

St Cuthbert's Catholic Primary School

English Policy

We believe in quality and equality in education. We aim to fulfil the potential and meet the educational needs of all children in a happy, supportive and secure environment.

“Help one another, this is what we do, with all our hearts.”

Aims/Objectives

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

Structure – Implementation of the National Curriculum

In the National Curriculum for 5-11 year olds, English is developed through four key areas:

- Spoken Language
- Reading – Word Reading and Comprehension
- Writing – Transcription and Composition
- Spelling , Vocabulary, Grammar and Punctuation

Early Years Foundation Stage

The practice in EYFS will follow the Dfe Statutory Framework (2021) and will work towards achieving the Early Learning Goals by the end of the Reception Year.

English in EYFS is based upon the Foundation Stage Prime Area of Communication and Language, along with the Specific Area of Literacy.

To give all the children opportunities to develop and learn to their full potential practitioners will:

- Give children opportunities to experience a rich language environment, developing their confidence and skills in expressing themselves; and to speak and listen in a range of situations.
- Encourage children to link sounds and letters and to begin to read and write.
- Enable children access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.
- Provide opportunities for children to listen attentively to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.
- Give children opportunities to follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.
- Encourage children to express themselves effectively, showing awareness of listeners' needs. Promoting the use of past, present and future forms accurately when talking about events that have happened or are to happen in the future.
- Allow children to develop their own narratives and explanations by connecting ideas or events.
- Provide opportunities for children to read and understand simple sentences, using phonic knowledge to decode regular words and also read common irregular words with accuracy.
- Give opportunities for children to use their phonic knowledge to write words and simple sentences which can be read by themselves and others with some common irregular words spelt correctly.

Spoken Language

Key Stage One

In Key Stage 1 children are given opportunities to:

- Learn to speak confidently and listen to what others have to say.
- Begin to read and write independently and with enthusiasm.
- Use language to explore their own experiences and imaginary worlds.

Key Stage Two

In Key Stage 2 children are given opportunities to:

- Learn to change the way they speak and write to suit different situations, purposes and audiences.

- Read a range of texts and respond to different layers of meaning in them.
- Explore the use of language in literary and non-literary texts and learn how the structure of language works.

Reading

The programmes of study for reading at Key Stages 1 and 2 consist of 2 dimensions:

- Word reading
- Comprehension (both listening and reading)

Children participate in shared, guided and independent reading throughout the school. At St Cuthbert's we follow the Read Write Inc phonics scheme. All children are assessed and grouped according to their phonic ability. Children who take part in RWI receive 45 minute sessions on a daily basis and are regularly monitored through half term screening checks. Black and white editions of the daily phonics books are sent home for children to share with parents. Phonics sounds of the day are explored in the outdoor classroom environment in the EYFS Provision.

As pupils gain fluency from the end of KS1 and throughout KS2, the emphasis of teaching shifts towards higher order skills. Incorporating The Power of Reading programme into our daily English lessons pupils are given opportunities to:

- Read independently, taking into consideration prior knowledge, skills of prediction and strategies used when reading for different purposes.
- Reflect on their reading, discuss what they have read and learn to justify their responses by referring to the text.
- Make inferences and deductions.
- Evaluate texts and make critical judgements relating to the author's intent and their own response to this.
- Read widely across the curriculum, increasing their familiarity with a wide range of genres and ultimately to use all this knowledge to influence and improve their own writing.

Home Readers

EYFS, KS1 and KS2: Children are listened to read independently by an adult on a regular basis, changing their books when required. Children progress through a wide range of genres of the Oxford Reading Tree along with paper copies of daily phonics books following the Read Write Inc scheme. We welcome volunteer readers from the parish and local community on a weekly rota.

Library Visits

Library books are sourced from the Library Van that visits school each term. School has a service contract of 6 topic book boxes each year to support additional topics of reading. Each class visits the local library to listen to stories and borrow books to promote reading for pleasure.

Writing

The programmes of study for writing at Key Stages 1 and 2 are constructed similarly to those of reading:

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

Children are taught skills for writing in shared and guided sessions throughout the week. Pupils are given opportunities to:

- Write clearly and accurately, adapting language and style in and for a range of contexts, purposes and audiences.
- Be taught how to plan, revise and evaluate their writing.
- Develop their skills in order to write interesting and engaging pieces of text using spelling, punctuation and grammar confidently and with a high degree of accuracy.
- Be taught the correct grammatical terms in English.
- Develop their sense of organisation and style to fit the purpose; they will become increasingly competent in a wide range of different genres.
- Follow the Letterjoin handwriting scheme for the introduction and development of a neatly joined, cursive handwriting style throughout both key stages, so that pupils develop pride in the appearance of their written work.
- To choose an appropriate method of presenting work according to its purpose, either electronically or on paper.

Spelling, Vocabulary, Grammar and Punctuation

Opportunities for teachers to enhance pupils' vocabulary arise naturally from their reading, writing and cross curricular links. Teaching of Spelling, Vocabulary, Grammar and Punctuation are embedded in the English curriculum with the use of Read Write Inc, CPG books and weekly spelling tests. ICT is used as an additional resource to enhance skills with subscriptions to Reading eggs, Spellodrome and Letterjoin.

Assessment and Target Setting

Children's writing is to be marked following the tickled pink and green for growth system, identifying individual targets for improvement.

Children in EYFS are assessed continually in their progress towards the Early Learning Goals within the Foundation Stage Curriculum. Evidence of children's achievements are stored on Evidence Me and shared with parents.

Summative assessments, both Statutory and Non-Statutory are to be administered during May for the end of KS1 and all of KS2.

Termly Summative assessments are carried out to track pupil progress and individual tracking is stored on Arbor.

Phonics Screening is carried out each term for Reception, Year 1 and 2.

Reporting to Parents

Parents are invited to attend Parent's Evening twice a year and receive an annual written report in the Summer Term. Progress Reports are issued in the Autumn and Spring Term to inform parents of their children's progress and individual targets.

Inclusion

At St Cuthbert's we are committed to inclusion. We aim to provide for all children so that they achieve to their full potential in English according to their individual abilities and their varying learning needs. We will identify which pupils or groups of pupils are under achieving and take steps to improve their attainment. More able children will be identified and suitable learning challenges will be provided.

SEND Provision

Pupils identified as needing extra support in English will be given the appropriate help in the classroom. Providing for pupils with special educational needs should take account of each pupil's particular learning and assessment requirements and incorporate specific approaches which will allow individuals to succeed, such as using texts at an appropriate level of difficulty and planning for additional support.

Equal Opportunities

At St Cuthbert's all children are provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background. Visual aids, adult support and differentiated tasks are planned to support children with English as an additional language.

Roles

The Governing Body and Head Teacher will:

- Support the use of appropriate teaching strategies by allocating resources effectively.
- Ensure that the school buildings and premises are best used to support successful teaching and learning.
- Monitor teaching strategies in the light of health and safety regulations.
- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment.
- Meet annually with the Subject Leader to review provision and standards of learning.

The Subject Leader will have an impact on raising the standards of teaching and learning in English through:

- Monitoring pupil progress.
- Evaluating provision, resources and the learning environment.
- Taking the lead in policy development.
- Leading whole school book scrutiny and moderation meetings.
- Supporting colleagues in their planning, implementation of the National Curriculum and in assessment and record keeping activities.
- Purchasing and organising resources.
- Keeping up to date with the developments in English and disseminating information to colleagues as appropriate, through in-service and staff meetings.
- Formulating annual reports to the Governing Body.

Parents/Carers will support their child's progress by:

- Listening to their child read and contributing to their school/home reading diary.
- Monitoring their child's homework that will be linked to the weekly learning objectives.
- Attending Parent's Evenings and information meetings to discuss their child's progress.

Policy Formulated by Caroline Tetchner

English Subject Leader

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