



ST GEORGE'S CATHOLIC PRIMARY SCHOOL
Achieve, Believe, Care

ENGLISH POLICY

1. MISSION STATEMENT

At St George's Catholic Primary School, we welcome everyone as a member of God's family. With Jesus in our hearts, we pray together, we work together, we show respect for each other and the world around us. We love God, ourselves and one another.

- A The School aims:
To make PRAYER, WORSHIP AND LITURGY read educational experiences, and contribute successfully to the development of faith of each individual in the school community.
 - B Whilst following the National Curriculum FRAMEWORKS we will endeavour to ensure that the curriculum provides a Catholic Christian setting in which the children can grow in understanding and in the acquisition of skills, processes, attitudes and values.
 - C We aim to create good inter-personal RELATIONSHIPS between all members of the school community, pupils, teachers, parents, non-teaching staff, governors.
 - D The Staff will work together and support each other in STAFF DEVELOPMENT activities, taking advantage of Diocesan and Local Authority courses.
- ❖ We will endeavour to care for every aspect of a child's development, spiritual, moral, emotional, cultural, mental and physical.
 - ❖ We aim to prepare pupils for the opportunities, responsibilities and experiences of adult life.
 - ❖ Through self-evaluation, we will enable all staff individually and collectively to reappraise and adapt existing approaches and skills, in every aspect of school life.

2. AIMS

We aim to develop pupils' abilities within an integrated programme of Speaking and Listening, Reading, Spelling, Grammar and Writing. Pupils will be given opportunities to link 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.

*At St George's Catholic Primary School, we strive for each child to be a 'Primary Literate Pupil'.
By the age of 11, we aim for a child to be able to:*

- *read and write with confidence, fluency and understanding; using a range of independent strategies to self-monitor and correct*
- *have an interest in books and read for pleasure*
- *have an interest in words and their meanings; developing a growing vocabulary in spoken and written forms*
- *understand a range of text types and genres – be able to write in a variety of styles and forms appropriate to the situation*
- *be developing the powers of imagination, inventiveness and critical awareness*
- *have a suitable technical vocabulary to express their responses*
- *be able to express themselves verbally and in writing in Standard English using full sentences and correct grammar*

3. STATUTORY REQUIREMENTS

- *Statutory requirements for the teaching and learning of English are laid out in the National Curriculum Framework Document (September 2013) and in the Prime and Specific areas section (Communication & Language Development and Literacy) of the for the Early Years Foundation Stage Profile (October 2017)*

In Early Years Foundation Stage children will:

- *experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations*
- *link sounds and letters and begin to read and write*
- *ignite their interest by having access to a wide range of reading materials*

At Key Stage One and Two children will:

- *read easily, fluently and with good understanding*
- *develop the habits of reading widely and often, for both pleasure and information*
- *acquire a wide vocabulary, and 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*

4. SUBJECT ORGANISATION

The English Curriculum is delivered using the current Primary National Framework and Early Years Foundation Stage Framework to ensure continuity and progression. Pupil provision is related to attainment, not age.

Children will have opportunities to work as a whole class on shared texts, with a partner or a small group, and independently. These groupings provide opportunities for pupils to exchange ideas and assess their own and others' work. Independent work based on a shared text is differentiated to be appropriate to the needs of the individual or group, with high expectations of progression at all levels.

5. APPROACHES TO SPOKEN LANGUAGE

The importance of the spoken language is reflected across the whole curriculum. The quality and variety of language that pupils hear and speak is vital for developing their vocabulary, grammar and their understanding for reading and writing. Our aim is to lead our children to explain their understanding of books and other reading, and to prepare their ideas before they write. We aim to help pupils to make their thinking clear to themselves as well as to others and to use discussion to support them in this. Children will be taught the conventions for discussion and debate.

A variety of experiences are provided to encourage the development of listening skills: stories, poetry, hymns and songs, music and drama are modelled by adults, peers and by visitors. ICT resources are used increasingly, allowing pupils to access a wide range of audio and visual stimuli.

Opportunities to develop listening skills and clear, confident speech, are provided through:

- *Play, creative activities, including Forest Schools*
- *Group/class discussions and debates*
- *Role play, freeze frame and drama activities that feed into writing*
- *Using visual literacy resources including short films and images*
- *Oral contributions in assemblies, services and celebrations*
- *Collaborative working across the curriculum*
- *Formal and informal presentations to groups and the class*
- *Talking with people of different ages, experience, and in different situations: e.g. visiting teachers; governors; the school nurse; priests; other teachers within school; visitors from the local community; teaching assistants and parent helpers.*

6. APPROACHES TO READING

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

- *Word reading*
- *Comprehension (both listening and reading)*

Children are taught to work out the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Early teaching of phonics is emphasised in early reading using the Phonics Scheme: Read, Write Inc. Progression in phonics is closely monitored and intervention and support given to children who need it.

Good comprehension draws from a good linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills are developed through high-quality discussion with teachers, as well as from reading and discussing a range of stories, poems and non-fiction. Our aim is to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading is also used to feed pupils' imagination for their own writing.

Shared reading usually takes place with the whole class and provides opportunities for modelling good reading practices in early reading through to informal and formal comprehension strategies for children at the end of Key Stage Two. The child will be introduced to a world of story, meaning and response. Shared reading provides multiple opportunities for teaching early reading behaviours; it provides opportunities to focus on the application of word reading skills and is a vehicle for extending a child's understanding of what is being read. All children are able to access a text in depth with guidance from the teacher and support staff. As children progress through the school the range of text types shared is extended.

Guided reading uses a partnership approach that includes direct teaching within a smaller group of children of similar ability. The children are able to try out the skills they have been learning in shared reading. They are encouraged to ask their own questions about the text. There are opportunities for independent reading but within a guided context, where adult support can still be provided. Children in Key Stage 2 may be given reading tasks to complete, a range of which were presented and shared with teachers during a number of training sessions in Autumn 2019. Guided reading offers an opportunity for children to experience more ambitious texts with support, enabling them to further extend their vocabulary and comprehension skills.

Independent reading opportunities are provided throughout the week. Here the handover is complete with the child being the reader, practising and consolidating their learning. Wider reading is encouraged with the reading of class novels and frequent visits to the school library.

Links with parents are fostered, with reading record books taken home in addition to reading books. Children are encouraged to attend the local Public Library and to read at home as part of their regular homework routine. Children visit the library during their Reception year in order to receive an introduction to the library and to be informed about all the benefits it offers children. Project X resources are available to support older pupils who need a boost in their phonics and reading skills. Family reading events are held in school, where an enjoyment of reading is celebrated. These occasions provide opportunities to provide parents and carers with access to books and book lists of a wide range of texts. There is a 'Reading Shed' outside that allows children access to books to read for pleasure during their breaktimes.

The school library contains many hundreds of books, both fiction and non-fiction and these are replenished and added to continually. The collection includes some of the best children's literature, classical and modern, in the form of paperbacks, storybooks and poetry. A range of reference materials relating to many subjects, enable the children to develop their independent research skills for the purpose of study. Children are able to borrow books using Junior Librarian computerised loan software. Further reading is available in class through sets of guided reading books, topic books and classroom libraries. Children are encouraged to share recommendations with their peers. Every class has a comfortable 'Reading Corner' where groups of children can relax and enjoy a book.

Reading progression through the school is supported by the use of coloured book bands. As children become more confident readers they have the opportunity to select a wide-range of fiction and non-fiction texts to supplement their reading.

7. APPROACHES TO WRITING

The current Primary Framework objectives for writing are followed in both key stages to ensure progression in the development of written communication skills. The programmes of study consist of two dimensions:

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

Children are taught to write down their ideas fluently using effective transcription skills. They are taught to compose texts effectively by articulating and communicating ideas, and organising them coherently for the reader. Through time they will develop their clarity, awareness of audience, purpose and context, and increasingly wide knowledge of vocabulary and grammar.

In the Foundation Stage children will begin by expressing their ideas verbally and are encouraged to write independently using emergent writing. Scribing and copying is used where appropriate. Throughout Key Stages One and Two, talking for writing (for example through drama, discussion and guided writing), is encouraged across the curriculum. This enables children to rehearse what they are writing, clarifies ideas and stimulates confidence. Increasing use is made of visual texts through ICT, film and images, as well as the use of written texts including some classic children's literature and poetry. This builds on enjoyment and motivation and makes links between visual texts and a written outcome. Discussion of images and use of role play can help to generate a wider vocabulary. A range of writing strategies is used, including shared and group writing where appropriate. Children are given opportunities across the curriculum to write independently with appropriate support where necessary. Partner and peer review opportunities are provided during writing sessions to emphasise the importance of revisiting work to make changes and improvements.

Teachers design sequences of lessons using a range of resources and beginning with quality texts that engage the children. They incorporate all elements of the Literacy curriculum including, spelling,

grammar and punctuation, shared reading and writing. Pupils across the school will regularly carry out an unaided sustained writing task appropriate to their age and ability. During the unit, activities will work towards the task by building their vocabulary, connectives, openings and punctuation skills. Ideas will be discussed and the writing planned in advance. This approach is designed to build stamina so that children are confident to write extended pieces appropriate to their age and ability. Children receive additional support where necessary. Clear feedback is given by staff, and children are encouraged to evaluate and improve their work and understand their next steps

Phonics and spelling: A clearly structured phonics programme (Read, Write Inc) supports early reading and spelling in Foundation and Key Stage 1. Spelling lists are given to allow children to practise their spellings at home for weekly tests in school. Children will also investigate spelling patterns, and in class, children are encouraged to investigate word roots and patterns and to discover spelling rules. A wide range of learning methods are taught to suit a range of learning styles. These might include sorting games, mnemonics, rhymes, highlighting root words and exploring suffixes and prefixes. Testing will take the form of a short dictation containing the focus words for the week.

Handwriting:

Children will be shown how to hold a pencil comfortably and adopt a correct posture when writing. We encourage the presentation of revised and redrafted material in a neat legible style with correct letter formation.

In Reception, children are taught correct letter formation, using the phrases from Read Write Inc to support the sequence of movements required for each letter. Nelson Handwriting workbooks are used to support the teaching of handwriting in Years 1 and as they begin to join in Year 2. In lower Key Stage 2, teachers follow a set progression of skills to teach and develop a joined and fluent writing style. In Years 5 and 6, support and practice opportunities are provided for children who need additional help. By Year 6 it is expected that most children will be able to present work in a fluent, legible and speedy handwriting style.

8. CROSS-CURRICULAR LITERACY OPPORTUNITIES

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. THE USE OF ICT

Opportunities to use ICT to support teaching and learning in Literacy will be planned for and used as appropriate. Increasingly iPads are used across the school to read and research and to create a range of different text types including presentations, animated texts and short videos. Doodle Spell and Doodle English have been purchased and are used in Year 6 in order to support SPaG. They will also be introduced for use in Year 5 over the course of this academic year.

10. ASSESSMENT AND TARGET SETTING

Work will be assessed in line with the Assessment Policy and in accordance with National, LEA and DfES Guidelines.

The reading of all children is closely monitored. Records of reading progress and the choice and content of books are kept systematically throughout the school, following a child's development from class to class. Ongoing Assessments are carried out in EYFS and KS 1 linked to Read, Write Inc Phonics to monitor pupil progress. Reading Tests are administered for years 3, 4 and 5 at the end of the academic year and are marked by the teacher but checked and moderated by members of staff. The EYFS ongoing assessment is kept up to date by the Foundation Stage teacher.

Through the year, ongoing assessment in both reading and writing takes place using a grid developed in line with current government guidance. Writing tasks are carried out across a range of genres and text types. Children complete at least five writing assessments over the course of the

year, which are used to inform progress. These assessments are moderated internally by staff providing a regular opportunity for monitoring progress and tracking the writing of every pupil as they move through the school. These inform entries on the school tracking system – ‘Educater’. In addition, the information provides feedback for the teacher so that their planning can be adjusted to suit the needs of pupils and can provide the basis for the focus of pupils’ curricular targets which enable them to understand what their next steps in learning will be.

11. INCLUSION

Our aim is that all pupils will reach their potential in English. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. Gifted children will be identified and suitable learning challenges provided, for example through extended writing projects and independent tasks in line with the government guidelines for Depth of Learning.

All classes have access to teaching assistant support in Literacy, providing opportunities for support for individuals and groups within the classroom. In addition, some groups will receive more focused ‘booster’ sessions where appropriate. Activities in these sessions are linked to the work carried out within the classroom to ensure continuity.

INTERVENTION PROGRAMMES AND INDIVIDUAL NEEDS

A child experiencing difficulty in any aspect of language work will be given support either individually or within a small group. Phonics intervention programmes, using the Read, Write Inc programme may be used in early Key Stage Two. Project X books are available for use with older pupils and have a higher level content. Other individual interventions are delivered by trained teaching assistants where appropriate. Additional support is given by support teachers to all age groups (when needed). Diagnosis of children with specific learning difficulties is carried out with the assistance of an advisory teacher.

EQUAL OPPORTUNITIES

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.

12. ROLE OF SUBJECT LEADER:

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

Monitoring and evaluating:-

- pupil progress*
- provision of Literacy (including Intervention and Support programmes)*
- the quality of the Learning Environment;*
- with the Headteacher, ensuring the appropriate deployment and provision of support staff*
- 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*

13. PARENTAL INVOLVEMENT

Parents are encouraged to support their children in their English by listening to children read at home and encouraging them to respond to their reading, either verbally or through a Reading Journal. Reading Journals are checked regularly by teachers.

Parents are encouraged to support their children in completing English and other written homework tasks to a high standard.

Where appropriate, parents may become involved in supporting their child’s special needs; for example through an intervention programme or through activities specified in a child’s step 7 plan.

14. THE GOVERNING BODY

Regular reports are made to the governors on the progress of English provision.

This policy will be reviewed every three years or in the light of changes to legal requirements.

Co-ordinator: Mrs R Palfreyman

Date: September 2020

Date to be reviewed: September 2023

15. APPENDIX

Update to Policy Record Sheet

Date	Reference / aspect of policy to update	Suggested amendments to consider at next review.
June 2013	Policy updated to take account of recent changes to the National Curriculum.	Check any aspects of the New Literacy Curriculum that have changed at introduction in September 2014. (KS1 and KS2)
June 2015	Policy updated to include actions linked to School Development Plan.	Check effectiveness of weekly 'Big Write' initiative and introduction of materials for Phonics and Spelling interventions. Review handwriting.
January 2016	Policy updated to include introduction of new Literacy Scheme (Wordsmith) and following staff development training on the teaching of spelling.	Update any changes to handwriting policy which is being reviewed during 2016.
October 2016	Policy updated in line with new Phonics scheme: Read, Write Inc	
September 2020	Policy reviewed and details updated.	