



## St. Mary's Catholic Primary School

***At St. Mary's we live and learn, sharing God's love.***

### MISSION STATEMENT

*'As a Catholic school community, we strive to live as a Christian family showing our love for God in the way we treat each other with dignity and respect and by promoting the development of each child as a unique individual.'*

### ENGLISH POLICY

***'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 word and to develop their love of literature through widespread reading for enjoyment.'***

#### ***National Curriculum for English, 2014***

At St. Mary's Primary School, we believe that literacy and communication are key life skills. Through the English curriculum, we will help children develop the skills and knowledge that will enable them to communicate effectively and creatively through spoken and written language and equip them with the skills to become lifelong learners. We want children to enjoy and appreciate literature and its rich variety.

English and Literacy are at the heart of all children's learning and they enable children both to communicate with others effectively for a variety of purposes and to examine their own and others' experiences, feelings and ideas, giving these order and meaning. Because English and Literacy are central to children's intellectual, emotional and social development they have an essential role across the curriculum and helps pupils' learning to be coherent and progressive.

#### **Purpose**

- To promote a shared love and understanding of English and Literacy.
- To establish an entitlement for all pupils.
- To establish high expectations for teachers and pupils.
- To promote continuity and coherence across the school.

#### **Aims of Policy**

To encourage children 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 enjoyment.



# St. Mary's Catholic Primary School

- 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.
- Develop the powers of imagination, inventiveness and critical awareness.
- Have a suitable technical vocabulary to articulate their responses.

## **Statutory Requirements**

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Document (2014) and in the Statutory Framework for the Early Years Foundation Stage (2012).

By the time children leave our school, we expect them to communicate through speaking and listening, reading and writing, with confidence, fluency and understanding and in a range of situations. We want every child to take pleasure in reading across a range of genres and have a strong motivation to read for a variety of purposes.

## **The Governing Body**

Regular reports are made to the governors on the progress of English and Literacy provision. Our English and Literacy governor, Mrs A Lee, also offers advice and works alongside staff.

## **Subject Organisation**

The National Curriculum 2014 forms the basis of teaching and learning. To support the delivery of English and Literacy across Key Stage One and Two, the Lancashire Planning Support Materials have been adopted to ensure comprehensive coverage and progression through the year groups.

Teachers use the National Curriculum 2014 as a starting point for creating their medium term English plans. These medium term plans follow the teaching sequence for reading and writing; The reading phase at the start of a unit incorporates reading response and reading analysis. This is followed by the gathering content phase in which the children collate ideas and vocabulary, with the intention of working towards writing their own version of the text focus. The writing phase involves daily shared writing, followed by the children planning and writing their own compositions, proof-reading and editing. At the end of the sequence, presentation of work in some form, is also planned for.

The Lancashire Curriculum Support Materials are used as a basis for short term planning and adapted according to the needs of the children.

Clear objectives are set for each session and are shared with pupils. Teachers differentiate according to the needs of the pupils and use intervention programmes for targeted support.

ICT is used where it enhances, extends and complements English and Literacy teaching and learning. Additional adults are used to support the teaching of English and Literacy. They work under the guidance of the teacher with small groups of children or individuals.



# St. Mary's Catholic Primary School

## **Grammar, Punctuation and Spelling**

Grammar, punctuation and spelling is taught in line with Lancashire guidelines. During the writing phase, grammar skills are explicitly modelled and applied.

## **Spelling Homework**

EYFS - 6 spellings per week

KS1 - 8 to 10 spellings per week

Lower KS2 - 10 to 12 spellings per week

Upper KS2 - 12 to 15 spellings per week

Spellings may be taken from the Letters and Sounds Document, the differentiated lists from Weekly Spelling Lists or based on spelling patterns being learnt in class, taken from the no nonsense spelling programme. It must be stressed that spellings are based on prior attainment and phonological need and children's learning is tested regularly to ensure that spellings are fit for purpose.

## **Speaking and Listening**

***'Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing.'***

## ***National Curriculum 2014 for English***

The National Curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills.

Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate. 'Talk-partners' are used as an intrinsic part of classroom teaching.

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. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.



# St. Mary's Catholic Primary School

## Phonics

***St Mary's acknowledges the findings of research, whereby phonics is advocated as the prime approach to teach children to read.***

Systematic, synthetic and discrete phonic sessions take place every day in EYFS and KS1. Planning and delivery of phonics is based on 'Letters and Sounds', though incorporates a range of resources including the website 'Phonics play', Jolly Phonics, LCP Phonics and teachers' own resources. Resources to match each of the objectives are centrally stored in order to be used by adults delivering the teaching.

Phonically decodable Guided Reading books and phonically decodable home reading books are used for those children who are working in the phonic phases up until the end of Phase 5 phonics, as well as books for comprehension skills.

The teaching of spellings is directly linked to the phoneme(s)/grapheme(s) being taught that week. Spellings are sent home on a Friday and are tested the following Friday. Results are recorded in the homework books so that parents are kept informed of their child's progress in this area.

Application of phonics – for both reading and writing – is planned for throughout the curriculum.

As of 2012, all children in Year 1 are required to undertake the 'Year 1 Phonic Screening Check' in June. In the event that a child does not meet the required standard, they will be placed on the 'Fast-Track Phonic' intervention programme (compiled by the Lancashire English and Literacy Team), upon their entry into Year 2.

## Reading

***'Reading widely and often, increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds.'***

***(National Curriculum for English, 2014, p4)***

The two dimensions of reading– i) word reading, and ii) comprehension (both listening and reading) are taught and experienced through:

- Systematic, synthetic and discrete phonics in Reception – Year 2 inclusive (see section headed Phonics)
- Shared reading
- Guided reading
- Cross-curricular reading
- Daily individual reading at home
- Library time
- Class readers – the teacher reading a higher-level text to their class, at some point, everyday
- Role-play
- Book themed days/weeks

Home reading books are changed three times per week if an adult has signed the home-reading diary.



# St. Mary's Catholic Primary School

## **Reading for Pleasure**

To promote a love of reading and appreciation of books, school regularly plans/takes part in;

- Book fairs
- World Book Day
- Welcoming reading corners
- Quiet reading time everyday in class.
- An ongoing class novel read everyday

All of the above address a range of genres as outlined in the National Curriculum for English 2014. Various resources and schemes are used to deliver the National Curriculum 2014, including boy-friendly independent reading books ('Bug Club' by Pearson) and the use of netbooks and more recently, iPads to ensure access to multi-media texts.

## **Assessment of Reading**

Reading is assessed and reported to the Headteacher and SLT on a termly basis through a combination of KLIPs (Key Learning Indicators of Performance), tests and formative teacher assessment informed by the Lancashire Assessment and Progression grids (LAPs), which are completed weekly during guided reading sessions.

In the summer term, this formative assessment is further informed by SAT (Year 2) or optional SAT (Y3-5) data. In Year 6, SAT levels determine summative reading outcomes.

## **Writing**

The two dimensions of writing; transcription (spelling and handwriting), and composition (articulating ideas and structuring them in speech and writing), are taught and experienced through:

- Phonics –see section headed 'Phonics';
- Emergent writing;
- Shared writing;
- Guided writing;
- Cross-curricular writing;
- Explicit grammar teaching – built into each unit of work (Y1-6);
- Writing in role-play;
- Writing for a 'real' purpose.

Teachers promote writing and look for ways to inspire and motivate pupils so that they see themselves as 'writers'. Teachers establish the purpose and audience for writing and make teaching objectives explicit to pupils so they know why they are studying a particular text type, the kind of writing activities they need to undertake and what the expected outcome will be.

Subject-specific texts that link to work being undertaken in other areas should also be used in English and literacy lessons to support the wider curriculum. Teachers use shared writing to model the writing process. Shared reading and writing provide a context for discussion and demonstration of grammatical features at word level, sentence level and text level. Activities are differentiated through the use of writing frames, spelling banks, collaborative work and peer or adult support.



# St. Mary's Catholic Primary School

## **Handwriting**

It is paramount that children are rigorously taught correct letter formation from the very beginning of their time in school. As soon as the children are ready, they should be taught to sit properly in order to have the correct posture for writing, hold a pencil in the correct tripod grip and develop a legible and joined handwriting style. The school follows the Penpals handwriting programme.

It is expected that all members of staff, class teachers and teaching assistants, model the school handwriting style at all times i.e. when writing on the board or in children's books. By the end of KS2, all children should be displaying an efficient, quick, neat and legible handwriting style that is effective in recording their ideas.

The children in KS2 strive towards a pen license when their handwriting meets the required standard. The English Subject Leader regularly checks the children's books and awards the licenses whenever appropriate.

## **Assessment of Writing**

Assessments are made in line with the school assessment policy. A child's writing is assessed regularly using the Lancashire KLIPS model, informed by independent pieces every half term. Assessments are recorded on the Lancashire Tracker. Teachers use effective assessment for learning to ensure planning is based on prior attainment and that pupils know what they need to do to achieve the next steps. Marking is in line with the school marking and feedback policy.

Analysis of assessment data is used to set targets. Class targets are derived from the school's key skills and are regularly reviewed. Where applicable, school issues are addressed through targets linked to Appraisal.

The teacher keeps records that enable them to deliver an effective, creative and relevant curriculum that builds on prior attainment and meets the needs of pupils.

## **Moderation of Writing**

Following termly assessments, a staff meeting is scheduled for all staff to moderate samples from each year group. Evidence of this is annotated within individual pupil portfolios and the English Subject Leader keeps a record of this.

## **Inclusion**

All children receive quality first English and literacy teaching on a daily basis and activities are differentiated accordingly. In addition, where identified pupils are considered to require targeted support to enable them to work towards age appropriate objectives, intervention programmes will be implemented. Teachers and teaching assistants plan programmes together and monitor progress of these pupils. There will be a third wave of support for pupils who are placed on the SEN register that will be additional and with more specific targets; the use of PIVATS 5 is available as a resource to support target setting.



# St. Mary's Catholic Primary School

## **Staff Development**

Teachers are expected to keep up to date with subject knowledge and use current materials that are available in school or online. Training needs are identified as a result of whole school monitoring and evaluation, performance management and through induction programmes. These will be reflected in the School Development Plan.

The English Subject Leader will arrange for relevant advice and information, such as feedback from courses or newsletters, to be disseminated. Where necessary, the English Subject Leader leads or organises school based training. Additional adults who are involved with intervention programmes will receive appropriate training that may be school based or part of central training.

## **Monitoring and Evaluation**

The SLT and Subject Leader are responsible for improving the standards of teaching and learning in English and Literacy through monitoring and evaluating English with the SLT. Having identified priorities, the SLT construct an action plan that may form part of the School Development Plan. This forms the basis for any monitoring activities and will clearly identify when, who and what is to be monitored and how this will take place through:

- Classroom observation
- Planning scrutiny
- Work sampling
- Pupil progress meetings
- Provision of English (including Intervention and Support programmes)
- The quality of the learning environment
- The 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 English and Literacy developments

## **Review**

This policy will be reviewed in Spring 2020 or according to the School Development Plan.

Reviewed: February 2019

Next review date: February 2020