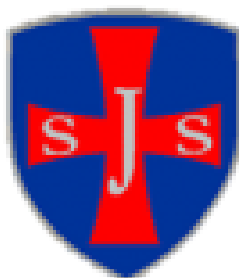


St Joseph's Catholic Primary School

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ENGLISH POLICY

Adopted by the Headteacher: 18th July 2023

Signed:

A handwritten signature in blue ink, which appears to read 'J. Dunlop'.

Name: Juanita Dunlop

Position: Headteacher

Date: 18.07.2023

Review Date: Summer 2026

Responsibility: Curriculum and Standards Committee

*'Growing together with Jesus in
our hearts, heads and hands.'*

ENGLISH POLICY

MISSION STATEMENT

Growing together with Jesus in our hearts, heads and hands.

POLICY STATEMENT

At St Joseph's Catholic Primary School, we recognise that all subjects can be taught through the lens of our mission statement and charism– hearts, heads and hands (love, wisdom & action) as all three together play a significant part when learning. We therefore aim to provide an education that provides opportunities for pupils to experience:

- God's love: through this love, understand that we are empowered to love others, his creation and learning.
- God's wisdom: wisdom is a real-life process of cognitive integrations embodied in action which has a positive effect for oneself and others.
- God's workings and actions: our learning and lives are committed to the principles of [Catholic Social Teaching](#).

English provides opportunities to promote the following:

- **Hearts:**
 - A love of reading, writing and speaking using, where possible, texts which provide links into our mission and CST.
 - Using our knowledge and skills of reading to deepen our understanding of the Scripture.
 - Appreciation of our rich and varied literary heritage
- **Heads:**
 - Read easily, fluently and with good understanding
 - Use discussion in order to learn; to be challenged; and to share their knowledge.
 - Confidence and clarity when elaborating/explaining understanding and ideas
- **Hands:**
 - Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audience.

Competency in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate. These skills align with our CST principles, emphasising our responsibilities to society and the world at large.

POLICY AIM

The aim of this policy is to encourage a love of the written and spoken word and to enable the children to develop these skills to their fullest potential.

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1. OBJECTIVES

By the end of Year 6, our pupils should be equipped with a strong command of the spoken and written word. They should have developed their love of literature through widespread reading for enjoyment across a range of fiction and non-fiction genres. 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.

2. ORGANISATION

The English Policy should be read in conjunction with the St. Joseph's Catholic Primary School Mission Statement and the Teaching and Learning Policy. The implementation of the Policy is the responsibility of all teaching staff. The Headteacher and the English subject leader will monitor pupil progress.

3. PLANNING

English is the foundation of the curriculum. It is the essential medium through which all aspects of the curriculum are taught. English has three strands:

I. **Speaking and Listening**

We recognise the value of high quality oracy both within and outside the classroom from a very young age. Children are given ample opportunities to express themselves and are exposed to high-quality, modelled spoken English.

Teachers ensure the continual development of pupil's confidence and competence in spoken language and listening skills by giving opportunities to improvise, devise and script drama, debate, prepare and present ideas.

Children are regularly encouraged to improve their fluency by reading aloud to peers as well as whole-class. Each class leads at least one whole-school assembly or performance annually.

II. **Reading**

Learning to read and developing a love of reading is embedded in all we do at St. Joseph's. We know that word reading and comprehension are fundamental to all other learning.

- a) **Early Reading (EYFS & Year 1):** Phonics is emphasised in the early teaching of reading and is explicitly taught through the implementation of Floppy's Phonics – a Government approved systematic,

synthetic phonics scheme. During the daily phonics session, the children are taught aural discrimination, phonemic awareness, rhyme awareness, segmentation and blending as well as to read and write all 44 graphemes in the English language.

- b) **VIPERS (Year 2 upwards):** Once fluency and decoding is secured, comprehension skills are developed through pupils' experience of high-quality discussion with their teachers and exposure to a wide range of high-quality stories, poems and non-fictions. The choice of texts in our Guided Reading sessions have been carefully chosen to extend and increase a pupils' vocabulary as well as gaining knowledge across the curriculum. Guided Reading follows the VIPERS format: Vocabulary, Inference, Prediction, Explanation, Retrieval and Sequencing/Summarising. These skills are taught explicitly through challenging class texts. Visual literacy is also used in these lessons.
- c) **Appreciation and love of reading:** From their first experiences in school, pupils are actively involved in story times, library visits and book celebrations such as World Book Week and theatre visits/visitors. Each class has a carefully-selected, current focus author to allow exposure to new and exciting texts. Timetabled story time happen in all year groups as a further opportunity for children to come across words they would otherwise not hear or use as well as feeding their imaginations.
- d) **Library lessons:** Each class has one library visit a week. These sessions are to promote and foster a love of reading and to encourage free choice of books based on each child's interests.
- e) **Benchmarking:** All children from Year 2 upwards are benchmarked three times a year (September, January, April). They are then placed on a coloured-bandband based on their comprehension skills. We use the banding from [Oxford Reading Tree scheme](#). and compliment it with appropriately-matched books.
- f) **Reading at home:** Levelled reading books are sent home every Monday. Parents are expected to listen to their child daily and this is monitored through the use of reading records which are returned weekly.

iii. Writing and spelling

Writing is an integral part of every pupils' learning. From the earliest experiences, pupils have regular opportunities to write for a range of genres and across the curriculum. Pupils are actively encouraged to articulate ideas and structure them in speech, before writing.

Early Writing in EYFS: From their first experiences at school, pupils are taught to write recognisable letters, spell words phonetically and, when ready, write simple phrases and sentence that can be read by others.

Writing Curriculum: As a school, we have created a curriculum that is personalised to the needs of our school. We utilise resources from The Literacy Shed and Jane Considine's 'The Write Stuff'. Each unit is based around quality texts or short films appropriate to a child's age and development. The genres to be covered in each year group are laid out in the school's long-term planning, along with the texts to be taught. This ensures that features of different genres are explicitly taught and revisited throughout key stages so that the children receive a broad and balanced programme of study. Grammar objectives are taken from the NC appendices and tailored to suit the genre of writing being taught. Writing is also uses across other curriculum subjects to help develop a sense of purpose.

Spelling: Spelling is taught in a systematic way and spelling tests are an integral part of the development of correct spelling. Weekly spellings are given out in sets which either: revise previously visited spelling rules from lower year groups; practise a spelling rule linked to the year group's statutory spellings or relate to a

word, sentence or punctuation objective from the National Curriculum. Where necessary, children are given personalised spelling lists. The use of dictation supports our spelling and grammar curriculum.

Handwriting: We implement the handwriting scheme '[Kinetic Letters](#)'. Skills are practised daily and is modelled from Reception onwards.

4. RESOURCES

Phonics

Fully-decodable phonics books are matched to the relevant sound book from Floppy's Phonics. Each class also has flashcards and a 'helpful words' poster as well as a grapheme/phoneme corresponding chart. Phonics games are in the phonics cupboard near the lift.

Whole Class Reading

Each class is resourced with half-class sets of books. Class libraries are matched to children's interests and the cohort. Classes are encouraged to regularly review/audit the books on offer.

Banded books

Reading books at the appropriate banded level are either located in KS1 or in the library.

5. THE ROLE OF THE SUBJECT LEADER

There are three core roles for subject leaders:

I. Making judgments.

Subject leaders make secure judgments about the standards of pupils' attainment, rate of progress and personal development in their subject, on the basis of evidence.

- Analysing and interpreting data on pupils' attainment in the subject.
- Reviewing with teachers their assessments of progress for classes, identified groups and individuals.
- Sampling pupils' work.
- Discussing work, progress and attitudes with sample groups of pupils.

II. Evaluating teaching and learning and setting priorities for improvement.

Subject leaders understand what makes teaching effective in their subject.

- They accept they are accountable for the quality of teaching.
- They systematically observe colleagues teaching and have the skills needed to feedback constructively and objectively.
- They monitor the planning of teaching in their subject.

III. Leading sustainable improvement.

Subject leaders are confident in their role as leaders of their subject team and understand how to inspire and enthuse colleagues. They create the capacity for change. They encourage teachers to review and improve on their practice. They work to ensure that the improvements made are embedded in the subject team's practice. They ensure that the review, construction and resourcing of the curriculum bring about improvements.

- Leading the school in discussion about priorities for the subject.
- Agreeing targets for raising pupils' attainment.
- Developing a strategy for the improvement of the subject.
- Leading the improvement of teaching quality.

Drafted by Sarah Broadbridge

Policy to be reviewed every 3 years.