



St. Paulinus Catholic Primary Academy

Part of the Blessed Peter Snow Catholic Trust

Inspiring all to live, learn and love in the light of Jesus.

(cf John 8:12)



English Policy

Version control

| Version number | Date | Revisions made | By who? | Approval date |
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| V1 | 15.06.2020 | Reading - Library | F. Joyce | |
| V2 | 30.09.20 | Covid addendum | F. Joyce | |
| V3 | 04.09.22 | Phonics scheme updated | F. Joyce | |
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English Policy

School Mission

"Inspiring all to live, learn and love in the light of Jesus"

The governors and staff of St. Paulinus School commit themselves to live as a community with Christ at its centre, characterised by living Gospel values within the Catholic Church. They commit themselves to provide the best possible education for each child in school and according to their needs and affirming their achievements.

Purposes

There are four main purposes to this policy:

- To establish an entitlement for all pupils
- To establish expectations for teachers of this subject
- To promote continuity and coherence across the school
- To state the school's approaches to this subject and to promote understanding of the curriculum.

Policy Statement

At St. Paulinus, we believe that through reading, writing, speaking, listening and drama children develop their powers of imagination, inventiveness and critical awareness. We recognise that English is a core subject within the National Curriculum and a pre-requisite for educational and social progress. English is defined as the united skills and knowledge of reading, writing and oral language. In order for children to become literate they must understand that the written word is a representation of the spoken word and that both have a variety of forms related to their purpose.

Aims

At St. Paulinus Catholic School, we aim for our children to:

- Read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct.
- Enjoy and appreciate a range of literature from a variety of cultures, times and authors.
- Have an interest in words, their meanings; developing a growing vocabulary in spoken and written forms.

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- Understand a range of text types and genres – be able to write in a variety of styles and forms appropriate to the situation.
- Develop the powers of imagination, inventiveness and critical awareness.
- Have suitable technical vocabulary to articulate their responses, expressing ideas, thoughts, feelings and opinions.
- Research and retrieve information from different sources.

Planning

We aim to plan and deliver an English curriculum which stimulates and challenges our children as well as allowing them to feel successful about themselves. We also aim to plan in experiences which are enjoyable and relevant to our children – Lesson Study. Teachers plan from the 2014 curriculum for English and use the end of KS framework to support their planning.

Speaking and Listening

The four strands of Speaking & Listening (Speaking; Listening; Group Discussion & Interaction and Drama) permeate the whole curriculum. Interactive teaching strategies are used to engage all children in order to raise reading and writing standards. Children are encouraged to develop effective communication skills in readiness for later life.

Reading

Positive attitudes to reading are fostered through carefully designed teaching activities and classroom provision. The need for children to enjoy reading and actively choose to read for different purposes, inform this provision. Children in KS1 read with an adult at least once a day and children in KS2 read with an adult at least once per week.

In Early Years we use the Magic Of Story to immerse the children in a love of reading. We read a story to the children all week, on day one for enjoyment, on day two a day of wondering – how do the characters feel, how would we feel in that situation? etc On day three a day of acting out parts of the story, joining in with repeated phrases, freeze framing etc and finally retelling the story in our own words. The children discuss all the elements of story and are able to answer questions about what they have heard.

In both Key Stages (1 and 2), Guided Reading lessons are taught with a whole class approach which focusses on language and comprehension including literal, deductive and inferring questions.

These sessions are used to:

- Demonstrate how to read a wide variety of different genres and text types.
- Demonstrate that reading is a pleasurable experience.
- Give access to challenging and enjoyable texts for all pupils.

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- Promote discussion for understanding.
- Enhance the bank of vocabulary.
- Make links to real life experiences and other part of the curriculum.
- Give children access to the style of reading comprehension questions used in SATs papers.
- Enable teachers to model the skills and strategies used by effective readers.

Reading Homework:

All children take a reading book home every week. In KS2, children may return their book as many times as they like and they will be changed by the teacher / ETA as soon as possible and returned to the child. In KS1, children will take two reading books every week. Children will have a set day to return these established by the class teacher. All children are expected to return reading books with reading diaries weekly. Children who do not return these weekly will receive negative dojos. This may be followed up with a phone call should children continue not to return their reading book and diary.

In case a book is lost, a £5 fine will be issued and parents will be formally notified via a letter.

In addition, children also take home a reading book of their choice from the library. These should be returned weekly to be changed during the class library slot.

A library slot is allocated to allow each class to have half hour reading for pleasure. The children can use this to either:

- Read to their friend.
- Read independently.
- Share a book by completing some book review.
- Listen to a teacher read to them.

Each child can take a book home to be returned the following week. Books taken are recorded.

Addendum: See Library Risk Assessment for use of the Library.

Writing

Writing is a key skill for life. It enables pupils to communicate with others effectively in all curriculum areas and to express themselves creatively and imaginatively. Positive attitudes to writing are fostered through carefully designed teaching activities and classroom provision. English Mastery Planning is used to give a consistent approach to the teaching of Writing across school.

Non-negotiable outcomes for each year group have been created based on the National Curriculum targets for writing.

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Shared writing will be used to:

- Model the writing process for children, including the thought processes involved in authoring a text.
- Make explicit teaching points in relation to secretarial and compositional aspects of writing.
- Provide pupils with the opportunity to reflect on their writing – using what they have learned about structure and language features from their reading to inform their writing – and edit their work to show improvement.
- Provide an opportunity for pupils to develop and use language to talk about writing.
- Teach SPAG objectives within the teaching of writing.

Independent Writing is used to:

- provide frequent opportunities within every lesson – not just English - for children to experiment and apply their growing knowledge and skills in writing.
- Develop children's independent work by using the '3 before me' technique although support from other pupils or adults will be encouraged.
- Write for different purposes, eg. notes, to display work (quality of writing may be different).

SPAG

Spelling and Grammar are taught through daily writing lessons, following the targets from the National Curriculum. Children will learn the spellings from the National Curriculum from Spelling Lists and take home spelling homework books. Spellings will be tested every week on the same day every week (to be agreed in year groups). Results will be recorded and monitored. Rather than getting individual spelling words, children are given a passage including the weekly words so they can learn these in context and as a result improve their spellings in any writing work.

Handwriting

"Handwriting is a tool that has to work. It must be comfortable, fast and legible." Angela Webb, Chair, National Handwriting Association

A clear and fluent, joined cursive script is vital for effective written communication. This should be achieved by all children by the end of Year 6.

The benefits of a cursive script are to:

- Help children's writing to be clear, fluent, legible and fast.
- Have a lead in and out stroke which avoids confusion about where to begin letter formation.
- Help children with poor hand control and dyslexic children.
- Allow the pencil not to be lifted from the page – this reinforces phonic and spelling patterns.

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In order to achieve this:

- Handwriting needs to be taught consistently throughout school with accurate reference to agreed letter formation and progression.
- Teachers and other adults demonstrate expected handwriting when writing on boards or in books.
- Effective teaching has high expectations and clear objectives. Each handwriting session should begin with a short session of whole class teaching.
- Handwriting needs to be reinforced across all areas of the curriculum. Children should be encouraged to use skills taught. Once children are able to join writing this should be insisted upon for all work.
- Handwriting can be effectively combined with spelling when letter patterns are being taught.
- Children from Foundation Stage to Year 3 will use a school pencil. From Year 3, children will aim to achieve their pen licence. Once the pen licence is achieved, children can use a school pen.

Phonics and Spelling

At St. Paulinus Catholic School we aim to deliver a balanced and progressive spelling programme which will help develop our children into accurate and competent spellers.

In order to achieve this we will:

- Teach daily discrete phonics sessions of 20 minutes in FS and KS1 planned from 'Floppy Phonics'.
- Provide books to take home that are linked to the sound being taught or to comply to the level of the child.
- Teach children aural discrimination, phonemic awareness and rhyme awareness.
- Encourage repetition and consolidation so that spelling becomes automatic.
- Encourage children to segment and blend.
- Give children work strategies to enable them to become fluent readers and confident writers.
- Teach regular spelling sessions in Key Stage 2, planned from the KS2 Spelling targets in the National Curriculum.
- Practise spellings in handwriting sessions.
- Send home a list of sounds to learn each week and children should practise writing the sounds – EYFS and KS1.
- Send a list of spellings home for children in Year 3 to 6. Send list of spellings linked to the current week's phonics teaching in Year 1 and 2. These are tested the following week.

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- Test spelling weekly which will include at least two unseen spellings from previous weeks which follow the appropriate spelling rule.

At St. Paulinus, we believe that teaching Phonics is paramount to develop good readers. Therefore, we have devised a separate Phonics policy to make sure we deliver the best possible to the children in our care.

Inclusion

All children will have full entitlement to the English curriculum and differentiated activities will be planned to support less able and to extend more able pupils. Children with learning difficulties will be identified through the S.E.N. register and provision will be made for their particular need. More able children will also be identified and will receive additional support to help reach Greater Depth. Intervention and further support in English will be given to pupils who need it including Pupil Premium children.

Cross curricular links

The development of English skills and knowledge are essential to access the whole curriculum. Opportunities to develop pupils' English skills in other curriculum areas will be exploited through the explicit study of text types specific to the curriculum area. Teaching in the English lesson will reflect this broader curriculum. There will be clear evidence of longer pieces of writing in RE and Foundation Subject books and regular writing will be included in other subjects.

Assessment

Children will be assessed regularly using SPAG and Reading tests – NFER tests. Independent writing will be assessed in their writing books and will be marked using green and orange highlighters.

Policy Monitoring and Review

This policy will be reviewed following the 3-year Policy Review Cycle of the school or when there are significant changes to the curriculum that warrant it. It may also be reviewed earlier should it no longer comply with school practice or the legal requirements of schools.

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