****St. Bernadette’s RC Primary School

“Together we learn, together we achieve, together we grow in God’s love.”

**English Policy**

This Policy was last reviewed in November 2022.

By: Mr Proctor (Headteacher), Mrs Moynihan (English subject lead)

This Policy will next be reviewed in November 2024.

**Statement of intent**

We believe that sound English skills are essential for progress across the curriculum and to prepare pupils effectively for tasks of adult life.

All teachers have a responsibility to develop pupils’ competence in reading, writing, speaking and listening in their own subjects and to ensure that pupils become competent users of language, and can access the curriculum effectively and achieve their potential.

**St Bernadette’s**:

* Recognises the effect that a confident, fluent and coherent understanding of English will have on a pupil’s progress, both inside and outside of the school environment.
* Understands how a strong grounding in English will impact the future learning and development of a pupil in all aspects of their life.
* Provides a balanced and broad curriculum which encompasses writing practice, including handwriting, spelling, widening vocabulary, and writing for different styles, purposes, and audiences, as well as focussing on spoken English, reading, grammar and pronunciation.
* Ensures that all staff members are aware of planning, assessment, teaching and learning requirements for the English curriculum.
* Ensures that all pupils know how to plan, practise and evaluate their work.
* Ensures that all pupils understand all elements of English, as per the national curriculum.

# **EYFS**

All children within the EYFS are taught to develop their English skills as an integral part of the topic work covered during the academic year.

All English objectives are underpinned by the areas of learning and development that are required to shape educational programmes in early years settings.

In accordance with the literacy area of the early learning goals (ELGs) outlined in the ‘Statutory framework for the early years foundation stage’, children will be taught to:

* Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
* Anticipate, where appropriate, key events in stories.
* Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
* Say a sound for each letter in the alphabet and at least 10 diagraphs.
* Read words consistent with their phonic knowledge by sound-blending.
* Read aloud simple sentences and books that are consistent to their phonic knowledge, including some common exception words.
* Write recognisable letters, most of which are correctly formed.
* Spell words by identifying sounds in them and representing the sounds with a letter or letters.
* Write simple phrases and sentences that can be read by others.

# **Teaching and learning**

The English curriculum is delivered dailyin KS1 and KS2.

Grammatical errors are marked according to our Marking Policy.

Classroom teachers will use high-quality resources which effectively model English skills and demonstrate good practice.

Pupils will be encouraged, by their classroom teachers, to discuss their English skills with their peers and with the whole class before beginning their written work.

Pupils will be given sufficient time to discuss, plan and edit their work.

In regards to handwriting, writing frames and scaffolds will be provided for pupils who are less confident, in order to develop their handwriting skills.

To broaden pupils’ vocabulary and improve understanding, the following teaching methods will be implemented by classroom teachers:

* Spelling lists and key words to take home and practise.
* Using displays of key words linked to topics and subjects through English working walls displays.
* Practising using the correct vocabulary orally.
* Dedicating lessons focussed on word patterns and choices.
* Encouraging the use of dictionaries and thesauruses.
* Reading a variety of examples of texts to explore new vocabulary.
* Providing one-to-one support, where necessary.

Classroom teachers will encourage the development of speaking and listening through activities within each English lesson.

Systems such as ‘collaborative group work’ structures are to be used to ensure active participation in group and class discussions.

Pupils will be provided with checklists to self-assess their work and the work of peers, so they can share ideas and evaluate work effectively.

The classroom teacher, in collaboration with the subject leader, will ensure that every pupil’s needs are met by:

* Setting tasks which can have a variety of responses.
* Providing resources of differing complexity, according to the ability of the pupils.
* Utilising TAs to ensure that all pupils are satisfactorily supported.

# **Phonics**

The teaching of Phonics at St Bernadette’s is consistent, well – structured, fast paced and includes multi-sensory activities, rhymes and actions. All children are taught skills following “Supersonic Phonic Friends” validated programme, during daily dedicated phonics sessions across both EYFS and KS1. Children are grouped according to the phases they are working in. Those who have not completed `The Basics 2` through to `The Higher Levels 5 Switch it Spell Sounds` by the end of Key Stage 1 will be taught phonics in KS2.

Assessment of Phonics happens in a variety of ways and take place daily, weekly and every term in order to track progress, identify children who need further support and identify gaps in learning for specific groups or cohorts of children.

# **Planning**

The school creates long-term, medium-term, and short-term plans for delivery of the writing curriculum – these are as follows:

* Long-term: includes the topics studied in each term during the key stage.
* Medium-term: includes the details of work studied during each term.
* Short-term: includes the details of work studied during each lesson.

# **Homework**

Homework will be in the form of:

Reading books-distributed weekly. These will be linked to phonics (where possible)

Spellings-these will be sent home on a weekly basis and followed with a spelling test. Where needed these will be differentiated.

# **Grammar**

Grammar should be incorporated into English lessons, where it lends itself. The Grammar element should then be evident within the pupil’s writing.

A separate Grammar lesson should be taught once a week, as an opportunity for children to practice skills, address misconceptions or pre-teach.

Key stage 2 will be following the Nelson Grammar scheme whilst Key stage 1 will complete their Grammar into two work booklet, over the year.

# **Assessment and reporting**

Pupils will be assessed and their progression recorded in line with the school’s Primary Assessment Policy.

Children aged between two and three will be assessed in line with the school’s Early Years Assessment Policy.

Children aged between two and three will also be assessed in accordance with the ‘Statutory framework for the early years foundation stage’, in order to identify each child’s strengths and identify any areas where progress is below the expected level.

An EYFS Profile will be completed for each pupil in the final term of the year in which they reach age five.

The progress and development of pupils within the EYFS is assessed against the ELGs outlined in the ‘Statutory framework for the early years foundation stage’.

Throughout the year, teachers will plan on-going creative assessment opportunities in order to gauge whether pupils have achieved the key learning objectives.

Assessments will be undertaken in various forms, including the following:

* Talking to pupils and asking questions.
* Discussing pupils’ work with them.
* Marking work against the learning objectives.
* Pupils’ self-evaluation of their work and their peers’ work.
* Classroom tests and formal exams.

**Formative Assessment**

Formative assessment, which is carried out informally throughout the year, enables teachers to identify pupils’ understanding of subjects and inform their immediate lesson planning.

In terms of summative assessments, the result of end-of-year assessments will be passed to the relevant members of staff, such as pupils’ future teachers, in order to demonstrate where pupils are at a given point.

**Summative test**

Reading assessments will be administered each term using NFER or past SAT’s papers. The teachers will make judgements throughout the year based on Guided Reading sessions and home reading levels. The tests and Guided reading assessments secure judgements made.

Writing is also assessed on a summative basis following the completion of an independent piece of writing against the ‘Teacher Assessment Framework 2019.’

Parents will be provided with a written report about their child’s progress during the Summer term every year. These will include information on pupils’ attitudes towards English and their progress. An opportunity will be provided for parents to discuss this report with the relevant teachers.

# **Cross-curricular links**

The English skills that are developed in English lessons are applied to and in every lesson that is conducted in accordance with the national curriculum. English skills make up the basis for all other future skills.

**Science**

Pupils are expected to engage in research during science lessons. English skills are used here for writing a range of reports, and for verbally explaining their findings to the class and to a teacher.

**History and Geography**

These subjects require a technical and subject-specific jargon. English skills will be utilised here when learning the new jargon.

Researching is also required for these subjects, meaning that the register in which any work is written often needs to be adapted depending upon the task set.

**Drama**

English skills are fundamental for oral expression. Effective English skills will ensure a pupil feels confident taking part in group tasks and class discussion/performance.

**ICT**

Using computer software, such as Word, develops a pupil’s understanding of jargon, lexicon, sentence structure and many grammatical rules.

# **Reading**

At St Bernadette’s R.C. Primary School, we aim to promote and value reading as an enjoyable activity and as a life skill.

Our Vision:

“To develop in pupils a love of books that will not only support their learning across the curriculum, but will also enrich their lives”

We aim to enable children to:

* Develop positive attitudes towards reading so that it is a pleasurable and   
  meaningful activity
* Use reading skills as an integral part of learning throughout the curriculum
* Read and respond to a variety of texts whilst gaining an increased level of fluency, accuracy, independence and understanding
* Develop and use a wide range of strategies for approaching reading.
* Transition from ‘Learning to read’ to ‘reading to learn’ by year 2 for most children.

Pupils have access to a wide range of reading opportunities at our school.

Just some of these include:

* Guided reading
* Regular, independent reading
* Home/School reading
* Hearing books read aloud on a regular basis
* Reading in cross-curricular contexts
* Sharing book during DEAR time.

**Intention**

We intend to encourage all pupils to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, to gain knowledge across the curriculum and develop their comprehension skills. It is our intention to ensure that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject

At St Bernadette’s we intent to:

• Ensure our children have access to a high-quality English curriculum that is both challenging and enjoyable.

• Provide our children with a variety of high-quality reading materials & opportunities, which will enable them to develop as lifelong readers with a love of reading.

• Enhance and extend all children’s vocabulary and use of Standard English both written and orally.

• Ensure all children are confident and independent readers.

• Equip all children with the reading skills needed to successfully research areas of personal interest.

• Support children & parents in taking reading into the home. For example, home readers.

**Implementation**

Reading is celebrated in classrooms at St. Bernadette’s with clear, high profile and welcoming reading areas. The class author is visible and a range of age appropriate books available. In addition, throughout the school year the importance of reading is enhanced through World Book Day, Book Fair and Author visits. Links between school and home are enhanced with, breakfast with a book, library books shared at home and home readers. Children are given the opportunity to share books during DEAR time, which takes place each day across school within each classroom.

Reading scheme

We use Oxford Reading Tree, Big Cat Collins and Project X to enable children are exposed to range of texts. Children begin these in Reception and continue until they are ‘Free Readers’. Free readers are able to choose books form the library. Each child will take home two books per weeks to enjoy at home. These are levelled using the book banding system. For children still working on book bands, the books sent home will be at independent reading level as opposed to instructional level. The purpose of these books is to reinforce the reading skills taught at school, provide an opportunity to practice reading with accuracy and expression and to include parents to support the development of their child’s individual reading skills.

Early reading

EYFS and Year 1

Guided reading session will take place twice a week. Phonics sessions are taught each day with children grouped. These grouping are flexible with children often moving to meet their needs. Shared Reading take place with oral questioning is for children not yet ready for guided reading.

Guided Reading Y2-6

During a normal week in school, all children from Y2-6 will take part in Guided Reading sessions. These will be based upon the John Murray “Reading Explorers” programme and will follow the model outlined below:

|  |  |  |  |
| --- | --- | --- | --- |
| Week 1 | | | |
| Session 1 | Session 2 | Session 3 | Session 4 |
| Orientation | Vocabulary | Higher order questions | Warm Application |
| Week 2 | | | |
| Session 1 | Session 2 | Session 3 | Session 4 |
| Orientation | Vocabulary | Higher order questions | Cold Application |

**Impact**

Our children will become more confident, fluent readers and will realise the importance of reading for pleasure along with reading for information and knowledge.

# **Writing**

At St Bernadette’s R.C. Primary School, we aim to promote and develop each Child’s writing ability.

Our Vision:

“All children will be able to produce work they are proud of. They will have the ability to record their ideas, beliefs and imagination to construct writing where they will be aware of their audience and purpose.”

**Intent**

At St Bernadette we will develop a lifelong, healthy and enthusiastic attitude towards writing. Pupils will be able to write for a range of purposes and audiences in line with the English writing teacher assessment framework 2019. We know that the development of writing skills is essential to the progress that children make across the curriculum and is an essential life-skill.

We intend:

* To promote an enjoyment of writing and a recognition of its value.
* Write clearly, accurately and coherently, adapting their language and style in a range of contexts, purposes and audiences.
* To provide meaningful purposes for writing, supported by high quality texts.
* To discuss, plan, draft and edit their work, learning how to self and peer assess against a criteria.
* To give them opportunities to develop imagination and creativity, inspiring them to write for a range of purposes and audience.
* To apply their knowledge of phonics and spelling to their writing.

**Implementation**

At St. Bernadette’s we are following the 2014 National Curriculum for the teaching and learning of writing skills. Writing is taught and celebrated daily with children educated to consider the purpose of their writing. The curriculum will be monitored by the English Leader of Learning to ensure that it is being used effectively to provide challenge, stimulation and excitement to improve the standards of writing. Our children are provided with a variety of opportunities to develop, extend and deepen their writing skills in and across each phase of education.

In Nursery and Reception, the learning of writing follows the Early Years Foundation Stages Framework. Children are given opportunities to extend their understanding of language learning through play and investigation, developing their characteristics of learning. There will be a variety of resources for mark making and writing, supporting children with independent writing and group work. Activities are structured to develop children’s fine and gross motor skills.

In Years 1-6, a daily English lesson is based on a high-quality text, often linked to our Science or History topic. Children are encouraged to incorporate key aspects of structure, vocabulary and grammar into their writing. The learning environment and interactive working wall helps to support children on their writing process.

The writing process:

At times staff follow the Pie Corbett, ‘Talk4Writing’ programme. This is broken down into;

1. Baseline assessment ‘cold’ task
2. The Imitation Phase
3. The Innovation Phase
4. Independent application and invention - ‘hot’ task
5. Final Assessment – building on Progression.

Otherwise the process of plan, draft and edit is followed over each genre of writing.

Key Stages 1 and 2

• lessons engage children in the development of grammatical understanding, punctuation, phonics and spelling strategies based on high-quality texts. The elements of the writing process are also taught during this time.

• Meaningful contexts and high-quality texts are provided as the hook or as the inspiration for writing.

• Quality speaking, listening and drama activities precede writing to enable the development of quality writing skills and outcomes.

• Teachers exploit cross-curricular links wherever possible and further develop writing skills within a variety of contexts.

• Teacher modelling of the thought processes and standards required are clear and regular.

• Writing is linked to learning-focussed objectives, with related success criteria.

• The thought processes involved in writing is modelled to the children through both Shared and Guided Writing sessions.

**Impact**

Our pupils will have a wide vocabulary and be adventurous with vocabulary choices within their writing. They should have a good knowledge of how to adapt their writing based on the context and audience. Pupils will also be able to write clearly, accurately and coherently, adapting their language selections and style appropriate.