



St. Jude's Catholic Primary School English Policy

We live, love and learn together joyfully in Jesus' name.

Purpose of Policy

English is a core subject in the National Curriculum. This policy will outline the purpose, nature and management of how English is taught and learned in our school and will inform both new and current staff of the expectations. St. Jude's Catholic Primary School follows the National Curriculum for guidance. The policy has been drawn up following consultation with Staff and has full agreement of the Governing Body. All staff are fully aware of their role in its implementation. Staff have access to the Policy via the school's server. Parents are also able to access a copy of the policy via the school website.

Overall Aims and Outcomes of English Teaching at St. Jude's

- to enable children to speak clearly and audibly and to take account of their listeners;
- to encourage children to listen with concentration, in order to identify the main points of what they have heard;
- to show children how to adapt their speech to a wide range of circumstances and demands;
- to teach children effective communication, both verbal and non-verbal, including the communication of their ideas, views and feelings;
- to help them become confident, independent readers, through an appropriate focus on word, sentence and text level knowledge;
- to develop enthusiastic and reflective readers, through contact with challenging and substantial texts;
- to foster the enjoyment of writing, and a recognition of its value;
- to encourage accurate and meaningful writing, be it narrative or non-fiction;
- to improve the planning, drafting and editing of their written work;
- to enable children to be aware of the grammatical terminology and the impact this can have on their writing.

The role and responsibility of the subject leader

- to support and guide the classroom practice of teachers and support staff;
- to ensure coverage, continuity and progression in planning;

- to monitor and evaluate the effectiveness of English teaching and learning;
- to update documentation where necessary;
- to produce action plans for the School Development Plan, prepare bids and manage the English budget effectively;
- to liaise and consult with outside agencies where appropriate;
- to prepare and lead CPD for staff and governors;
- to attend relevant INSET training;
- to review regularly the contribution made by English to a meaningful curriculum.
- To prepare and lead parent workshops.

The SENCO is responsible for:

- Liaising with the subject leader in order to implement and develop specialist English-based learning throughout the school.
- Organising and providing training for staff regarding the English curriculum for pupils with SEND.
- Advising staff on how best to support pupils' needs.
- Advising staff on the inclusion of English objectives in pupils' individual education plans.
- Advising staff on the use of TAs in order to meet pupils' needs.

Speaking and Listening

Developing strong speaking and listening skills is fundamental to pupils' development across the whole curriculum. Pupils are encouraged to develop effective communication skills in readiness for later life through discussions, debates, drama and role play; and these permeate the whole curriculum. A pupil's spoken language reflects the local culture and heritage of the individual and is therefore crucial to his or her identity and should be valued and built upon. However, pupils are also entitled to gain knowledge, competence and confidence in the use Standard English, thus empowering them to use whichever is most appropriate to purpose, audience and situation. Teachers and support staff model the use of Standard English across the school. In EYFS, the Wellcomm program is used to assess and support the development of speech and language. As a school, we buy in external services to provide quality speech and language support.

Reading, Phonics and SPAG EYFS

In EYFS children have daily phonics lessons which are structured using the Rocket Phonics scheme. Teachers use the revisit/ teach/ practise/ apply teaching style and ensure that phonics is taught with fidelity across the school. See Appendix 1. Both EYFS and KS1 teachers have collaborated to produce a planning document to make sure phonics is being taught with conformity and it is sequenced correctly for each year group. Teachers track progress regularly and record it on our assessment system 'Otrack'. This information informs groups and interventions. Teachers and Teaching Assistants receive annual phonics refresher training.

Children have opportunities to develop their communication, language and literacy skills on a daily basis in child initiated and adult led activities. Pupils access books from significant authors and well-known texts through shared reading at story time and through structured guided reading sessions weekly which follows a phonics session.

From early phonics development to fluency, Collins Big Cat is our whole-school programme that provides complete support for primary reading. It delivers effective phonics with fully decodable books, which allows children to foster a love of reading with hundreds of levelled readers covering a range of fiction and non-fiction genres. Teachers chose books that relate to the sound taught in that session. Parental involvement is expected and we ask that pupils are read to and heard read at home using the appropriate level phonics books that are sent home. Workshops are held to encourage and enable quality parental involvement. The language rich learning environment, visually and orally, aids pupil development.

Key Stage 1 & Key Stage 2

In Key Stage 1, daily phonics lessons continue using the Rocket Phonics scheme. Children are taught in groups dependent on the phase they are working at, again using the revisit/ teach/ practise/ apply teaching model. Pupils take part in daily English lessons with quality texts used as a stimulus to write for a range of purposes, and their skills are developed across the curriculum. Pupils also take part in guided reading sessions and have regular story times to develop their love of reading. Handwriting lessons take place three times a week (see separate policy). Provision is made for those pupils who require extra support through differentiated class teaching, targeted teaching groups, guided work and interventions. In Key Stage 1, guided reading sessions are led by teaching staff. The children work in ability groups and apply the strategies they have learnt in modelled and shared reading in class. A language rich environment is developed so that pupils' develop a good understanding of how to use a variety of vocabulary.

In Key Stage 2 pupils have daily English lessons. Skills are then expected to be embedded within independent writing during English lessons. Quality texts are used as a stimulus in English lessons and pupils are given the opportunity to write for a range of purposes, including writing across the curriculum. Pupils also take part in regular guided reading sessions, reading aloud of a class novel and handwriting lessons three times a week. Provision is made for those pupils who require extra support through differentiated class teaching, targeted teaching groups, guided work and interventions. There are opportunities to read aloud/think aloud, develop knowledge of vocabulary, gather evidence to answer a question and answer a wider range of looking, clue and thinking questions. In weekly comprehension lessons teachers model reading strategies and provide support to gather evidence and develop longer responses to questions. A language rich environment is developed so that pupils' develop a good understanding of how to use a variety of vocabulary.³

Guided Reading texts: Dandelion Readers, Rocket Phonics, Reading Planet, Comet Street Kids, Galaxy Readers Class Novels are used from the summer term in Y2 and then throughout years 3, 4, 5 and 6 See Appendix 2 . Other quality texts are selected and distributed across school based on Doug Lemov's 'Five Strands of Reading.' These books are kept in a special basket in each classroom and are marked with a gold star.

Class-based reading will take place in English lessons as teachers plan units in line with texts / books. Teachers are also expected to read parts of these class novels to the children so they are able to access books above their current reading level. This modelling of reading should help to teach

children to add vocal expression, punctuation and dramatic affect to their own reading. Across the curriculum, high quality non-fiction text books have been purchased to support the teaching and learning of the curriculum. This exposure to high quality non-fiction texts is an important aspect of reading outside the discrete reading session. Tier 3 vocabulary is spoken about and discussed, the decoding of challenging words is modelled, retrieval practice is an important part of the lessons and a recognition of what makes a non-fiction text a key facet. Therefore, reading outside the guided reading sessions takes place in all classes.

Other optional methods for promoting reading:

- fiction / non-fiction book of the week
- book reviews – oral or written
- favourite authors / author visits
- library visits
- class books of children's work

Writing

At St. Jude's Catholic Primary School we aim to inspire our children through the use of high-quality literature and a range of stimuli; we promote a love of language and writing through daily lessons using a variety of quality novels, picture books, and poems. We use the 'Read to Write' scheme which offers children the experience of a range of speaking and listening, reading, writing, grammar, spelling and vocabulary activities. Writing for a variety of purposes and audiences; children will apply their growing knowledge and understanding to communicate their ideas fluently and with detail covering a range of writing genres.

Writing is well-organised and structured. We strive to ensure that children take pride in their presentation using their transcription skills to ensure their work is well-presented with correct punctuation and spelling drawing from their knowledge of spelling patterns and rules. Children are coached and encouraged to edit and redraft their work, actively responding to ongoing live feedback from teachers and peers during the lesson.

There are approximately 3 key pieces of writing in each unit. There are other pieces of writing that the children will do, which form part of the learning process. The key pieces of writing tend to be spaced evenly across the weeks and the final extended piece draws on everything the children have learnt in the unit, with a celebration of their achievements included at the end. We have invested heavily in resourcing the English curriculum believing that pupils benefit from having their own copy of a text so that they can fully immerse themselves in their learning.

Marking Processes

In line with the expectations of the Teachers' Standards, our marking process should:

- Give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback.
- Model best practice in giving feedback to deepen learning both orally and through accurate marking and encourage students to respond to the feedback.

Applying evidence from the Education Endowment Foundation, we aim to make marking and feedback 'manageable, meaningful and motivating.' The use of meaningful on the spot oral feedback, (or even that given at the start of the next lesson) should be used to lighten the marking load but also to enrich the dialogue between teacher and pupil learning. This does not mean that work is never marked - teachers are expected to use accurate marking and to feedback to pupils at regular intervals.

On key pieces of work, more detailed comments should be made. Comments should be positive and subject specific. 'WWW- What worked well' and 'EBI- even better if' should be used.

When marking a written piece of English work, where specific techniques have been used successfully, the margin should be annotated to show this – i.e. 'fronted adverbial' or 'parenthesis'.

- Upon completion of a piece of work, the teacher/teaching assistant should put two ticks by the date if it has shown good progress/achievement of the LO. Two ticks can also be used next to a specific part of a piece of work to indicate success. One tick should be used by the date if a piece of work is at an acceptable standard. On the rare occasion that a pupil does not give their best, there will be no tick next to the date.

- After a key piece of work, dedicated time for improvement should be offered next lesson so that the students respond immediately to marking and can be set on the right track to progress as soon as possible. Re-drafted work should also be marked by the teacher to confirm progress in learning. The key to this sequence is ensuring students know HOW to improve their work and that they have had an opportunity to respond to feedback.

Marking Codes

Adults mark in red pen; students correct in green pen in KS2.

When marking work, specific agreed marking codes should be used:

TA – adult support given

VF – verbal feedback given

I – completely independent

✓ - correct. A tick by the date on each piece of work should be used to show that it has been seen by an adult; two ticks by the date means that the piece of work or the contribution if a pupil within a specific lesson has been good.

X – incorrect

✓✓ - next to best parts of a piece of work or by the date if a complete piece is strong.

Sp ~~~~~ - spelling error (squiggly line)

G ~~~~~ - incorrect grammar

O/P – circle with a p – punctuation error/omission

∧ - missing word to be inserted

WWW – what went well

EBI – even better if...

Handwriting (See separate policy)

Pupils across the school are taught handwriting at least three times a week, using the ISHA scheme (Improvement in Schools through Handwriting and Art). This use of a structured programme enables all pupils to use the correct formation and orientation of letters; develops consistency in size and spacing; enables pupils to move from printing of letters to joining up. Children write in books with special lines in to aid them with this. Our ultimate goal is for pupils to memorise the movement and pattern in writing as well as remembering the lettering itself.

Spelling

In EYFS and KS1, the daily phonics session is the key to pupils developing their knowledge of spelling. Pupils are taught to blend sounds to read and segment to spell. At the same time they learn words which are not phonically regular (tricky words). In both Key Stage 1 and Key Stage 2, spelling is taught explicitly by the teacher. Once the teacher has taught this the children will then investigate and apply the rules, strategies and meanings behind the words taught each week. For spelling activities, children should be encouraged to use joined-up handwriting- this allows the brain to memorise the movement and pattern in writing as well as remembering the lettering itself.

Spelling outside Guided Spelling

As already mentioned, children should be encouraged to use their spelling words during writing sessions. They should also be encouraged to enhance their vocabulary with the use of a dictionary and thesaurus during editing sessions. When incorrect spelling is used within work it needs to be highlighted with an 'sp'. The children should find which word is spelt incorrectly and then write it again at the bottom of their work. To support accurate spelling across all written work, pupils should be encouraged to use a range of self-help strategies that they can apply in lesson. When faced with new words, children can be taught to say to themselves:

- Can I spell this word as it sounds?
- Can I break this word into parts that are easier to spell and remember?
- Can I break it into its syllables?
- Does it sound like another word that I can spell?
- Does the word I have written look correct?
- I am going to write down this word several times, underline the tricky part, and remember what the word looks like.

During writing and proofreading, a student might say:

- Is the word I need to use already on the whiteboard?
- Can I find the spelling of this word in the dictionary?
- I will write the word down several ways and choose the one that looks correct.

- I will write the word down as it sounds, underline and come back and check it again at the end.

The Learning Environment

Displays in the classroom are used as learning tools by the pupils and the skills, vocabulary and knowledge shown are transferable between different areas of the curriculum.

Throughout the school, teachers should be using some or all of the following, as appropriate to the needs of their class:

- Key vocabulary according to current unit being taught
- Descriptions of text types and examples
- Access to dictionaries and thesauruses
- Grammar and Punctuation appropriate to year group
- Common exception words
- Spelling rules and patterns and examples of these
- Range of vocabulary to support writing
- Phonics display and phonics working wall
- Reading strategies
- Handwriting examples
- Alphabet

Assessment and Target Setting

Work is assessed in line with the Assessment Policy. On-going Assessment for Learning is happening at all points in English and through the regular marking of independent work as outlined in the Marking and Feedback Policy. Test papers, accessed via Testbase, are completed at the end of the autumn, spring and summer terms and analysed so that:

- Class teachers can target and improve the attainment and progress of targeted groups or individuals through class and intervention support so that year group expectations are met by the next assessment;
- Class teachers can improve performance within weak reading domains through planning opportunities within Modelled and Shared Reading and Guided Reading to increase the children in the target reading domains by the next assessment.
- Assessments are entered on the school assessment system 'O Track' so that progress can be monitored and intervention made where necessary.

In the summer term, for years 2 & 6, outcomes are measured using end of key stage SATs papers.

The Use of ICT

The school is well equipped for computing resources. Opportunities to use computing to support teaching and learning in English will be planned for and used as appropriate. Teachers will be supported by the Computing Subject Leader as necessary. Visualizers are provided in each classroom, and should be used during English lessons to demonstrate good practice seen by the children during their written work.

Equal opportunities

All pupils will be given equal access to the entire English curriculum, including a variety of reading materials.

Where required, pupils with SEND and pupils with EAL will be provided with additional support in order to fully engage with the English curriculum.

The school aims to provide more academically able pupils with the opportunity to extend their English skills and knowledge through extension activities such as further reading material and additional writing tasks.

Adopted by Governors:

Review: