

# St Joseph's Catholic Primary School



*In God's love we learn and grow*

## English Policy

Start Date:	Review Date:	Adopted:
Summer 2023	Summer 2024	Summer 2023



# St. Joseph's Catholic Primary School, Jarrow

## English Policy



This policy should be read in conjunction with the following school policies:

- [Assessment Policy](#)
- [Marking and Feedback guidelines](#)
- [Special Educational Needs Policy](#)
- [Computing Policy](#)
- [Equality Information & Objectives Policy](#)
- [Health and Safety Policy](#)

### **1. AIMS**

Considering St Joseph's core values, we aim for excellence in English achievement throughout the school. We aim to develop pupils' abilities within an integrated programme of Speaking & Listening, Reading & Writing. Pupils will be given opportunities to develop their use, knowledge and understanding of spoken and written English within a broad and balanced curriculum, with opportunities to consolidate and reinforce taught literacy skills.

Pupils at St Joseph's Catholic Primary School will leave Year 6:

- reading and writing with confidence, fluency and understanding, using a range of independent strategies to take responsibility for their own learning including self-monitoring and correcting their own errors;
- with a love of reading and a desire to read for pleasure;
- with an interest in words and their meanings; developing a growing vocabulary in relation to grammatical terminology;
- understanding a range of text types, media types and genres;
- able to write in a variety of styles and forms appropriate to the situation;
- using their developing creativity, imagination, inventiveness and critical awareness;
- having developed skills in oracy; including the use of technical vocabulary to respectfully articulate their responses in any discussion.

### **2. STATUTORY REQUIREMENTS**

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum in England: English Programmes of Study – Key Stages 1 and 2 (2013) and in the Communication and Language and Literacy sections of the Statutory Framework for the Early Years Foundation Stage ( updated September 2021).

In the Foundation Stage (Reception) children are given opportunities to:

- speak and listen and represent ideas in their activities;
- use communication, language and literacy in every part of the curriculum;
- become immersed in a language rich environment and be exposed to quality texts.
- Use the skills they have developed in phonics to become fluent readers and writers.

At Key Stage 1 (Years 1 and 2) children learn to speak confidently and listen to what others have to say. They learn to read and write independently and with enthusiasm. They learn to use language to explore their own experiences and imaginary worlds.

At Key Stage 2 (Years 3-6) children learn to change the way they speak and write to suit different situations, purposes and audiences. They read a range of fiction, non-fiction and poetic texts and respond to different layers of meaning in them. They explore the use of language in literary and non-literary texts and learn how the structure of language works (using grammatical terminology).



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The Local Governing Committee receives regular reports on the progress of English provision and often visits classes as part of monitoring and evaluation schedules.

### **3. SUBJECT ORGANISATION**

#### **Foundation Stage**

In this Key Stage, the children have access to a wide range of Communication, Language and Literacy based activities as part of their daily routine. They have opportunities to develop their communication, language and literacy skills in both adult led and child initiated activities. In Reception class, the children will receive daily discrete phonics sessions in line with the Sounds Write program of study. Whole class reading sessions will take place daily, as well as some planned activities to allow children to become more skilled in inference and deduction. Once the children have accessed unit 1 of the sounds program, they will be encouraged to begin to write using the sounds they know. At unit 3 of the Sounds Write, all children will receive a home/ school reading book to allow them to consolidate their learning at home. The children will have their books changed weekly on a 1:1 basis where misconceptions are addressed and teacher assessments are used to assess reading fluency. The number of reads will be recorded and added to our 'Out of this World' reading display where reading progress is tracked.

#### **Key Stage 1**

In Key Stage 1 daily discrete phonics lessons continue (following the Sounds Write approach), while children have daily mixed ability Literacy lessons with an emphasis on real texts they also have discrete GPS lessons within the Primary Literacy Program. During 1:1 reading sessions, staff will listen to children reading, provide them with a new book and record the number of 'book reads' in the child's reading record. This total will be added to our 'Out of this world' reading display (*whole school reading reward system*). Staff will issue stickers to highlight when children move onto the next planet (*whole school reading reward system*) to ensure parents are informed of their child's progress. Literacy skills are developed across the curriculum. Provision is made for children who require extra support through intervention programmes, differentiated class teaching and targeted teaching groups in Literacy, phonics and reading comprehension sessions. Lexia intervention sessions are provided for children in Y2 and beyond based on gaps in phonic knowledge.

#### **Key Stage 2**

In Key Stage 2 children have daily Literacy lessons. Additional Literacy sessions include whole class reading sessions (WCR), Grammar, Punctuation and Spelling (GPS) and handwriting. Literacy skills are developed across the curriculum. Provision is made for children who require extra support through targeted teaching, intervention programmes and differentiated class teaching. Lexia intervention sessions are provided for children in Y2 and beyond based on gaps in phonic knowledge.

### **4. Oracy**

We recognise the importance of spoken language in pupils' development across the whole curriculum - spoken language underpins the development of reading and writing. Children are encouraged to develop effective communication skills in readiness for later life. Opportunities to develop these skills include: presenting to whole school groups in liturgies/assemblies, debating, talk partners, drama and school shows. As the National Curriculum says: 'All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role.' (pages 3, 4 and 7, 2013) All of these speaking and listening skills are taught in Literacy, across the curriculum and during extra-curricular activities too. Children who require extra



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support in speaking and listening benefit from small group sessions. We recognise the need for all pupils to speak, read and write Standard English fluently and accurately, while acknowledging that a pupil's own dialect, or other language is of prime importance.

#### **5. APPROACHES TO READING**

In Nursery, the children are exposed to 'the written word' throughout the environment. Children are encouraged to recognise and write their names as their first point of writing. Mark making and formation of letters is developed through the use of the Squiggle Whilst You Wiggle program, fine motor skill sessions and children's interests through exposure to nursery rhymes and other texts. As we progress throughout school, we use the Sounds Write approach to support the delivery of daily discrete phonics lessons in Reception and KS1, enabling children to decode efficiently. This is continued into KS2 where necessary. Teachers model reading strategies during whole class reading sessions. In KS1 children also have the opportunity to read 1-1 with an adult throughout the week. If the child is identified as not receiving home support with their reading, the children are enrolled into the Super Star Reading Club which takes place at lunchtime and is based around peer reading. Each visit to the reading club equates to one read in their reading record book and they receive a sticker in their book to show they have attended.

Teaching assistants and volunteers support reading activities to ensure that **all** children have more frequent opportunities to read with adults.

Reading club provides all children and families with access to our well-resourced library to enhance reading opportunities for their children. We open our library from 8.25 each day, welcoming in our families and members of the community. The Reading Club is very well attended and valued by our school community. Attendance is monitored on a reward card and certificates are granted to those who fill their card during our Gold Book Assemblies.

Many exciting and rewarding activities are arranged in school to promote the pleasure and knowledge that can be gained from books e.g. World Book Day, Out of this World reading programme, reading club, Super Star Reading Club, our Community Book Exchange and other reading apps and games on iPads such as and Literacy Shed. On our website you will find our virtual library where the children can listen to stories read by the staff in school. These stories have been used successfully during our whole school Book Trails which occur throughout the school year.

Children in Nursery take home books or rhyme sacks to be shared with parents. In Reception and KS1 children take home a book from our reading schemes Dandelion Readers and Sounds Write reading books. These books link directly with the child's phonic phase/ unit to allow consolidation of learning. In addition to this, children have the opportunity to choose a book from the school library. Each child has a reading folder and a homeschool reading record that teachers and parents can use to share information about a child's reading. Information is given on how to support their child in reading at parent mornings, phase meetings and also in curriculum letters. We use the Out of this World reading rewards to monitor, track and engage both parents and children into the importance of reading at home together. Resources and advice are shared with parents during our Open Mornings session and throughout the school year, to help support their child with their reading at home. At 50 reads, the children will receive a bookmark and at 100 reads the children are invited to select a book from our book vending machine or a 'mystery book' for our younger children.

In KS2, children choose books to take home and read. We also have a selection of banded books from years three to six to support appropriate text choices. We still encourage all readers to share a book at home with their grown-ups. We believe that this not only helps to develop inferential skills, but



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also supports a lifelong love of reading. Throughout the Key Stage, children become more independent in recording what they have read in reading journals, with a range of activities identified. We recognise the value of adults (both in school and at home) reading aloud to children, in order to improve their grasp of story language, enthuse them with a love of books and inspire them as writers. Children identified as not making the necessary progress have access to Word Spark Books which are designed to help accelerate progress and fill any gaps in learning.

#### **6. APPROACHES TO WRITING**

In school we use the Primary Literacy Project (PLP) as a structured model to help promote progress in writing. We aim to develop the children's ability to produce well structured, detailed writing in which the meaning is made clear and which engages the interest of the reader. Attention is paid throughout the school to the formal structures of English, grammatical detail, punctuation and spelling. Our approach to teaching writing covers the 'transcription' and 'composition' requirements of The National Curriculum (2013). Teachers model writing strategies and the use of phonics and spelling strategies in shared writing sessions. Guided writing and group sessions are used to target specific needs of both groups and individuals, whilst children have opportunities to write at length in extended independent writing sessions.

The children are given frequent opportunities in school to write in different contexts using quality texts as a model and for a variety of purposes and audiences. The text types which are required to be covered by The National Curriculum (2013) are outlined in our long term plans for each year group to ensure that there is a breadth of coverage. They may be asked to produce their writing on their own or as part of a group.

We recognise the important role that computing has to play in our school in the development of Literacy skills. There are many opportunities for children to improve their writing inspired by drama techniques and film clips. Interactive technology is used on a daily basis to enhance the teaching of literacy within lessons and in discrete ICT sessions.

#### **7. APPROACHES TO GRAMMAR, SPELLING and PUNCTUATION (GPS)**

The teaching of Grammar, Spelling and Punctuation is in line with the requirements of The National Curriculum (2014). Grammar is timetabled to be taught discretely for three sessions a week in KS1 and KS2. In KS1 specific sessions each week are dedicated to the teaching of grammar. Of course, grammar skills are also embedded within Literacy lessons where appropriate.

To be able to spell correctly is an essential life skill. When spelling becomes automatic, pupils are able to concentrate on the content of their writing and the making of meaning. Whilst we note that spelling is not the most important aspect of writing, confidence in spelling can have a profound effect on the writer's self-image. We aim to use explicit, interactive teaching which draws children's attention to the origins, structure and meaning of words and their parts, the shape and sound of words, the letter patterns within them and the various ways they can learn these patterns. In Reception and KS1, daily phonics is the key to the children's learning of spelling. Children are taught to blend sounds to read and segment to spell. At the same time they learn words which are not phonically regular (common exception words).

From Year Two and into KS2 the children move towards using their phonic knowledge to help them to understand spelling rules and patterns. We teach children to use their growing understanding of the morphology and etymology of words to support their spelling. Helping the children to understand how to use and apply known spelling patterns (and to develop strategies to tackle tricky



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words) is the key to helping them to become successful spellers. Spelling skills are taught each week and are also embedded in Literacy lessons so as strategies and rules can be taught in the context of writing. Spelling Shed is used to support spelling across both key stages. The interactive approach appeals to children and word banks are matched to those from the National Curriculum. Staff send termly spelling booklets home to ensure parents are aware of the spellings coming up that week.

When writing, children should be concentrating on higher order thinking skills and should simply 'have a go' at spelling using the skills they have learnt in their phonic sessions. When marking children's work, we do not correct all spelling errors; instead we focus on high frequency words, topic words and those studied in spelling sessions.

#### **8. CROSS-CURRICULAR LITERACY OPPORTUNITIES THROUGH TOPIC LESSONS**

Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through literacy lessons to other areas of the curriculum.

#### **9. ASSESSMENT AND TARGET SETTING**

Work will be assessed in line with the Assessment Policy.

#### **10. INCLUSION**

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment in liaison with the SENDCo. Children identified as working at a greater depth standard (GDS) will receive well adapted activities to challenge and extend learning.

#### **11. EQUAL OPPORTUNITIES**

St Joseph's has universal ambitions for every child, whatever their background or circumstances. Children learn and thrive when they are healthy, safe and engaged. In order to engage all children, cultural diversity, home languages, gender and religious beliefs are all celebrated. Our curriculum includes a wide range of texts and other resources which represent the diversity and backgrounds of all our children. We believe in 'valuing what the child brings to school' and recognise the importance of supporting a child's first language, to foster self-esteem and assist in the learning of English.

#### **12. ROLE OF SUBJECT LEADER**

The Subject Leader is responsible for improving the standards of teaching and learning in Literacy through:

- monitoring and evaluating Literacy:-
  - pupil progress
  - marking and planning
  - curriculum coverage
  - provision of Literacy
  - the quality of the Learning Environment,
- taking the lead in policy development,
- auditing and supporting colleagues in their CPD,
- purchasing and organising resources,
- keeping up to date with recent Literacy developments.



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#### **13. PARENTAL INVOLVEMENT**

We aim to involve parents directly in the life of the school, and thus in the development of children's skills, knowledge and understanding in English. Parents are involved in hearing children read, and are encouraged to discuss books with them.

As a whole school, we offer parents the opportunity to attend termly 'Open Mornings'. These sessions are structured around time with the teacher where the parents will be updated on current procedures in school or any new learning their child is about to undertake, followed by some time to work alongside their child, using the skills learned from their time with the teacher at the beginning of the session.

Parents also have regular updates on all of our social media platforms (FaceBook, Instagram and our school website), the screen in the entrance hall, newsletters, information board and when attending planned school events.

SATs results are published in accordance with Government legislation.