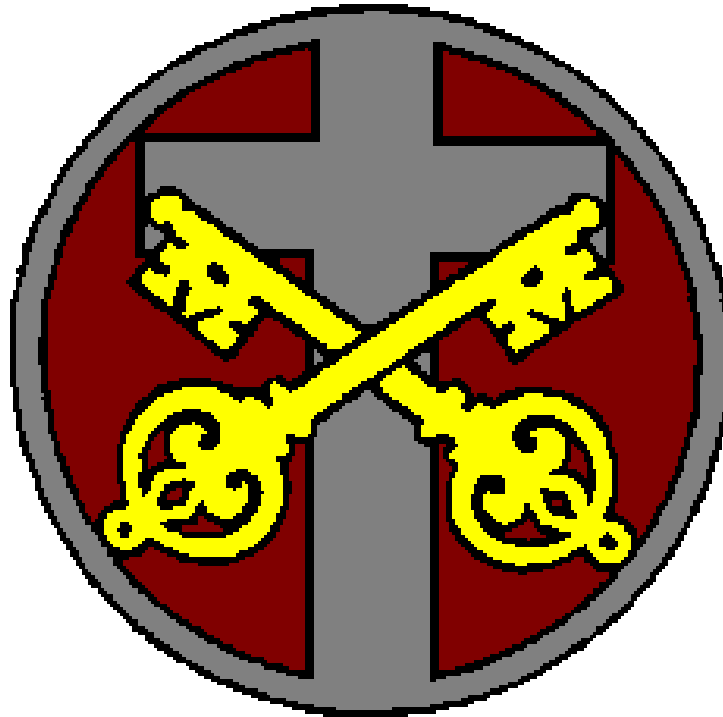


St. Peter's Catholic Primary School



English Policy

Date: July 2024

Review Date: July 2026

At St. Peter's Catholic Primary School, Jesus Christ and the Gospel values are at the centre of all of our teaching and relationships with children.

The importance of English

At St Peter's Catholic Primary School, we strive for excellence in English achievement throughout our school. We believe that developing children's abilities within a cross-curricular programme of Reading, Writing and Speaking & Listening will aid them in developing into self-assured communicators. We place reading at the centre of our English curriculum to immerse and engage our pupils in a literature-rich environment. We believe that reading is the key to unlocking children's learning potential. We strive to promote a love for reading and provide the children with opportunities to read in English lessons and across the wider curriculum.

We know that reading and writing are intrinsically linked and strongly believe that exposure to high quality and challenging texts support learners in both of these essential life skills as well as developing a child's understanding of vocabulary, style and formality in a wider context. Our English curriculum provides many purposeful opportunities for reading, writing and discussion. Our curriculum closely follows the aims of the National Curriculum for English 2014 to enable all children to:

- Learn how to read easily, fluently and with good understanding
- develop a love of reading and to read for pleasure.
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language

Foundation Stage

At St Peter's we believe that communication and language, with opportunities to explore reading and writing underpins the future learning of our children. Within our Reception class, children have access to planned whole class or group writing activities but also many opportunities for child-initiated writing activities.

These may include the following:

- Creating opportunities within learning areas for reading and writing
- Allowing children to explore, experience and develop interest
- Bringing language together to deepen their thinking and learning
- Opportunities to develop and experience speaking and listening skills
- Experiences that develop fine and gross motor skills through play and mark making activities
- Sharing and enjoying a range of rhymes, songs, stories and books
- Immersion in a print rich environment with opportunities for oral language and written communication
- Whole class shared text activities
- A daily phonics session
- Literacy integrated throughout the Early Years curriculum

KS1/KS2 English Lesson Sequence:

At St Peter's each mixed year group has a two-year overview of the writing genres they will teach, including narrative, non-fiction and poetry. These have been planned to ensure correct coverage of the key genres as well as build on skills from year to year. Each class uses primarily the 'The Write Stuff' (Jane Considine) units of work which follow a teaching sequence of scaffolded lessons, experience days and independent writing. Teachers intersperse the units with shorter units loosely linked to the Writing Rainbow. Throughout each unit skills are chosen from the Writing Rainbow - three zones of writing: ideas, tools and techniques which children will be expected to include in their independent write. We aim to link our writing outcomes with our high-quality texts and curriculum themes (where meaningful).

Grammar and Punctuation:

At St Peter's grammar and punctuation knowledge and skills are taught through English lessons as much as possible. Teachers plan to teach the required skills through the genres of writing that they are teaching, linking it to the genre so as to connect it with the intended writing outcome. Teachers sometimes focus on particular grammar and punctuation skills as stand-alone lessons, if they feel the class need additional lessons to embed and develop their understanding or to consolidate skills.

Spelling

At St Peter's we follow the Jason Wade 'Sounds and Syllables' approach to spelling. Each word is broken down into its syllables and then each of the sounds, within each syllable, are identified. Children have weekly 'Sound and Syllables' spelling lessons, which link directly to the spellings take home to learn for weekly tests. The use of sounds and syllables to support spelling is promoted across the curriculum.

Handwriting

At St Peter's we aim to make handwriting an automatic process that does not interfere with creative and mental thinking. At the end of Key Stage 2 all pupils should have the ability to produce fluent, legible and, eventually, speedy joined-up handwriting, and to understand the different forms of handwriting used for different purposes. All teaching staff are encouraged to model the printed or cursive style of handwriting chosen for each year group in our school in all their handwriting, whether on whiteboards, displays or in pupils' books.

Pupils should experience coherence and continuity in the learning and teaching of handwriting across all school years and be encouraged to take pride in the presentation of their work. Our objective is to help pupils enjoy learning and developing their handwriting with a sense of achievement and pride.

Whole Class Reading Lesson Structure

At St Peter's we place reading at the centre of our English curriculum to immerse and engage our pupils in a literature-rich environment. We believe that reading is the key to unlocking children's learning potential. Whole class reading sessions covering a variety of domains will take place from Year 1 to Year 6. KS1, have 2 x 30 mins whole class reading sessions a week using a breadth of texts from the 'Teaching Hub' in KS1 resources.

All classes in KS2 teach a minimum of three 30 minute whole class reading session a week adopted Ashley Booth's whole class reading spine. This provides the children with a wide range of opportunities to read a breadth and depth of text covering high quality fiction, poetry and non fiction.

Session 1 - session based on text from class reading spine

Session 2 - teacher's choice session. Extract from either novels, poems, non-fiction, songs and picture books (same theme)

Session 3 - teacher's choice session. Extract from either novels, poems, non-fiction, songs and picture books (same theme)

We also make it our priority for children to hear texts read aloud by the class teacher daily. The teachers will select the appropriate text from our reading spines to read aloud for ten to fifteen minutes per day. This is completely separate to our whole class reading sessions. Texts will be ambitious for each year group with rich language to develop the children's vocabulary. Teachers have carefully selected texts across the year to include different cultures and text which show underrepresented groups – see reading spine document.

Individual Reading

In EYFS and KS1, children read individually or in small groups with an adult, at least once a week. Children take home a decodable reading practice book. We ensure that pupils practice

books are closely matched to their increasing knowledge of phonics and the common exception words. Re-reading and discussing these books with the teacher and at home supports their increasingly fluent decoding.

Exercise Book for recording

It is school policy that the following pattern is used:

English books - A4, Green, lined

Spelling books - A4 orange, lined

Whole Class Reading - A4 purple, lined

Marking

Please see separate marking and feedback policy

In Key Stage 2, children will respond to any teacher comments in pink pen.

Role of the Subject Leader

- To take the lead in policy development.
- To support colleagues.
- To monitor progress in English- e.g. leading staff CPD, scrutiny of work, analysis of formal data assessments.
- To take responsibility for the choice, purchase and organisation of central resources for English, in consultations with colleagues.
- To liaise with other members of staff to form a coherent and progressive scheme of work, which ensures both experiences of, and capability in, English.
- To be familiar with current thinking concerning the teaching of English, and to disseminate information to colleagues.
- The co-ordinator will be responsible to the Head teacher and will liaise with the named link Governors.

Pupil Assessment

- Teacher assessments are entered three times a year and closely analysed by the subject leader and Senior Leadership Team.
- Each class teacher is responsible for monitoring and evaluating the progress of their pupils'.
- Spellings are monitored through weekly testing in KS1 and KS2
- Children are formally assessed in Year 2 and Year 6 according to SATS test and task. In Year 2, the test results aid a teacher judgement. In Year 6, the judgement is solely dependent on the formal testing.
- Year 1 are formally assessed on their decoding skills through the Year 1 phonics-screening test.
- Writing results are based on teacher judgement. Throughout the year, writing is moderated within school and EGG's locality meetings to verify teacher judgements.
- Summative assessments are carried out termly for reading, spelling and grammar in Years 1, 2, 3, 4, 5 and 6 are based on Head start Assessments and teacher assessment.
- The Foundation Stage profile is entered several times throughout the year and closely analysed by the EYFS lead and Senior Leadership Team.

Home School Link

We consider the relationship with parents to be an important factor in a pupil's success in learning to read and in fostering positive attitudes towards reading. Parents are encouraged to listen to their children read at home on a daily basis. Every child has a reading record, that parents are asked to comment/sign each time their child reads at home. The reading records are checked on a weekly basis by the class teacher. Parents are expected to share books with their children and hear their children read at least 4 times a week at home.

We involve parents in their children's learning by:

- Providing regular parent's evening, which gives them verbal information on their child's progress and targets for the future.
- Providing an end of year report, which outlines progress and attainment.
- Providing meetings to update parents on the teaching of reading, writing and grammar and how they can help.
- Providing links to guidance with school approved website-

<https://www.letterjoin.co.uk/log-in.html>

<https://www.edshed.com/en-gb/>