



St. Joseph's Catholic Primary School Policy English Policy



Date: January 2023

Next Review: January 2024

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| Mission |
| Together we love, learn, follow Jesus |
| Vision |
| At St Joseph's Catholic Primary School, through an open and generous heart, we learn together as a family in faith, following the gospel values of love. |
| Values |
| Hope Thankfulness Collaboration Compassion Friendship Resilience Empathy Creativity Justice Respect |

Rationale:

The National Curriculum (2014) clearly states that teaching the English language is an essential role of a primary school. At St Joseph's, we recognise that effective communication is vital and know that we have a duty to ensure that English teaching is a priority.

We recognise that fluency in the English language is an essential foundation for success in all other subjects across the curriculum. We know that it is our duty to teach all pupils to read and write fluently so that they can communicate effectively with others in all areas of their lives:

'Teachers should develop pupil's spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.' (National Curriculum p10)

Intent

At St Joseph's, through the English curriculum, we aim to:



St. Joseph's Catholic Primary School Policy English Policy



Date: January 2023

Next Review: January 2024

- Ensure that all pupils can read fluently and show a clear understanding of what they have read.
- Ensure that all pupils can write clearly and coherently for a range of purposes and audiences
- Ensure that all pupils can share, explain and listen to each other's ideas, by incorporating discussion into their English learning journeys.
- Ensure that through their reading, pupils obtain a wide range of vocabulary that they can confidently use in their spoken language and written work.
- Ensure that all pupils experience a wide range of genres and authors, encouraging them to acquire a love of reading.
- Ensure that all pupils receive a well-balanced English curriculum.
- Ensure that each teacher provides pupils with a consistent approach to English teaching.
- Ensure that all pupils are given the opportunity to extend their English knowledge and skills through cross-curricular opportunities.

Implementation

Speaking and Listening:

At St Joseph's, we recognise that speaking and listening skills underpin the development of reading and writing. We aim to develop, as fully as possible, each child's competence, confidence and enjoyment in speaking and listening.

Speaking and listening activities are embedded throughout our curriculum, particularly English. Speaking and listening is embedded into English planning through specific speaking, group discussion and listening tasks. Throughout our curriculum, pupils are provided with the opportunity to take part in:

- Asking and answering questions.
- Sharing their thoughts and ideas.
- Listening to others share their thoughts and ideas, and responding appropriately.
- Presenting/sharing their written work with others.



St. Joseph's Catholic Primary School Policy English Policy



Date: January 2023

Next Review: January 2024

- Listening to others read aloud their written work, and responding with feedback.
- Reading aloud from books.
- Listening to others read aloud from books.
- Discussing genres of writing through writing journey process
- Performing role play/drama to an audience.
- Watching and listening to others perform role play/drama.
- Using our 'Writing Stations' to articulate their learning and ideas (KSI).
- Sharing individual/group presentations to an audience based on research.
- Performing poetry/plays to an audience.
- Watching and listening to others perform poetry/plays.

The Primary Curriculum ensures clear focus for teaching and suggests a variety of contexts, purpose and audiences to develop pupils' speaking and listening skills. It ensures that opportunities for drama and group discussion are carefully planned and integrated into other, cross-curricular activities. Our pupils also take part in leading assemblies and productions throughout the year, which provide opportunities for public speaking.

For example:

- Christmas and Easter Masses
- Communion Masses
- Christmas Nativities
- Harvest Assemblies
- Leavers' Mass
- Musicals/Productions

EYFS/ Foundation Stage:

In the Foundation Stage, the level of progress children should be expected to have attained by the end of the EYFS is defined by the early learning goals set out below:

Communication and Language:

-Communication and language development involves giving children opportunities to speak and listen in a range of situations and to develop their confidence and skills in expressing themselves.



St. Joseph's Catholic Primary School Policy English Policy



Date: January 2023

Next Review: January 2024

Listening and attention:

- Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events, and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

Understanding:

- Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Speaking:

- Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

In order to achieve our aims, we:

- Provide a stimulating environment in every classroom, which engages children's interest and curiosity.
- Provide good role models for spoken language.
- Listen carefully with respect and interest to what pupils say.
- Extend children's range by encouragement, explanation and interpretation.
- Provide all pupils with equal opportunities to develop their oracy skills.

Reading

'The more you read, the more things you will know. The more that you learn, the more places you'll go' Dr. Seuss

The National Curriculum states that pupils should be taught to read fluently, understand extended prose and be encouraged to read for pleasure. Reading is singled out as being of extreme importance, since through it, 'pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Reading allows pupils to 'acquire knowledge' and to 'build on what they already know' (p13).



St. Joseph's Catholic Primary School Policy English Policy



Date: January 2023

Next Review: January 2024

The 2014 Curriculum divides reading into two dimensions:

- Word reading/decoding
- Comprehension

We recognise that both these elements are essential to success and we support the acquisition of both sets of skills through various methods. We recognise that these areas are clearly linked to the other aspects of English learning: speaking and listening, writing, grammar and vocabulary. We also understand that reading is a developmental process and part of life-long learning and we encourage and praise children at every stage of it.

Aims:

- To ensure that all pupils can read fluently and show a good understanding of what they have read.
- To build on children's language experiences and early reading skills that they have already acquired.
- To ensure that pupils emerge from inexperienced readers to independent readers who read a variety of texts for different purposes.
- To ensure that children enjoy reading for pleasure, alone or as a shared experience with an adult or their peers. We want children to be able to read independently and be able to follow personal interests, use their research skills to extend their knowledge and understanding.

Teaching Reading at St. Joseph's:

Foundation Stage

English development involves encouraging children to link sounds and letters and to begin to read and write. Children in Foundation Stage are given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest. Communication and language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations. Pupils in Foundation Stage are at the very early stages of reading development and will hear nursery rhymes and stories read to them and will be immersed in lots of modelled reading behaviour by the Early



St. Joseph's Catholic Primary School Policy English Policy



Date: January 2023

Next Review: January 2024

Years practitioners. They will be encouraged to link sounds and letters and to begin to read and write using the Letters and sounds programme of learning.

The level of progress children should be expected to have attained by the end of the EYFS is defined by the early learning goals set out below:

Specific areas of learning:

Literacy development:

involves encouraging children to read and write, both through listening to others reading, and being encouraged to begin to read and write themselves. Children must be given access to a wide range of reading materials - for example books, poems, and other materials to ignite their interest.

Reading:

Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate an understanding when talking with others about what they have read. In Foundation Stage, the teacher introduces concepts of print and teaches synthetic phonic skills using the 'Letters and sounds' scheme with the whole class on a daily basis. When the teacher feels that a child is ready, he/she begins to take reading scheme books home, which are matched to the child's stage of phonetical knowledge. The class teacher listens to children read individually on at least a weekly basis (more for children who are at a level below age expected) combined with support from a class teaching assistant.

1:1 Reading

All children at St Joseph's read aloud to their class teacher on a 1:1 basis at least every other week, which enables them to develop their decoding/word reading with 1:1 support. Children who are working below age related expectations will receive more support with their decoding and will read aloud on a 1:1 basis more often. Listening to children read on a 1:1 basis allows class teachers to continuously assess their phonetical knowledge and their understanding of what they are reading. During these sessions, children read their 'home reading books' which are



St. Joseph's Catholic Primary School Policy English Policy



Date: January 2023

Next Review: January 2024

matched to their individual level of reading fluency. The Oxford Reading Tree scheme allows children to access a wide range of texts written for a range of purposes, such as: fiction, nonfiction, myths, legends, traditional tales and graphic novels.

Reading Plus

In Years 4 - 6, children take part in a one-hour Reading Plus session. This online program aims to develop independent reading stamina, comprehension skills and vocabulary understanding. It also provides children with the opportunity to read a wide range of texts written for a variety of purposes.

Creating a 'Love to Read' Culture at St Joseph's

At St Joseph's, we aim to develop reading for pleasure and encourage every child to love and enjoy reading. To create a 'love to read culture', we:

- Follow a 'text-centred' curriculum where learning across the curriculum links with engaging, quality texts.
 - Celebrate reading on national days such as World Book Day and National Story Telling Week.
 - Celebrate achievements in reading through weekly awards.
 - Engage children through reading challenges which reward their efforts.
 - Invite authors/visitors into school who inspire pupils to love reading.
 - Develop a class library which promotes a range of age-related, quality texts.
 - Ensure all children have access to our school library which is an engaging reading environment filled with popular children's books.
 - Allow children to choose their own home reading and library books so that they are in control of reading material that sparks their interest.
 - Provide children with positive role models (staff) who also display a love of reading.
 - Allow time in the school day for children to listen to adults read stories for pleasure.
 - Provide children with access to a range of engaging texts/genres which are written for a range of purposes.
 - Engage parents by inviting them into school to celebrate reading with their child
 - Provide Upper Key Stage Two children with roles and responsibilities such as 'Reading Buddies' and librarians.



St. Joseph's Catholic Primary School Policy English Policy



Date: January 2023

Next Review: January 2024

Additional Support with Reading

Pupils who require extra support with their reading are provided with adult support during whole-class reading sessions, and opportunities to read aloud more frequently each week. This is done through additional reading with support (teacher, teaching assistant, parent helper or Reading Buddies).

Reading Record Books/Home Diaries

Pupils are provided with regular opportunities (Monday, Wednesday and Friday) to change their reading books in the school week. Reading books are provided at the correct level for individual pupils and are chosen by the pupils themselves. At Key Stage One, home readers link with the phonic phase the children are working within, and at Key Stage Two, books are levelled to match the child's individual fluency level. Parents and class teachers use reading record books to record 1:1 reading and communicate any concerns/comments about the pupil's reading.

Writing

'You can make anything by writing' - C S Lewis

The 2014 Curriculum divides writing skills into two dimensions:

- Transcription (spelling and handwriting)*
- Composition (articulating ideas in speech and writing)*

We recognise that both these elements are essential to success and we support the acquisition of both sets of skills through various methods. We recognise that these areas are clearly linked to the other aspects of English learning: Speaking and listening, reading, grammar and vocabulary.

Aims

- To develop pupils in becoming efficient and effective writers who are able to write appropriately for a variety of purposes and audiences.*
- To develop pupils' knowledge of spelling, punctuation and grammar terminology.*
 - To ensure all pupils can use the conventions of written language and grammar accurately.*
 - To ensure that all pupils experience a range of purposes and forms of*



St. Joseph's Catholic Primary School Policy English Policy



Date: January 2023

Next Review: January 2024

writing, using them as inspiration for their own writing.

- To ensure all pupils can write neatly and legibly.
- To ensure all pupils are always given opportunities to: plan, evaluate, edit, improve and celebrate their work
- To develop pupils' love of writing by providing meaningful opportunities for writing.

Teaching Writing at St Joseph's

Foundation Stage

The level of progress children should be expected to have attained by the end of the EYFS is defined by the early learning goals set out below:

Writing:

Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

In EYFS, children are taught to use their phonetic knowledge to write words and simple sentences which match their spoken sounds and can be read by themselves and others. The teachers model accurate spelling and the accurate use of capital letters and full stops which pupils begin to recognise and are encouraged to imitate. Children in EYFS are encouraged to write precursive letters (which is modelled by staff).

Planning Writing Through Quality Texts

Using an age-appropriate, quality text to inspire writing provides children with meaningful, engaging opportunities for writing and develops their knowledge and application of rich vocabulary. We have a list of texts to use for each class. All class texts have been carefully selected to provide links with other areas of the curriculum such as History, Geography and Science. The range of genres studied by each class every term ensures children are provided with a variety of opportunities to



St. Joseph's Catholic Primary School Policy English Policy



Date: January 2023

Next Review: January 2024

write for a range of purposes throughout the year, for example: classic fiction, modern fiction, non-fiction, historical fiction, science fiction etc.

Sequence of Teaching and Writing Journey (The Write Way):

At St. Joseph's, we recognise that the key principle of the 2014 National Curriculum **is not** principally driven by children learning to write different text types. Through the development of the skills involved in SPaG (spelling, punctuation and grammar), children can learn to tailor their writing for audience and purpose. We recognise that there should be greater emphasis on children using grammar and punctuation accurately in their writing, which equates to a much greater focus on the teaching of 'sentence level' rather than 'text level' features. We therefore follow the 'Write Way' planning and teaching sequence which allows the children to explore, learn, gather and present their understanding throughout the unit.

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|---|
| Think & Discuss It (Exploring Text) |
| Learn It (SPaG Focus) |
| Collect It (SPaG Focus & Vocabulary) |
| Organise It (Planning/ Structuring) |
| Write & Apply It (Application of SPaG Focus & Vocabulary) |
| Check & Improve It (Innovate and Improve) |

The National Curriculum also outlines the new approach to writing composition in a number of steps:

- Planning
- Drafting and Writing
- Evaluating and editing
- Proof reading
- Reading Aloud and Sharing.

Key Stage One

In Key Stage One, children begin to learn about the different genres of writing and experience examples of writing in a variety of contexts, for example: diary entries, newspaper reports, character/setting descriptions, narratives and non-chronological reports. As well as writing fictional material using their class text as inspiration, children in Key Stage One write in 'real' contexts wherever appropriate, using a variety of stimuli such as school trips, visitors and personal experiences at home.

Key Stage Two



St. Joseph's Catholic Primary School Policy English Policy



Date: January 2023

Next Review: January 2024

In Key Stage Two, children continue to write for a range of purposes, and begin to explore the purpose and audience of further genres of writing such as discussion and persuasive texts. They begin to explore structuring non-fiction texts with organisational devices such as paragraphs, headings, sub-headings and cohesive devices (UKS2).

Handwriting:

Aims:

- To produce clear, concise, legible handwriting
- To provide equal opportunities for all pupils to achieve success in handwriting
- To present work to a variety of audiences neatly
- To develop accuracy and fluency
- To develop handwriting speed in Key Stage Two
- To help children recognise that handwriting is a form of communication and as such should be considered important in order for it to be effective
- To celebrate neatly presented work around the school and in classrooms as a model of excellence for others to aspire to
- To encourage pupils to take pride in their work

Teachers in all classes have high expectations of handwriting. From Foundation Stage, pre-cursive handwriting is modelled by EYFS practitioners who teach individual letter formations. This then continues into Key Stage One. By Key Stage Two, it is expected that children's handwriting is clear, neat and legible, and cursive handwriting is encouraged. All pupils in KS1 write in pencil and pupils in KS2 progress towards writing using a handwriting pen. A handwriting guide is issued to all parents when their child joins the school (See Marking, Feedback and Presentation policy).

Spelling (see Spelling Policy)

We aim to ensure our pupils become fluent and effective writers and know that accurate spelling is a vital part of this process. Competent spellers need to spend less time and energy thinking about spelling to enable them to channel their time and energy into the skills of composition, sentence structure and precise word choice. The keys to supporting our pupils to become confident spellers lie in teaching the strategies, rules and conventions systematically and explicitly, and helping pupils recognise



St. Joseph's Catholic Primary School Policy English Policy



Date: January 2023

Next Review: January 2024

which strategies they can use to improve their own spelling. In EYFS and KS1, this is taught through the systematic teaching of phonics including a balanced spelling programme of learning to spell is vital (Monster Phonics) whereas in KS1 and KS2 this is taught through the SpellShed scheme of learning.

Teaching and Learning

The teaching of the alphabet begins as soon as the children enter our school in Reception. Children learn the high frequency words (taken from the Monster Phonics lists) and are given these words to learn at home over the course of the year. This continues into Key Stage One depending on the needs and ability of the child.

The teaching of phonics plays a vital role in children's ability to spell so great emphasis is placed upon its teaching at St Joseph's. In EYFS and Key Stage One, phonics sessions take place daily for approximately 20 minutes. At the end of Year One, all children take the Phonics Screening Check as part of the government statutory requirements to track phonological development.

.As children move through Key Stage One to Key Stage Two, the emphasis in teaching shifts from the teaching of phonics to the teaching of the main year group specific spelling strategies, conventions and rules to build upon a child's established phonetical knowledge. Children from Year One are provided with a list of words each week which are taken from the National Curriculum. Children are expected to practise these words at home with the support of parents and carers. Throughout the school week, children are provided with time to practise these spellings through activities such as 'missing word' definition activities, 'look, cover, write, check' activities and wordsearch etc.

Learning these key words (and their meaning) supports learning across the curriculum. We recognise that it is important that children are encouraged to apply their learning and use their spellings in their written work. We also understand the importance of spelling mistakes within the children's writing being identified and corrected. Appropriate spelling mistakes are identified as part of a teacher's marking and edited when children review their work during 'fix it' time (See Marking Policy and Spelling Policy). Any spellings that are frequently misspelt must be the



St. Joseph's Catholic Primary School Policy English Policy



Date: January 2023

Next Review: January 2024

focus of attention so that the correct spelling is learned. However, it is important that we do not discourage children from trying to use more adventurous vocabulary by over correcting spellings. Each year group is provided with a list of high frequency 'non-negotiable' words should be spelt correctly at all times across all curriculum areas (this are presented to the children in the format of word mats). If they are not, they are highlighted for correction in children's work.

Children who are working below their year group expectations in spelling are provided with extra support through adult support and interventions such as IDL.

English Across the Whole Curriculum

At St Joseph's, we teach through a text-based curriculum which provides links to other areas of the curriculum. Teachers are encouraged to draw on cross-curricular links to ensure that learning is meaningful and fun. The strategies of English may be permeated wherever possible across the whole curriculum. Teachers expect the same high standards of English in other curriculum areas that they would expect to see in specific English lessons. Writing about real life experiences is crucial for the development of writing. The skills that children develop in English are linked to, wherever possible, subjects across the whole curriculum.

Assessment

Assessment of writing is continuous and is used to inform teaching and learning on a daily basis. We identify children's understanding and focus extra adult support where appropriate.

At St Joseph's we assess and moderate children's writing through:

- Daily assessment for learning
- Daily/weekly marking
- Termly, internal and external moderation
- Assessment of final pieces of writing
- End of term grammar and punctuation standardised assessments

We continually assess and review pupils' overall progress and attainment by drawing upon written pieces and their class record of attainment against key objectives. Accurate information is reported to parents on a termly basis, and end of year and key stage assessments are moderated within school and with other schools or by the local authority.



St. Joseph's Catholic Primary School Policy English Policy



Date: January 2023

Next Review: January 2024

Inclusion/SEND

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. Teachers provide learning opportunities matched to the needs of all children and work in English takes into account the targets set for individual children in their IEPs. Where a child has a greater need, the school's SEN policy is implemented.

Teaching assistants provide in class support where appropriate as well as interventions. The class teacher and SENCO work together to formulate provision maps to support the child's development of English skills.

Planning

All writing planning is centred around a quality text which is read together as a class each half term. Teachers are responsible for completing medium term plans for English to show the genres, specific objectives and key skills they will be covering during each half term. All teachers' planning follows a particular 'Sequence of Teaching and Learning' known as 'The Write Way'. This ensures a clear process of writing and allows children to apply their previous learning in a more meaningful context. Children's next steps are at the forefront of all planning and individual writing targets are provided in teachers' marking and feedback.

| The Write Way - KSI | | |
|---------------------|-----------------------|---|
| 1 | Think & Talk About It | Think and talk about the writing style. What is your writing for? Who is going to read your writing? |
| 2 | Learn It | What is the grammar, punctuation and spelling focus? What can you learn from it? |
| 3 | Collect It | Collect your ideas. Make a bank of key words which you can use in your writing. TIP: take ideas from your 'learn it' lessons. |
| 4 | Sort It | Sort your ideas. |



St. Joseph's Catholic Primary School Policy English Policy



Date: January 2023

Next Review: January 2024

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| | | <p>Can you say your sentences out loud? Can you write them?</p> |
| 5 | Write & Apply It | <p><i>Write</i> the piece. Can you <i>apply</i> the grammar, punctuation and spelling in your writing? Can you <i>apply</i> the vocabulary you have collected?</p> |
| 6 | Check & Edit It | <p><i>Check</i> and <i>edit</i> your writing. Can you <i>improve</i> your writing by correcting the grammar, punctuation and spelling errors? Can you <i>improve</i> any vocabulary and sentence structures? Read your marked writing.</p> |

| The Write Way - KS2 | | |
|---------------------|--------------------|--|
| 1 | Think & Discuss It | <p><i>Think</i> and <i>discuss</i> genre, audience and purpose of your writing. What is the genre going to be? Who is the audience? What is the purpose?</p> |
| 2 | Learn It | <p>What is the grammar, punctuation and spelling focus? What can you <i>learn</i> from it?</p> |
| 3 | Collect It | <p>Can you <i>collect</i> a bank of key vocabulary or information in which you will use in your work?</p> |
| 4 | Organise It | <p>Can you <i>organise</i> your ideas into sentences then paragraphs?</p> |
| 5 | Write & Apply It | <p>Can you <i>apply</i> the grammar, punctuation and spelling in your writing?</p> |



St. Joseph's Catholic Primary School Policy English Policy



Date: January 2023

Next Review: January 2024

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| | | Can you apply the vocabulary you have collected? |
| 6 | Check & Improve It | Can you improve your writing by correcting the grammar, punctuation and spelling errors? Can you improve any vocabulary and sentence structures? |

Roles and Responsibilities of the Subject Leader

The Subject Leader should be responsible for improving the standards of teaching and learning in English across the school through:

- Lesson observations to ensure class teachers are carrying out the aims of the English curriculum
 - Scrutiny of children's English books, teachers' planning and teachers' marking
 - Monitoring and analysing data on a half termly basis to track pupil progress and attainment
 - Monitoring the provision of English, including intervention and support programmes
 - Monitoring the quality of learning environments (classroom displays, school library, whole school displays and classroom libraries)
 - Supporting colleagues with their planning and in their CPD
 - Purchasing, organising and monitoring the use of resources
 - Keeping up to date with recent English curriculum developments
 - Informing senior management and governors of English issues/developments

IMPACT

- Teachers' English planning is consistent and shows a clear pathway of skills, knowledge and vocabulary taught with varied, meaningful opportunities for writing.
- Evidence in children's English books shows a progression of skills across year groups and assessment procedures verify this.



St. Joseph's Catholic Primary School Policy English Policy



Date: January 2023

Next Review: January 2024

- End of term spelling, punctuation and grammar assessments show that children are progressing in their knowledge of vocabulary and terminology.
- A text-based curriculum ensures children are provided with the opportunity to engage in a range of age-appropriate, quality texts which engage their imagination and aid their learning. As a result, quality pieces of writing are produced and reading fluency and comprehension is secure.
- Pupil voice supports a love of learning and the enjoyment children have of our English curriculum.
- Parents are well-informed and recognise how to support their child with their English learning.

Evaluation of Policy

This policy will be reviewed every year or in the light of changes to our curriculum or legal requirements. The following criteria will be used to measure its success:

- How has the quality of children's learning been enhanced/improved?
- How has the quality of teaching been improved? - Can we identify a range of teaching and learning styles in each classroom?
- Is there clear evidence of assessment informing planning and differentiated input?
- Do pupils know what they are learning and why?
- Has any part of the policy been difficult to implement, or needs further development?