



ST CHARLES' CATHOLIC
PRIMARY SCHOOL

ENGLISH
POLICY

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Our Mission at St Charles' Catholic Primary School is to...
LOVE, LEARN, GROW TOGETHER

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ENGLISH POLICY

Introduction

English is the principle means of communication for most of us who live in this country. Children and adults communicate with each other and understand others through the use of this language. They can do this most effectively if they are taught how to speak it, understand it, read it and write it to a high standard. Children come to St Charles' Catholic Primary School with varying levels of language skill which we extend and deepen and provide them with a variety of language experience. All English teaching will contribute to skill development in the following areas:

Speaking and Listening

Reading

Writing

Vision

At St Charles' Catholic Primary School we believe that English is a fundamental life skill enabling children to develop their speaking, listening, reading and writing for a wide range of purposes. The knowledge and skills involved in speaking and listening, reading and writing are vital to success within all areas of education.

We believe that sound English skills are a necessary preparation to allow our pupils to effectively engage in further education and training, employment and ultimately achieve economic well-being. English also fosters the ability to use language purposefully and creatively, to encourage powers of imagination and to promote spiritual, moral and cultural understanding.

The development and progress through our reading scheme provides the opportunity for our pupils to read using increasing and more advanced reading skills, to develop the ability to read accurately, fluently and with expression and to also comprehend the written text. Our schemes include both fiction and non-fiction reading materials. We uphold and strongly emphasise the main purpose of writing, which is to convey meaning as a result of learning and to use and apply the basic skills of writing, vocabulary, grammar, spelling and punctuation.

AIMS

Speaking and listening

We aim that children will:

- Think critically and logically.
- Order their thoughts and express them clearly.
- Develop skills of oracy giving the children confidence and understanding, equipping them for work and leisure.
- Express and justify their feelings and opinions with increasing clarity and effectiveness and respect the opinions of others.

- Communicate with ease in many varied circumstances for different audiences and purposes.
- Have suitable technical vocabulary to articulate their responses.

The above aims are developed through:

- Providing a range of opportunities for children to talk and listen in formal and informal settings.
- The use of drama and role play to explore imaginary situations.
- Interviewing and hot seating carried out as part of a topic or project.
- Class discussion and debates on topical or contentious issues, both parochial and world-wide.
- Show and Tell sessions or News Sharing when children are encouraged to speak to their assembled classmates.
- Participation in class assemblies, school productions etc.

Reading

We aim that children will:

- Read with confidence, fluency and understanding.
- Be able to use a full range of reading strategies, e.g. phonics, word recognition, graphic knowledge, picture or context clues.
- Have an interest in books and read for enjoyment which provides them with a wealth of texts and story patterns for their own writing.
- Develop the skill of sustained reading.
- Develop imagination and critical awareness through reading experiences of the best examples of traditional and modern literature.
- Have knowledge of a range of authors, poets and playwrights.
- Have experience of group, shared and individual reading.

Reading skills are developed through:

- Providing a wide range of reading material and opportunities for children to select from, for information and entertainment.
- Use of structured reading schemes.
- Regular one-to-one reading support for all children who have not yet reached the stage of being able to read independently.
- A daily programme of Read, Write, Inc Phonics and word recognition development in Early Years, Key Stage 1 and Key Stage 2 where necessary.
- Daily Shared Reading is developed throughout the school using Steps to Read or Reading Skills.
- Home Reading is developed through home reading books which are ability appropriate and linked to reading age. Books in EYFS and KS1 are fully decodable and linked to current learning in RWI.

Writing

We aim that children will:

- Have an interest in words, their meanings; developing a growing vocabulary in spoken and written forms.

- Understand a range of genres – be able to write in a variety of styles and structures appropriate to the audience and purpose.
- Be developing the powers of imagination, inventiveness and critical awareness.
- Have suitable technical vocabulary to organise their responses.
- Produce independent pieces of writing using correct punctuation and sentence construction.
- Write extended pieces of text.
- Have knowledge of a range of authors, poets and playwrights.
- Develop fluid and well-formed handwriting (see Handwriting Policy).

Writing is developed through:

- A wide range of contexts for writing including a variety of genres, drama and speaking and listening activities.
- Punctuation, grammar and spelling which are taught on a regular basis.
- Providing opportunities for collaborative writing.

Phonics and Spelling are developed through:

- Read Write Inc phonics and Pathways to Spell.
- The marking of work and feedback to pupils.
- Sound-symbol relationships.
- The teaching of regular spelling patterns and non-standard forms.
- The structure of words; compound/complex words, prefixes, suffixes, roots and origins.
- Vocabulary associated with topics and specific curricular areas.
- A variety of strategies to enable independence in spelling, such as word banks, dictionaries, displays, spelling journals etc.
- Learning of spelling lists according to Statutory Requirements.

Handwriting

Handwriting is developed through:

Use of Read Write Inc Phonics letter formation and Letter Join handwriting scheme to support a structured and consistent teaching programme.

The number of teaching and practice/application sessions reflects the key stage and needs of the children. In EYFS and Year 1 daily sessions and in Year 2 daily sessions until phonics are embedded. In KS2 consistent reinforcement through modelling and marking.

Teaching and Learning

Our children are taught in an English rich environment where the encompassing nature of English will be reflected in the cross-curricular links for reading, writing and speaking and listening. The English curriculum draws on a variety of teaching/learning approaches and we strive for a balance between those that concern the child's individual developing use of language and those that concern the knowledge about language and literature. The mode of working in English is a balance between whole class teaching, teacher directed group work and independent working.

Learning Support Assistants are used in English to assist:

- In the classroom, by hearing children read in a one-to-one context.
- In group and shared reading.
- On outings and visits by fostering discussion and questioning among small groups.
- In individual or small groups special needs teaching.

Subject Delivery

At St Charles' Catholic Primary School we use a variety of teaching and learning styles in our English lessons in order to meet the needs of all our pupils. Our principal aim is to develop children's knowledge, skills, and understanding.

In Key Stages 1 and 2 we do this through a daily lesson in which children experience speaking and listening activities, drama, a reading or writing activity, a focused word or sentence activity, a guided group or independent activity and a plenary.

In all classes children have a wide range of abilities, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. All members of staff have high expectations that all children can achieve their full potential. Wherever possible, Learning Support Assistants work in class, supporting all ability groups, specific individuals or groups of children, ensuring that work is matched to the needs of the child.

Phonics

See Read Write Inc Phonics Policy

Early Years Foundation Stage and Key Stage One follow the Read Write Inc documentation for phonics which adopts the synthetic approach to teaching phonics, as advocated by the Rose report. This involves teaching a daily phonics lesson with the children learning their phonics in 'phases' outside of the English lesson.

Pupils in the Early Years Foundation Stage also access English with Communication Language and Literacy being planned for in the different areas of learning linked to a high quality text.

Spelling

We aim that children will:

- Control their spelling consciously and use Standard English.
- Learn the correct spelling conventions and integrate them within their writing.

Spelling is developed through:

- Read Write Inc Spellings to deliver new spelling rules from Yr2-Yr6.
- The School Improvement Liverpool Spelling Toolkit to revisit spelling rules
- Daily spelling activities focusing on Review, Teach, Practise, Apply and Assess

Resources

It will be the responsibility of the English Subject Leader to purchase, store and maintain new English resources. All staff members will be involved in identifying the needs for new resources and will inform the English Subject Leader of any areas in which resources could be improved. There is a wide range of resources to support the teaching of English across the school.

Resources are listed as follows:

- Read to Write units from Reception to Year 6 or Pathways to Write units from Year 1 to Year 6.
- Steps to Read or Reading Skills (Classroom Secrets) units from Year 2 to Year 6
- RWI Comprehension for Year 2 pupils who have completed the RWI programme of study before Summer Term
- Pathways to Spell from Year 1 to Year 6.
- School Improvement Liverpool Making Words Work for subject specific vocabulary.
- Levelled Accelerated Reader reading books are stored in the Key Stage 2 area.
- EYFS - Year 6 have Letterjoin online accounts for use in the classroom.

- All Phonics Groups have RWI flash cards, sound charts and word to support the teaching of phonics.
- Decodable Fiction and Non-Fiction Phonics books for EYFS and KS1 (Read Write Inc)
- Year 1 – Year 6 have dictionaries.
- Year 2 – Year 6 have thesauruses.
- Each classroom displays subject specific vocabulary which pupils are encouraged to use regularly.
- Each classroom has a store of books for a class library or reading corner.
- Children can access high quality reading material, which is up to date, relevant and balanced in its presentation of fiction and non-fiction as well as ethnicity, culture and gender.
- School library resourced with a range of texts.

Planning

Clear and careful planning is important to the success of the teaching and literacy of English. We follow Literacy Counts Read to Write units which outline the knowledge and skills to be developed in each year group. Read to Write provides high quality teaching of writing through high quality literature which centres on vocabulary-rich texts, with a wealth of writing opportunities, within and across the curriculum whilst also providing wider curriculum enrichments.

It also provides clear sequential episodes of learning, model texts linked to writing outcomes, vocabulary learning and contextualised spelling, grammar and punctuation.

Read to Write enables rich opportunities for wider reading and wider writing for the wider curriculum, curriculum enrichments and explicit links to the national curriculum, as the entire statutory curriculum for English is covered for each year group.

As a school we are gradually introducing by The Literacy Company's scheme of work-Pathways to Spell. We aim for all KS1 and KS2 classes to exclusively use these planning units by Summer Term 2 in 2024. Pathways to Write follows a Mastery-Learning model. Key skills are taught and repeated; there are multiple opportunities throughout each unit to use and apply the skills until they can be mastered fully. Within each sequence, there are many opportunities for incidental short- burst writing with an extended written outcome built up to by the end of each unit. The high-quality texts have been carefully selected to show diversity, themes of Black Lives Matter and links to the wider curriculum.

Long Term and Medium Term Planning

This is based on the Primary National Curriculum Framework (2014) for Literacy to ensure coverage. Teachers are encouraged to plan their units of work in a way that supports good cross-curricular links.

Short term Planning

Read to Write, Steps to Read and RWI units are annotated and evaluated daily. The annotations are expected to show differentiation where appropriate and progression over the week and unit in specific areas. Teachers include a range of teaching strategies ensuring a balance between audio, visual, and kinaesthetic techniques. Plans are shared with learning support assistants and are further annotated and adapted in the course of a unit in response to on-going assessments.

Time Allocation

English is taught using Government guidelines, on a daily basis with each class allocating teaching time to the subject. It has been agreed that additional time throughout the week is given to phonics, spelling, shared reading, handwriting and independent reading.

In Key Stage 1 and Key Stage 2:

- Phonics and Spelling is taught daily for 45 minutes.
- Shared Reading is taught daily in KS2 Classes.

- A minimum of 30 minutes is allocated for handwriting each week.
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In the EYFS Communication Language and Literacy (CLL) is carefully planned so that it permeates all aspects of the child's day.

Homework

We acknowledge and value the effect that input from home has on a pupil's motivation and attainment.

Homework includes:

- Reading.
- Developing sight vocabulary.
- Developing spelling skills and knowledge.
- Reinforcing class work.
- Preparing work for use in English and other lessons.

The emphasis in our teaching of English is in extending pupils' knowledge about language, starting from what children can do, from their positive achievements in language and from the implicit knowledge about language that all children possess. We work together in order to make the learning experience of our pupils as smooth and continuous as possible and as diverse and exciting as possible.

Equal Opportunities

All pupils irrespective of gender, race, religion or disability, are entitled to a broad and balanced English curriculum. We have high expectations of all our pupils. Attainment of boys and girls as well as the achievement of other groups (i.e. SEND, EAL, Pupil Premium) is carefully monitored. Children access the curriculum at the appropriate level, thus ensuring progression and differentiation. Suitable resources and learning environments will be made available to enable children to access the learning required.

Special Needs

SEND Children have their particular needs recognised and are supported in the classroom by their class teacher who provides support as appropriate.

EAL

We are aware that children with English as an additional language may have specific challenges and may require tailored support in order to access the curriculum.

Monitoring

Monitoring is undertaken in various ways:

- The headteacher, deputy headteacher and/or English leader will monitor through drop-in sessions, learning walks, book looks, pupil voice and teacher assessment data.

Assessment

Assessment is a vital part of planning and teaching English. It is both formative and summative.

Formative

Formative assessment, carried out by each class teacher, is an integral part of their role and is used on a regular basis to inform future planning. It involves identifying children's progress against teaching objectives, determining what a child has already achieved and moving them on to the next stage of learning.

It includes:

- Focused marking.
- Short assessment tasks.
- Keeping notes on those achieving below or above expected outcomes.
- Individual reading records.

Summative

This provides end of year information on pupils' progress.

It includes:

- Early Years Foundation Stage children are assessed in line with EYFS Early Learning Goals criteria under statutory regulations.
- Year 1 Phonics Screening in June.
- Year 2 Statutory Teacher Assessments in English.
- Year 6 Statutory Assessment Tests are set in accordance with legal requirements at the end of KS2.
- Years 3-5 will complete formal assessments in Autumn and Summer.

Cross Curricular Links

The skills developed in the teaching of English are generic. It is a component of all other subjects. This is particularly true of Computing and Foundation Subjects and in our Topics.

Website Information

Information regarding English on St Charles' Catholic Primary School is the responsibility of the English leader and will be updated regularly. The headteacher and deputy headteacher will monitor the contents and frequency of updates.

The website information will include:

- The Primary National Curriculum Framework (2014) for English.
- Statutory requirements in Spoken Language, Reading, Writing, Vocabulary, Grammar and Punctuation for Year 1 – Year 6.
- Programmes of Study for Year 1 – Year 6.
- Spelling, Vocabulary, Grammar and Punctuation requirements for Year 1 – Year 6
- Early Years Foundation Stage requirements in Communication, Language and Literacy.
- St Charles' Catholic Primary School English Policy
- St Charles' Catholic Primary School Statements of Intent, Implementation and Impact for English
- Read Write Inc Phonics information.

Reading scheme

Our reading scheme is:

- Accelerated Reader

Phonics scheme

Our phonics scheme is:

- Read Write Inc phonics

Reporting to Parents

Parents are given the opportunity to discuss English with their child's teacher through Parents' Evenings and annually through a written report. Reporting in English will focus on each child's progress in all areas of the subject.