

St. Joseph's Catholic Primary School



Policy for ENGLISH

January 2022

Policy Statement

At St. Joseph's Catholic Primary School, we aim to develop the ability of all our pupils in English within an integrated programme of Spoken Language, Reading, Writing, Spelling, Vocabulary, Grammar and Punctuation. Pupils will be given opportunities to interrelate the requirements of English within a broad and balanced approach to the teaching of English across the curriculum, with opportunities to consolidate and reinforce taught literacy skills.

Aims

The overarching aim for English in our school is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. We aim 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.



can spell quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words.



use discussion in order to learn and be able to elaborate and explain clearly their understanding and ideas.



are competent in the arts of speaking and listening and making formal presentations.



can use fluent and legible handwriting.

By the end of each Key Stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programmes of study.

Spoken Language

Our English Curriculum reflects the importance of spoken language in pupils' development across the whole curriculum. Pupils build on the oral language skills that have been taught in preceding years through opportunities working in pairs, small groups, large groups and as a whole class. See Appendix 1 for Whole-School Progression Map – Spoken Language.

Spoken language underpins the development of reading and writing. Teachers ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Pupils develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. Pupils are also taught to understand and use the conventions for discussion, debate and drama.

Pupils are taught to:



listen and respond appropriately to adults and their peers.



ask relevant questions to extend their understanding and knowledge.



use relevant strategies to build their vocabulary.



articulate and justify answers, arguments and opinions.



give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.



maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.



use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.



speak audibly and fluently with an increasing command of Standard English.



participate in discussions, presentations, performances, role play, improvisations and debates.



gain, maintain and monitor the interest of the listener(s)



consider and evaluate different viewpoints, attending to and building on the contributions of others.



select and use appropriate registers for effective communication.

Reading

Teaching reading focuses on developing pupils' competence in both word reading and comprehension.

The first important step in learning to read is Phonics, which is taught primarily through the 'Little Wandle Letters and Sounds Revised' programme. Progression in phonics is laid out in our school's Progression Map for Phonics – See Appendix 2.

Phonics is a way of teaching children to read quickly and skilfully. They are taught how to:



recognise the sounds that each individual letter makes.



identify the sounds that different combinations of letters make.



blend these sounds from left to right together to make a word.

Children then use this knowledge to 'de-code' new words that they hear or see.

Following on from the Phonics programme, children continue to develop recognition of familiar printed words.

Another important skill developed through reading is comprehension. This is developed through discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils are encouraged to read widely across both fiction and non-fiction to encourage a love of reading. See Appendix 3 for Whole-School Progression Map – Reading.

See our Separate Phonics and Reading Policy for Early Reading Teaching and Learning through Little Wandle Letters and Sounds Revised Programme.

Writing

The teaching of writing develops children's competence in transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing.) See Appendix 4 for Whole-School Progression Map – Writing.

Pupils are taught how to plan, revise and evaluate their writing.

Children are taught how to write fluently and spell quickly and accurately. They are taught how to use effective composition which involves forming, articulating and communicating ideas, and then organising them coherently for a reader. They develop an awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. They are also taught to use fluent and legible handwriting.

Spelling, vocabulary, grammar and punctuation.

Teachers show pupils how to understand the relationships between words and meaning, and how to develop their understanding and use of figurative language. They also teach pupils how to work out and clarify the meanings of unknown words and words with more than one meaning.

Pupils are taught to control their speaking and writing consciously and to use Standard English. They are taught to use the elements of spelling, grammar and punctuation as age appropriate.

A non-statutory Glossary of grammatical terms is provided for teachers.

Delivery

English is taught daily, as a mixture of specific lessons and cross-curricular topic work. In this way essential skills are being constantly developed. The programmes of study for each Year Group ensure progression of learning.

Assessment Procedures

EYFS - English is assessed using 'Early Years Foundation Stage Profile' as a guide to making best fit judgements about whether a child is showing typical development for their age. The areas assessed are the Prime area of Communication and Language; Listening and Attention, Understanding and Speaking and the Specific area of Literacy; Reading and Writing.

KS1 - At the end of Year One, children complete a 'Phonics Screening Check' to confirm whether children have made the expected progress in phonics. Writing is assessed continuously using 'Assessing Without Levels' and a judgement is made by the class teacher at the end of each term as to whether a child is 'Emerging', 'Developing', or 'Secure' within the expectations for their year group. The children are also assessed continuously in Reading activities with judgements being made termly against the year group expectations. Formal SAT testing for Year 2 occurs towards the end of the academic year in Reading and SPaG (optionally). These papers are marked externally whilst separate teacher assessments are made for Writing.

KS2 - Writing is assessed continuously using 'Assessing Without Levels' and a judgement is made by the class teacher at the end of each term as to whether a

child is 'Emerging', 'Developing', or 'Secure' within the expectations for their year group. The children are also assessed continuously in Reading activities with judgements being made termly against the year group expectations. Formal SAT tests for Year 6 occur in May for Spelling, Punctuation and Grammar, (SPaG) and Reading. Separate teacher assessments are made for Writing.

Target Setting and Tracking

The progress of children in English is continually tracked which informs target setting.

Individual targets are set for each child as a tool which enables them to progress in their Reading and Writing. The children are involved in this process and are able to reflect and act upon their personal targets.

Class Teacher

The class teacher is responsible for planning to ensure that the aims of the policy are carried out and that the pupils cover the full range of activities in this subject. The class teacher is responsible for creating a stimulating learning environment, ensuring that resources are available for all pupils.

Subject Leader

The co-ordinator assumes overall responsibility for deliverance and review of the English curriculum, ensuring that the full range of activities is taught and that there is continuity throughout the key stages. This is achieved through consultation in planning, resourcing and identifying needs for in-service training. Lessons are frequently monitored and reviewed.

Headteacher

The final monitoring role lies with the Head Teacher, with responsibilities to ensure the delivery of the English curriculum and to oversee that the entitlement of each pupil is met.

Parents

Parents are encouraged to support their children through the beginning and developing stages of reading and writing through home/school reading/ writing links. The school homework policy relies on the support and co-operation of parental supervision and encouragement.

Governors

The Governors must approve the English Policy and have access to the programmes of study which will always be available, to them, in school. The Literacy Governor

attends appropriate training and makes school visits.

Other agencies

Other agencies are seen as an excellent resource for developing English and are used whenever possible:



Outside speakers.



Drama groups.



Book fayres.



Library links.

Resources

The staff are committed to providing a stimulating English environment in the form of display, reading and writing areas and materials in each classroom. The school central library and each class is stocked with a wide range of fiction as well as non-fiction and reference books. Reading scheme books are stored in the library areas for availability to all pupils. Durham Learning Resources provide literature and project packs which enhance resources.

Reviewed by M. Hunter

January 2022