



St Teresa's Catholic Academy **English Policy**

Mission

In line with our Vision Statement, at St Teresa's we make every effort to ensure all pupils are safe, happy and successful. This policy supports and reinforces the aims of our school, valuing all children equally and the individual gifts they and all other members of our community bring to school life at St Teresa's. We aim to love, respect, value and support everyone in our community. We aim to work and behave as well as we can and are proud of our own and others' successes.

Rationale

The National Curriculum (2014) clearly states that teaching the English language is an essential, if not the most essential role of a primary school.

We aim to develop in the children we teach an enthusiasm for English in all its forms and the confidence to express themselves both orally and through the written word. By developing a comprehensive range of reading skills we aim to foster in the children a love and appreciation of a variety of literature. These skills will enable them to access all aspects of the curriculum.

The policy should be read in conjunction with the Early Years Foundation Stage Framework (2021) and the National Curriculum (2014). These set out the rationale for teaching each area of the English Curriculum and specify the skills that will be developed for pupils in each year group.

Spoken Language

The National Curriculum states that pupils should be taught to speak clearly and convey ideas confidently in Standard English.

They should:

- Justify ideas with reasons
- Ask questions to check understanding
- Develop vocabulary and build knowledge
- Negotiate
- Evaluate and build on the ideas of others
- Select the appropriate register for effective communication
- Give well structured descriptions and explanations
- Speculate, hypothesise and explore ideas
- Organise their ideas prior to writing

Our aims and connected provision:

We encourage our pupils to speak clearly and confidently and articulate their views and opinions. We teach that children need to express themselves orally in an appropriate way, matching their style and response to audience and purpose. Listening and responding to literature, giving and receiving instructions. They develop the skills of participating effectively in group discussions.

Ways in which we support this include:

- Activities which are planned to encourage full and active participation by all children, irrespective of ability
- School plays/nativities/productions
- School worships
- Events within the community
- School Council
- Class debates
- Talk partners
- Book talk sessions
- Drama / role play
- PSHE and circle time
- Big Question discussion in RE
- Children with specific speech and language and auditory problems will be identified and specialist help sought, where appropriate

Reading

The National Curriculum states that pupils should be taught to read fluently, understand extended prose and be encouraged to read for pleasure. Reading is singled out as of extreme importance since through it 'pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually'. Reading allows pupils to acquire knowledge and to build on what they already know.

The English Curriculum divides reading skills into two dimensions:

- Word reading/ decoding
- Comprehension

We recognise that both these elements are essential to success, and we support the acquisition of both sets of skills through various methods. We recognise that these areas are clearly linked to the other aspects of English learning: speaking and listening, writing, grammar and vocabulary. We also understand that reading is a developmental process and part of life-long learning, and we encourage and praise children at every stage.

Our aims and connected provision:

Foundation Stage:

The teacher introduces concepts of print and teaches synthetic phonic skills using the Bug Club scheme for whole class teaching on a daily basis. Teaching of Phase One Phonics begins within Pre-School and is recapped at the beginning of Reception before we move onto Phase Two. We regularly assess the children before moving onto Phase Three. They take home 3 books a week; one bug club book linked to their phonetical stage, a Biff and Chip story to develop comprehension and a non-fiction book. Children are rewarded when they achieve 100 reads. Every child is heard reading individually at least once a week (more for children who are reading at a level below age expected level). Stories are shared twice a day to model the concept of reading and to develop a love of books and reading. We model the correct procedures for reading such as reading from left to right and turning onto the next page. All three inside areas have a reading area with a range of texts and puppets and the children have access to books whilst outside.

In Key Stage One:

Using Bug Club, the children continue to have daily phonics lessons, taught in differentiated groups. Guided reading sessions is taught daily, in differentiated groups where appropriate. The Guided Reading session always has an assessment focus. Children take home two reading books a week,

which are both matched to their phonetic ability. All children are heard to read every two weeks, with priority readers being heard weekly. Children are rewarded when they achieve 100 reads. The children are taught skills to decode real and nonsense words ready for the end of Year One Government Phonics Test.

In Key Stage Two:

The progress made in Key Stage One is built upon. In Guided Reading/Comprehension the focus is on developing higher order reading skills such as inference and deduction, skimming and scanning and the ability to read texts critically. Where necessary, specific phonic support is used to develop children's reading skills through the use of interventions. Children continue to participate in Guided Reading/Comprehension/VIPERS sessions 3 times weekly. Pupils are encouraged to read widely, through our use of differing class texts, library visits and high-quality attractive books in classrooms. Every child in KS2 has a home reading record in which their home reading is recorded 3x weekly as a minimum. Children are rewarded when they achieve 100 reads. All classrooms have dedicated areas where a love of reading is encouraged and fostered.

Class Novel

Classes come together to share the reading of their class novel. Class novels are voted for and selected by the children. This is a special time for classes to share in the joy of being read to. This should happen as regularly as possible, at least three times weekly.

Library:

Children have the opportunity to select library books from the school library to read in school or at home. Children are encouraged to choose books which they are interested in, and this helps to promote reading for pleasure. The library is run by a dedicated librarian with a team of Y5 and Y6 librarians supporting. All children have the opportunity to visit the library at least once a week and the library is open to families one evening a week.

Writing

The National Curriculum states that pupils should:

- Develop the stamina and skills to write at length
- Use accurate spelling and punctuation
- Be grammatically correct
- Write in a range of ways and purposes including narratives, explanations, descriptions, comparisons, summaries and evaluations
- Write to support their understanding and consolidation of what they have heard or read

The 2014 Curriculum divides writing skills into:

- Transcription (spelling and handwriting)
- Composition (articulating ideas in speech and writing)
- Grammar, vocabulary and punctuation

We recognise that these elements are essential to success and we support the acquisition of these sets of skills through various methods. We recognise that these areas are clearly linked to the other aspects of English learning.

Our aims and connected provision:

We teach children to develop and communicate their ideas clearly in the following ways:

- When new grammar and punctuation concepts are introduced they are taught discretely; we then ensure this learning is embedded in our English teaching

- We correct grammatical error orally/ written work (where appropriate)
- We have a systematic approach, we revisit key learning and build upon it in all areas from phonics, through to grammar and spelling
- We use high quality texts, modelling and shared/ collaborative writing to demonstrate good practice
- We provide writing models for children to use as an initial basis for their own independent writing
- We use drama, role play and hot-seating to help pupils to help develop their ideas
- We provide writing frames and word banks to support the least confident
- We provide time for planning, purple pen/blue pencil editing and revising

We teach and encourage joined cursive handwriting to support spelling and speed in the following ways:

- Handwriting sessions in Foundation Stage alongside phonic teaching to ensure accurate letter formation of both lower and upper case letters
- Daily cursive handwriting sessions in KS1
- In KS2 handwriting is taught as part of our morning starters
- In KS2 handwriting lessons extra support is given for children who are struggling to develop a joined style
- We provide support for pupils with learning and motor difficulties

We encourage our pupils to have a wide and growing vocabulary in a number of ways, these include:

- Broad and challenging vocabulary introduced to all children through English lessons
- Broad and challenging vocabulary displayed on English walls and/or Magpie vocabulary walls
- Display of key words linked to topics and subjects
- Using the correct vocabulary orally
- Using challenging texts in lessons which help broaden vocabulary
- Encouraging children to use a dictionary or thesaurus to extend their vocabulary where appropriate
- Targeted one to one/ small group support, where appropriate

Planning and Assessment

Planning

English is planned separately to other subjects however, as part of our creative Learning Focus, links are considered and maximised to engage pupils.

- Years 1-4 follow 'The Write Stuff' English scheme
- Years 5-6 teach using the same approach, but covering more genres of writing across the year
- Long term overviews are completed for each academic year
- Planning for each year group is created using the National Curriculum objectives.
- Weekly planning shows differentiation by ability and is flexible according to the children's needs.

Assessment

- Staff assess pupils learning during and as part of every English session and adapt their practice accordingly.

- Phonics is assessed every half term using Phonics Tracker, and Year 1 are assessed using the Year 1 Phonics Screening Test.
- During Guided Comprehension pupils are assessed at each session against the reading focus
- Formal assessments (NFER) of reading comprehension ability are carried out, tracked and monitored at least termly.
- Writing levels are assessed using National Curriculum objectives.
- Staff moderate in year groups, phases, and attend moderation sessions within the MAT as appropriate.
- End of Key Stage Assessments are analysed by the teachers, Phase Leaders and SLT, r and feed into the school SEF, SDP and performance management.

Professional development

- The English Leader or delegated member of staff will attend training from the LEA/Network/MAT. Training and information will be cascaded to members of staff.
- Staff may be asked to attend relevant courses during the school year to support their development

Specific groups

- Analysis of English achievement is carried out termly, pupils who are not making expected progress are discussed and provision is put in place.
- Pupils entitled to Pupil Premium are given additional English support and this is monitored for effectiveness termly.
- Pupils with EAL are given additional support in all aspects of English when required.
- Pupils with SEN will, where necessary, have English based targets on their Pupil Profile and additional provision is agreed with the class teacher and SENCO. These are reviewed termly.

Associated Policies

- SEND
- Equality Scheme
- Teaching and learning
- Assessment