All pupils will be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils will be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They will have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.

Reading

At St. Peter's we want to foster in all pupils a love of books and of reading. We want pupils to enjoy reading from a wide range of material, for interest, information and entertainment. The teaching of reading is broken into two dimensions, Phonic (reading and spelling) and Comprehension (**see Phonics and Early Reading Policy**)

At St Peter's we use specific Reading Comprehension skills from EYFS to Y6:

- Fact Finders
- Dig Deeper
- Picture Painters
- Building Blocks

All pupils are encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens a treasure-house of wonder and joy for curious young minds and our Library and Reading areas highlight this.

Writing

At St. Peter's we want our pupils to enjoy writing and to write appropriately for a range of purposes. We use Talk for Writing as a strategy that enables this to happen. The teaching of writing is broken down into two dimensions:

- Transcription (spelling and handwriting)
- Composition (articulating ideas and structuring them in speech and writing).

The teaching of writing at St. Peter's develops pupils' competence in these two dimensions. In addition, pupils are taught how to plan, revise and evaluate their writing. Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately. Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting. We aim to develop all of these skills in our pupils at St. Peter's.

Early Years Foundation Stage

The children work towards meeting the relevant objectives in the 'Communication and Language' and 'Literacy' section of Development Matters. These areas include 'Listening and Attention', 'Understanding', 'Speaking', 'Reading' and 'Writing'. The pupils will work towards achieving the Early Learning Goals by the end of the year.

Listening and Attention

Children will be taught to listen attentively in a range of situations. They will listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

Understanding

Children will be taught to follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Speaking

Children will be taught to express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

Reading

Children will be taught to read and understand simple sentences using 'Little Wandle'. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

Writing

Children will be taught to use their phonic knowledge to write words in ways, which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Phonics

The children learn phonics using the 'Little Wandle' materials. **(see Phonics and Early Reading Policy)**

Key Stage One

English

The English programme of study, as detailed in the National Curriculum 2014, is based on the following four areas of teaching and learning:

- Spoken language
- Reading
 - Word reading/decoding
 - Comprehension
- Writing
 - Transcription
 - Handwriting and presentation
 - Composition
- Spelling, grammar and punctuation

English is taught predominantly through studying poetry, fiction and non-fiction texts appropriate to the year group. Pupils are given the opportunity to read, explore and analyse texts, and then plan, write and redraft their own. Through their English lessons they experience a wide and rich range of texts and genres. Talk for Writing is one approach used in order to immerse the pupils in the texts they are studying and explore the thinking and creative processes involved in generating ideas, planning and completing writing. Vocabulary, grammar and punctuation objectives are taught through exploring their use in model texts and pupils applying these to their own writing, as well as explicit teaching and practising when necessary. A range of teaching strategies are used across the Key Stage, including explanation, discussion, questioning, shared and guided writing. ICT and film narrative are also used where appropriate.

Spoken Language

Specific spoken language objectives are planned for and taught in English lessons. The children are also provided with many opportunities to develop their skills in this area, within all areas of the curriculum.

Phonics and Spellings

Pupils continue to work through the phonics objectives outlined in Little Wandle and the National Curriculum. During Year 1, teachers build on work from the Early Years Foundation Stage, making sure that pupils can sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have already learnt. Teachers also ensure that pupils continue to learn new grapheme-phoneme correspondences (GPCs) and revise and consolidate those learnt earlier. Phonics is taught in structured sessions throughout the week and pupils' progress is assessed at least each term. Pupils are taught spellings as outlined in the National Curriculum spelling objectives and word lists. Throughout the week, the children will complete activities supporting the learning of these spellings. High frequency words are displayed in each classroom in Key Stage 1 and it is expected that the pupils will use this as a scaffold to ensure these words are spelt correctly in their work.

Key Stage Two

English

The English programme of study, as detailed in the National Curriculum 2014, is based on the following four areas of teaching and learning:

- Spoken language
- Reading
 - Word reading/decoding
 - Comprehension
- Writing
 - Transcription
 - Handwriting and presentation
 - Composition
- Spelling, grammar and punctuation

English is taught predominantly through studying poetry, fiction and non-fiction texts appropriate to the year group. Pupils are given the opportunity to read, explore and analyse texts, and then plan, write and redraft their own. Through their English lessons, they experience a wide and rich range of texts and genres. Talk for Writing is one approach used in order to immerse the pupils in the texts they are studying and explore the thinking and creative processes involved in generating ideas, planning and completing writing. Vocabulary, grammar and punctuation objectives are taught through exploring their use in model texts and pupils applying these to their own writing, as well as explicit teaching and practising when necessary. A range of teaching strategies are used across the Key Stage, including explanation, discussion, questioning, shared and guided writing. ICT and film narrative are also used where appropriate.

Spoken Language

Specific spoken language objectives are planned for and taught in English lessons. The children are also provided with many opportunities to develop their skills in this area, within all areas of the curriculum through talk partners, group work

Spelling

Pupils are taught spellings as outlined in the National Curriculum spelling objectives and word lists. Throughout the week, the children will complete activities supporting the learning of these spellings. Pupils have access to dictionaries when writing and are encouraged to use these to check the spelling of unfamiliar words.

Inclusion

All members of staff at St Peter's Catholic Primary School set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging learning for all groups, including:

More able pupils

Pupils with low prior attainment

Pupils from disadvantaged backgrounds

Pupils with SEND

Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

All children receive quality first English teaching on a daily basis and activities are differentiated accordingly, with pupils able to self-select their own challenges where appropriate. In addition, where identified pupils are considered to require targeted support to enable them to work towards or above age appropriate objectives, intervention programmes will be implemented and monitored for their effectiveness.

Roles and Responsibilities

The English Subject Leader should monitor the teaching English regularly; this will be supported by Senior Leaders when making observations. This may be done through book scrutiny, planning scrutiny, lesson observation or pupil feedback.

The role of the English leader is to:

- To raise the profile of the subject in all areas.
- Ensure effective development of whole school policy and practice.

- Monitor and evaluate the effectiveness of Literacy work across the school to ensure shared and good practice.
- Lead staff meetings
- Plan/lead INSET activities
- Provide consultancy/advice
- Specify and order all resources
- Co-ordinate staff requests for resources
- Monitor and maintain the condition and availability of resources.
- To keep abreast of new initiatives and incentives in English.
- Liaise with BCT and other leading establishments for guidance and updates.

The role of the teacher and Learning Support Assistants is to:

- Model high standards of written and spoken Standard English.
- Continually develop their own skills, knowledge and practises in response to the English National Curriculum, identifying their own needs and notifying the Literacy co-ordinator of any training developments needed.
- Adopt a consistent approach to teaching literacy skills in lessons; transferring these skills to all other subject areas where possible.
- Plan, prepare for and deliver lessons matched to the National Curriculum, which will engage and enable all children to make progress.
- Ensure that any observed damage to equipment, which could cause subsequent injury, is isolated from use and reported.

Assessment

The English Subject Leader should monitor the teaching of English regularly, reporting on good practice, attainment and progress in the subject by:

- Work sampling
- Book scrutiny
- Lesson observations
- Learning walks
- Pupil interviews/ feedback
- Planning scrutiny
- Data analysis
- Moderation

Teachers assess the pupils' standards in English through:

- Use of effective assessment for learning to ensure planning is based on prior attainment.
- Effective marking and feedback is used to move the pupils' learning on within lessons.
- Pupils are assessed regularly against the National Curriculum Programmes of Study for their year group which are updated and assessed termly.
- Recording termly progress and data outcomes on Target Tracker.
- Ensuring pupils have the NC Programmes of study targets in their English books and are aware of what they need to do to achieve their next steps.
- Liaising effectively with Year group partners so that standards are maintained consistently.
- Whole school moderation
- Moderation of books with other schools for standard measures.
- Pupil Progress Meetings with Assessment manager.

Monitoring and Evaluation of this Policy

The LGC are responsible for monitoring the effectiveness of this policy by in-school monitoring. The policy is reviewed, in consultation with the whole school community including staff, pupils, parents, carers and governors.