



SS Peter & Paul Catholic Primary School




Curriculum Policy on English



Policy Written & Agreed:

Ratified by Full Governing Body:

To be reviewed:



September 2023

September 2024



SS Peter & Paul Whole School Policy on English

This English policy:-

- reflects the consensus of opinion of the whole staff;
- was discussed, written and agreed by the whole staff;
- has been approved by the Governing body.

The implementation and ownership of this policy is the responsibility of the whole staff.

The overall accountability and effectiveness of the policy will be the responsibility of the Executive Head Teacher, English Leader and Senior Leadership Team.



SS Peter & Paul Curriculum Statement of Intent – English

Our English language is the **cornerstone for all our learning across the curriculum**, equipping us with key life skills for the future. We **challenge** our pupils to **communicate effectively**; to talk and write for a variety of purposes. Learning and using a wide range of vocabulary, enabling them to share their **knowledge, thoughts and feelings with others**. We encourage our learners to **acquire the knowledge, thoughts and feelings of others** through careful **listening** and an **enjoyment of reading** so they can participate fully as a member of society.

At SS Peter & Paul Catholic Primary School we take the teaching of English and the fundamental parts of the English Language as a core curriculum subject as one of our main purposes, as the knowledge and understanding that underpins our English curriculum is the foundation for success in all other areas of the curriculum; English opens the door for learning and the acquisition of key knowledge and concepts throughout all areas of our curriculum and prepares children for the future. We believe that we are all created in God’s image and called by God to live a life of service to him. We live the teachings of the Gospel in our daily lives.

As a Catholic school we regard every individual as unique and special in God’s family. This policy is designed to support every member of our school, taking into account their unique and special nature as part of God’s Catholic community.

Mission Statement

‘We live and learn in the light of Christ.’

Aims of the English Curriculum:

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 word, and to develop their love of literature through widespread reading for enjoyment. We believe our children should enjoy working with language in all its forms, and that confident communication is a fundamental life skill.

We aim for our children to be able to:

- Read and write with confidence, fluency and understanding, developing a range of independent strategies.
- Develop a working understanding of English grammar and spelling.
- Read for enjoyment from a range of texts.
- Have an interest in words, their meanings, developing a growing vocabulary in spoken and written forms.
- Understand a range of text types and genres, and be able to write in a variety of styles and forms appropriate to the situation.
- Use their powers of imagination, creativity and critical awareness.
- Use suitable technical vocabulary to articulate their responses and ideas.
- Develop their oral abilities at their own level.
- Express opinions, articulate feelings and formulate appropriate responses to increasingly complex questions and instructions.
- Form letters correctly, leading to a fluent and legible handwriting style.

STATUTORY REQUIREMENTS:

This policy has been created with regard to the following statutory guidance:

DFE (2013) English programmes of study Key Stages 1 and 2

DFE (2023) Statutory framework for the Early Years Foundation Stage

- Spoken Language
- Reading – Word Reading & Comprehension
- Writing – Transcription, Composition & Spelling
- Vocabulary, Grammar & Punctuation

It is important to note that each is closely interrelated with the next, so it becomes increasingly difficult to consider one without the other(s).

The Early Years Foundation Stage

English in Early Years is based upon the Foundation Stage Profile strand of Communication, Language & Literacy. Communication, language and literacy depend on learning and being competent in a number of key skills, together with having the confidence, opportunity, encouragement, support and disposition to use them. This area of learning includes communication, speaking and listening in different situations and for different purposes, being read a wide range of books and reading simple texts and writing for a variety of purposes. To give all children the best opportunities for effective development and learning in communication, language and literacy, practitioners should give particular attention to:

- Providing opportunities for children to communicate thoughts, ideas and feelings and build up relationships with adults and each other
- Incorporating communication, language and literacy development in planned activities in each area of learning;
- Giving opportunities to share and enjoy a wide range of rhymes, music, songs, poetry, stories and non-fiction books
- Giving opportunities for linking language with physical movement in action songs and rhymes, role play and practical experiences
- Planning an environment that reflects the importance of language through signs, notices and books
- Providing opportunities for children to see adults writing and for children to experiment with writing for themselves through making marks, personal writing symbols and conventional script
- Providing time and opportunities to develop spoken language through conversations between children and adults, both one-to-one and in small groups, with particular awareness of, and sensitivity to, the needs of children for whom English is an additional language, using their home language when appropriate

At Key Stage One (Years 1 and 2)

Children should:

- Speak confidently, expressing ideas clearly.
- Listen to what others have to say.
- Read and write independently and with enthusiasm.
- Become increasingly good spellers
- Begin to understand and use basic grammar as per NC requirements
- Use a rich language to explore their own experiences and imaginary worlds.
- Access a wide range of reading materials (books, poems, other written materials and computer based texts) to ignite their interest and spark discussion.

At Key Stage Two (Years 3-6)

Children should:

- Adapt speaking and writing to suit different situations, purposes and audiences.
- Read a range of texts and respond to different layers of meaning in them.
- Explore the use of language in a variety of texts and media, learning how the structure of language works.
- Use a wide range of grammar accurately and demonstrate an understanding of the different parts of language
- Apply their knowledge to their own writing. This writing should include explanations, descriptions, comparisons, summaries, evaluations and poetry.

Spoken Language:

The National Curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate. All pupils should participate in and gain knowledge, skills and understanding associated with the artistic practice of drama.

Phonics:

From EYFS through Key Stage 1 we follow the six phases of Letters and Sounds: Principles and Practice of High Quality Phonics across the EYFS and Key Stage One phases. This guidance is supported with the use of selected resources from RWI and Phonics Play. Children work their way through phases 1 to 5 by the end of Year 1 (in most cases). Phase 5 and 6 are consolidated in Year 2 and further in Year 3 if necessary. Progress is checked through the statutory screening at the end of year 1. Children who do not reach the expected standard in phonics by the end of Year 1 are taught extra phonics sessions in Year 2 to help them make accelerated progress. Across Key Stage 1 and 2 grapheme charts are accessible for children to access to support daily spelling, reading writing.

As pupils progress to Key Stage Two, discrete spelling is taught (through the 'No Nonsense Spelling' program). Pupils learn spelling rules and word lists from the statutory spelling lists for lower and upper Key Stage two. Spellings in Key Stage two are linked to pupils work in grammar and punctuation: pupils are taught to combine spellings with correct grammar and work on sentence structure.

Reading :

Reading is a skill essential for life and at St Peter and Paul's we want our children to leave school with a love of reading. Reading is a habit and that habit needs to be grounded in what we do at school. Children need to see adults loving books, so school staff are encouraged to share their love of reading with the children.

The programmes of study for reading at key stages 1 and 2 consist of two dimensions:

- word reading
- comprehension (both listening and reading)

Whole-class guided reading:

Teachers read with pupils a range of texts focusing on comprehension and specific features in relation to objectives. This is an opportunity for teachers to model the act of being a fluent reader. Teachers demonstrate to the class by 'thinking aloud' the skills required to be a reader. The text chosen should be at a level slightly higher than the majority of the class and the teacher should plan differentiated questions around the text that encourage the children to enjoy, understand, discuss and analyse the written word in a supported environment. Within whole class guided reading we use Reading Vipers (taken from the Literacy Shed) as a way of exploring the different content domains found in the National Curriculum, allowing children to break down questions into key skills and understand how they are required to approach a text. In Upper KS2 we also use the strategy **APP** to teach the structure of answering written comprehension questions, particularly those which involve using evidence from the text. Following the **Answer it, Prove it, Explain it** strategy provides the children with a systematic approach to their answers. We aim to have regular reading sessions based on the class text and at least once a week teachers are encouraged to use a variety of medium to teach reading, including: newspaper articles, video clips, extracts from novels etc., covering a breadth of topics.

Reading Programmes: Children from Foundation Stage to Year 6 are enrolled in Reading Planet which is a programme that exposes children to real hardcopies of books as well as access online. These books are read in school as well as at home where an online quiz will assess the children's reading skills and comprehension once a book has been completed. Reports are generated from data from these quizzes which allow teachers to identify any recurring misconceptions. This allows any need for intervention to be identified and addressed quickly. If children complete the titles allocated to their year group, children can access a variety of colour-banded books. Children across the school are also required to choose a book from their class library which offers fiction, non-fiction and poetry. This book can be a free choice and is intended as a book for pleasure as we endeavour to instil in our children that reading opens up a world of imagination and possibilities.

For those children who are identified as struggling with their reading skills we enrol them in an online programme-Lexia. This is led by highly trained teaching assistants who support the children when needed and liaise with class teachers regarding progress.

EYFS, KS1 and KS2: Children are heard reading independently by an adult or their peers on a regular basis, changing their books when required. Children work their way through the stages of Reading Planet according to their ability, progressing to reading literature of their choice (checked for suitability by an adult where necessary) when completed.

Writing:

We aim to develop the children's ability to produce well structured, detailed writing in which the meaning is made clear and which engages the interest of the reader. Our writing across school is usually based on a book, as basically put: reading affects writing and writing affects reading. Teachers are to decide what fictional type of writing will be produced based on the book and how can it be linked to produce a non-fictional piece.

Before any reading or writing is done, we ask the children to carry out a 'cold write.' This allows the teacher to gauge what the children's understanding of writing in a particular genre is e.g. what features do they already know need to be included in an instructional piece of writing? Through focusing on the genre's structure and language as well as other basic reading skills including phonics and comprehension exciting opportunities for writing can be planned.

Teacher modelling plays an important part in the writing process. Attention is paid to the formal structures of the text including, grammatical detail, punctuation and spelling. Children are then given opportunities to experience guided writing sessions where children can work both independently and in groups to explore the features and apply them to writing. Word lists, dictionaries and thesauruses are freely available to support their work. There are also opportunities for children to improve their writing through 'live marking,' where immediate feedback is given to a child and on which they are expected to act upon.

The final part of the writing process is the 'hot write.' This piece must be carried out independently and no intervention given. They are required to write a piece at length based on the genre they have been studying. The 'hot' task can still be based on the book or can be based on another theme entirely but it must be from a new angle not just a regurgitated version of the shared writing opportunities. It should be a chance to 'show-off' their newly acquired skills as a writer.

Regular moderation staff meetings ensure that teachers' assessment of writing is consistent across the school and that there is a clear progression between year groups. The school also takes part in writing moderation groups within the academy.

Handwriting:

We use the Nelson handwriting scheme in school to help children develop fluent, clear and legible joined up writing and they then work hard to achieve a pen licence in Key Stage Two. This encourages them to take care in their presentation and pride in their work. All teachers are expected to model this handwriting style in both their modelling and marking within books.

Cross Curricular Literacy Links:

Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum.

Inclusion:

- to provide breadth and balance of language activities for all children
- to provide a differentiated English curriculum to meet the needs of all the children through the continuity of experiences
- to respond to pupils diverse learning needs
- to liaise with the Special Needs Co-ordinator to ensure that provision is made for all children with S.E.N.
- to relate activities for S.E.N children to their individual targets and personal plans.
- to overcome potential barriers to learning and assessment for individuals and groups of pupils.
- to identify vulnerable groups who are not making expected progress, and provide appropriate support.

EAL Provision: At SS Peter & Paul we are a diverse community and have many pupils who do not hold English as a first language. Providing for pupils with English as an Additional Language should take account of each pupil's ability and grasp of the English language. Teachers should allow them the time to be immersed in the language, modelling high quality talk at every opportunity.

The Role of the Head Teacher/Governing Body:

- Determines the ways Literacy should support, enrich and extend the curriculum;
- Decides the provision and allocation of resources;
- Decides ways in which developments can be assessed, and records maintained;
- Ensures that Literacy is used in a way to achieve the aims and objectives of the school;
- Ensures that there is a Literacy policy, and identifies a Literacy subject leader.
- Monitor how effective teaching and learning strategies are in terms of raising pupil Attainment.
- Ensure that staff development and performance management policies promote good quality teaching.

The Role of the Subject Leader:

The Literacy subject leader should:

- Ensure the development of a scheme of work for the Literacy curriculum. This will follow the New Primary Framework guidelines and will be built and cover aspects of the English National Curriculum statements.
- Promote the integration of Literacy within appropriate teaching and learning activities;
- Manage the provision and deployment of resources and give guidance on classroom organisation support,
- Inspire colleagues to deliver high quality teaching and learning opportunities;

- Analyse data to identify strengths and weaknesses in outcomes; planning for improvement accordingly.
- Write, monitor and evaluate an action plan for Literacy for the School Improvement Plan
- Lead INSET within the school, and investigate suitable courses elsewhere,
- Provide technical expertise,
- Lead the evaluation and review of the school's Literacy policy,

Class Teachers

- Ensure the effective implementation of the New National Curriculum for English.
- Adapt and use the Programme of study for English across the whole school that meets the needs of our children.
- Make effective use of Assessment for learning within English.
- To ensure work is planned to enable all children to reach their full potential.

Parents/Carers


We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- holding parents' evenings to discuss children's progress
- sending an annual report to parents in which we explain the progress made by each child and indicate how the child can develop their learning
- explaining to parents how they can support their children with homework and their English learning.

Outcomes:

We strive to produce children who are fully literate and articulate, and are prepared for their secondary education and later life. Through engaging lessons, we aim to foster a love of English and language and an enjoyment of learning. We challenge children of all abilities and in order to make good progress in all areas of the English National Curriculum. They are encouraged to have a growth mind-set and to develop the skills of perseverance and resilience. Through reading in particular, pupils are given a chance to develop culturally, emotionally, intellectually, socially and spiritually.

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