



Curriculum Committee

Non -Statutory

Reviewed: February 2022

Next review due: February 2024

***St Joseph's Catholic Primary School***  
To live, love and learn in a caring Christian community

## **English POLICY**

**This policy aims to celebrate and disseminate current practice in the teaching of English at St. Joseph's and to excel the current staff commitment to deliver excellence and accessibility for all learners across the curriculum.**

## **Policy for English 2022**

### **Intent:**

Our aim is to ensure all children, from our diverse school community, become fully literate and reach their potential in English, instilling a lifelong love of learning and enabling them to successfully contribute to wider society, through active listening, coherent speech and effective written communication.

### **Purpose of study:**

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

In accordance with the current Primary Curriculum Framework Guidance: 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 language, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

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

## **Curriculum Organisation**

### **Early Years Foundation Stage**

English is taught daily in both Reception and Nursery. Practitioners use the Little Wandle, an accredited phonics scheme of work, to plan daily carpet sessions, which allow children in the early stages to learn initial graphemes/phonemes and then latterly put these skills into practice for both reading and writing. Throughout the year children will also be encouraged to write for a purpose linked to the current class topic, and will need to look at basic structure of sentences.

English is taught discretely through child-initiated play. Practitioners are trained to see and extend learning opportunities in children's play. This will include writing for a purpose in the role-play areas, labelling work the children have created, or extending independent writing from the Graphics area.

All the activities within both child-initiated learning and adult lead times will be planned to address the 'Development Matters' statements for both *communication and language* and *Literacy*. For children in the final term of Reception this will also support and provide evidence for their end of year Foundation Stage Profile and towards an accurate judgement on a good level of development (GLD).

### **Key Stage 1 & 2**

The requirements for this subject, as set out in the current National Curriculum (NC), are delivered through daily English lessons, covering aspects of reading, writing, grammar and speaking and listening.

- In KS1 the children have daily phonics sessions (using Little Wandle) and weekly handwriting practice.
- In KS1 weekly spelling tests are linked to the phonics programme of study for that week.
- In KS1 and 2, weekly guided reading sessions enable pupils to read to and with an adult to develop expression and understanding of increasingly demanding texts.

- In KS2 the children are taught grammar as a discrete lesson and also complete weekly handwriting lessons.
- In KS2 a weekly spelling principle is taught and spellings are given in dictation in order to not only focus on handwriting but to see words in context.
- Homework is set in each class weekly to aid spelling, reading, comprehension, grammar and writing.

### **Transition to Little Wandle**

From February 2022, EYFS and Key Stage 1 will transition to using Little Wandle. Phonics will be taught using this accredited phonics scheme.

### **Contribution to other curriculum areas**

English transcends all other areas of the curriculum and enables children to access a variety of forms of writing. Wherever possible we develop the application of the skills they learn in Literacy lessons, in different contexts and subjects.

### **Information and communication technology (Computing)**

We use ICT effectively to enhance the learning of English in class, through the use of Interactive White Boards with links to the internet, laptops and iPads together with a selection of DVDs and compatible resources. Children have access to the laptops and iPads where and when appropriate to develop their English skills.

### **Personal, social and health education (PSHE) and citizenship**

The English curriculum is supported through the teaching of personal, social and health education and citizenship. The children are encouraged to discuss or debate issues pertaining to their health and well-being and to express themselves clearly and listen attentively to others.

### **Inclusion**

We teach English to all children, whatever their ability, and our teaching is planned to provide learning opportunities that match the needs of children. Lessons are differentiated through task or organisation with children working in mixed ability pairs or groups. For our gifted and talented pupils, we provide opportunities to complete extension tasks that are designed to

challenge and increase the depth and application of learning. Throughout every lesson practitioners use Assessment for learning (AfL) -to ensure that all learners are making rapid and sustained progress and that the lesson is accessible to all.

All lessons begin with a recap of prior learning. This gives pupils an opportunity to consolidate their understanding prior concepts and prepare themselves to advance their learning.

### **Assessment, marking and recording**

In Years 2 and 6, children are formally assessed using the TAF (Teacher Assessment Framework). For other KS1 and KS2 year groups, we assess the children using the HfL assessment system. In each class children are tracked using an assessment grid and we moderate half termly in order to reach accurate judgements.

We also assess the children's work in English by:

- Observation and discussion with the children during lessons
- Collation of levelled pieces of work in UKS2 as evidence to support TAF levels which are held in an assessment portfolio for each child
- Benchmarking in KS1 and LKS2
- Regular phonics testing in KS1
- SATs assessment papers used in UKS2 in preparation for SATs in May

Exemplar writing pieces for each phase and stage are kept in the subject leader folder.

Each Key Stage holds their own marking policies that are designed to flow into each other as the children progress up the school.

### **Health & Safety**

(See health & safety policy)

### **Resources**

A variety of resources are available for the teaching of English and these are regularly reviewed and updated by the subject coordinator. We predominantly use PA Plus planning (HfL). Teachers ensure other units are relevant to the curriculum and meet the needs of the children. Little Wandle is used in the teaching of phonics. Practitioners in nursery will continue to use Jolly Phonics resources to support teaching of phonics, when following the Little Wandle scheme.

English lessons are planned and shared with the pupils using SMARTBOARDS.

### **Monitoring and review**

The subject leaders are responsible for producing the English Policy and for monitoring the standard of the children's work and the quality of teaching. The subject leaders are also responsible for supporting colleagues in the teaching of English, for being informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school. The subject leaders produce an annual report and action plan which indicates strengths and weaknesses of the subject and identifies areas for further improvement. The subject leaders have allocated time for monitoring children's work and observing teaching across the school.

Specific strategies and techniques for the teaching of English, in the three main areas are outlined in more detail in the Appendix to this policy.

#### **Signed:**

Joseph Dove

Lizzie Browne

#### **Date:**

February 2022