



### Our vision

At St. Michael and St. John's R.C, we aim for all our children to become clear communicators and to achieve success as confident readers and writers. English and Literacy is at the forefront of our priorities as a means of impacting on a broad and balanced curriculum.

Literacy is a fundamental life skill; it develops the children's ability to communicate effectively -to listen, speak, read and write for a wide range of purposes. Children are enabled to express themselves creatively and imaginatively as they become enthusiastic and critical readers of stories, poetry and drama, as well as non-fiction and media texts.

Children gain an understanding of how language works by looking at its patterns, structures and origins. Children use their knowledge, skills and understanding across a range of different situations.

This works to ensure that all children develop the ability to communicate effectively and that any barriers to learning are swiftly identified and steps taken to remove them.

### Intent

We aim to develop pupils' abilities within an integrated programme of spoken language, reading and writing. Pupils will be given opportunities to incorporate the teaching of English across the curriculum, with opportunities to consolidate and reinforce literacy skills.

We aim for pupils to be able to:

- read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct in the drafting and editing process
- have an interest in books and read for enjoyment whilst becoming enthusiastic and reflective when reading challenging and lengthy 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 - be able to write in a variety of styles and forms appropriate to the situation/audience
- be developing the powers of imagination, inventiveness and critical awareness
- have a suitable technical vocabulary to articulate their responses

### Planning

The National Curriculum is used to provide a flexible structure to the teaching of English throughout the school. Teachers use various documents to support this, ensuring a progression in children's learning across school. Teachers use high quality texts to inspire the children. These texts are often linked to the theme for the half term in that class. Teachers plan for a good balance of fiction and non-fiction work. A unit of work is planned, with a clear outcome at the end of the unit. Plenty of opportunities for speaking, listening, reading and writing take



place throughout the unit of work. Teachers' planning starts with the assessment of the children in their class and next steps are identified.

### Teaching and Learning

The curriculum is delivered by class teachers. Learning is differentiated in various ways where appropriate, including deploying teaching assistant support. In EYFS and Year 1 continuous provision is used. Each class from Year 1 has a Working Wall, which is used as a key part of teaching a genre of writing, using a phased reading into writing model.

### EYFS

The Early Years Foundation Stage curriculum is followed to ensure continuity & progression in Reception Class & then through to the English National Curriculum in KS1 & KS2.

The Early Years Foundation Stage Curriculum is divided into prime & specific areas of learning & development. 'Communication & Language' is one of 3 prime areas within the 'Development Matters' framework that are fundamental to, & support the development, in all other areas. 'Communication & Language' is made up of the following 3 aspects: listening & attention, understanding & speaking. 'Literacy' is one of 4 specific areas which include essential skills & knowledge. They grow out of the prime areas & provide important contexts for learning. 'Literacy' is made up of the following 2 aspects: reading & writing. In EYFS all aspects of Literacy are taught. Children learn through play, speaking and listening activities, teacher modelling, group work and self-direction.

### SPEAKING AND LISTENING

#### Aim

• To develop as fully as possible each child's competence, confidence and enjoyment in speaking and listening. Speaking and listening activities are embedded throughout the curriculum. The National Curriculum/ Lancashire KLIPs provides guidance on incorporating Speaking and Listening into planning through specific speaking, group discussion and listening tasks.

Throughout the school day children are involved in: •

- Listening to talk
- Asking and answering questions
- Play where fictional roles are explored
- Small group story reading
- Small group oracy support activities
- Using spoken language to get things done
- Adjusting what they say depending on others' response
- Use in other areas of the curriculum

The National Curriculum ensures a clear focus for teaching and suggests a variety of contexts, purpose and audiences. It ensures that opportunities for drama and group discussion are carefully planned and integrated into other activities.



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In addition there are opportunities to speak in 'circle time' discussions. This 'circle time' also takes account of 'School Council' or 'Chaplaincy Team' business and promotes confidence in speaking and listening. Children also take part in assemblies, Class Masses, Christmas and end of year productions, which provide opportunities for public speaking.

In order to achieve our aims we must:

- Provide a stimulating environment, which arouses children's interest and curiosity.
- Provide good role models
- Listen carefully and with respect and interest to what the children say
- Extend their range by encouragement, explanation and interpretation
- Give all children equal opportunities to develop their oracy.

### Reading

We believe that reading is an important life skill and we strive for all children to enjoy and value it. We recognise that enjoyment in reading arises from deriving meaning from text. It is our aim to develop and create passionate readers for life.

### Phonics

We begin the process of learning to read in the Early Years Foundation Stage, where we believe that the systematic teaching of phonics is the fastest and most effective way of getting young children to start reading. By the end of Reception, it is our expectation that all children can blend sounds and that the vast majority will be reading simple books. In Early Years Foundation Stage, the focus of writing is using phonics to write simple sentences with basic punctuation. We follow the 'Letters and Sounds' programme to teach phonics.

The teaching of synthetic phonics continues throughout Years 1 and 2. Our programme is structured in such a way as to ensure the teaching of phonics is systematic and that progress is built on from year to year. By the end of Year 2, it is our expectation that the vast majority of children will be fluent readers and will no longer need explicit phonics teaching for reading.

For those children who are not at the expected level by the end of Year 2, they have targeted interventions such as precision monitoring and Fast Track Phonics.

(See Phonics Policy for more detail)

### Reading

#### Key Stage 1

##### Intent

To develop each child's ability to read.

The children are encouraged to acquire a love of books and to develop a respect for them. We aim to use books to stimulate the child's imagination. Children are introduced to the conventions of books, left to right, regarding the illustrations as an integral part to the story, turning the pages singly etc. Illustrations are used to develop comprehension skills. Children build a sight vocabulary from the structured scheme whilst concurrently following the Letters and Sounds



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programme. The sight vocabulary is extended so that as they encounter the scheme book, most words are already known and they experience success and pleasure.

### Shared Reading:

Shared reading takes place within the English lesson; the teacher reads the text to the whole class as an expert reader. Teachers use big books, visualisers or Kindle Online to support this practice and some interactive reading books are also used. The teacher may ask the children to join in individually through careful questioning or within 'talking partners' when discussing questions or when responding to the text.

### Guided Reading:

We aim to instil a passion for reading in all our children and therefore daily guided reading is an integral part of our school curriculum. Children are grouped according to ability; each group has at least one guided session per week with either the teacher or teaching assistant.

### Home Reading:

In EYFS and KS1 children take home reading books based on their reading level. The children change their books on set days dependent on their year group. They select their own reading book and the title is recorded in their home Reading Record. Children may choose texts that they are familiar with or a new text. We expect children to read each evening at home with their families and to make comments in the reading record books.

### Reading for Pleasure:

Each class has a designated Reading Corner which is an engaging and comfortable environment to stimulate and engage children during quiet reading time. There are also several book banks within the KS1 Library where there are a range of book titles. These books are 'real' stories with interesting themes which can stimulate points for discussion.

Many exciting and rewarding activities are arranged in school to promote the pleasure and knowledge that can be gained from books. Some of these events include "Book Week", visits by published authors, skilled story tellers from many cultures, in-school performances by professional theatre groups, making books, using drama 'Play in a Day', dance and music to illustrate texts.

We promote reading across the curriculum and use the library and ICT to support this.

### Key Stage 2

#### Intent

- For the children to be able to read for pleasure, information and with comprehension.

Guided reading continues as in Key Stage 1. The graded reading scheme is continued at Key Stage 2 and children take home a scheme book daily, which they choose themselves. Able children self-select their own book, beyond the scheme. Children are also encouraged to record when they have read in their own reading record books. A full range of reading genre is offered. 'Class Readers' are also used to encourage children's enjoyment of literature. These are read regularly. Children may also choose a book from the KS2 library.



Reading comprehension continues to be taught within the phases and may cover a wide range of activities including answering questions related to the text, picture, comprehension and rewriting text from a different viewpoint. Children have a reading journal too.

As the children progress, they are encouraged to widen their use of books for reading for information, developing specific skills:

Looking up and locating information

Skimming

Scanning

Making notes

ICT is also used to support reading and comprehension through a range of interactive texts

To achieve our aim at both Key Stages we need to:

- Expose the children to a stimulating range of books and texts, fiction / non-fiction / poetry / play scripts.
- Provide a range of reading experiences, individual reading / shared reading / guided reading / class reading / class stories and poetry / use of school and class libraries/ reading for pleasure.
- Involve parents as much as possible.
- Ensure reading is structured and enjoyable.
- Use record keeping and assessment to monitor progress.
- Provide support for children with Special Educational Needs as appropriate
- Provide stimulating texts which are age related with appropriate graduated vocabulary.
- Encourage independence through the development of a variety of skills.

## Writing

We believe that the mastery of written language is one of the most powerful gifts that we can provide to our children. We believe that writing should be purposeful, rich and enjoyable for all.

### Key Stage 1

#### Intent

- . To develop the child's growing ability to construct and convey meaning in written language.
- . To teach the children the skills of handwriting, producing clear, consistent, correctly formed handwriting.

Writing will sometimes be factual, sometimes imaginative and sometimes based on own experiences. Writing will be cross curricular and used to write recounts and reports of investigations and trips or visitors to school. Children's work is discussed and used to draw attention to purpose, style, presentation, grammar, punctuation and spelling.

#### Shared Writing:

Shared writing takes place within the English lesson; the teacher models the writing process to the whole class as an expert writer, articulating the process. Teaching objectives are pre-planned and sessions are characterised by explicit teaching of specific writing strategies, oral



response and high levels of collaboration. The children join in individually or through partner work, with the writing, where appropriate.

### Guided writing:

Guided writing takes place as part of a guided session within a unit of work. During guided writing the responsibility for writing shifts to the learner. Guided writing takes place with a group of children with similar writing targets/needs. During a guided writing session the children will write with a teacher supporting. It is intended that guided writing provides a forum for children to demonstrate what they have learned about writing and to further develop and extend their writing skills

### Key Stage 2

#### Intent

. To extend the children's experiences in learning to write in various ways for different purposes and audiences.

#### Fiction:

- Stories
- Diaries
- Play scripts
- Letters

#### Non-fiction:

- Reports
- Recounts
- Explanations
- Instructions / Lists
- Arguments / Persuasive
- Letters

Having experienced these different types of writing we hope that children will:

1. Derive an interest and pleasure from writing
2. Express their feelings in writing.
3. Show logical thought in planning and editing.
4. Be able to direct and instruct through writing.
5. Write for a clear purpose.
6. Write for a variety of audiences.
7. Transmit information.
8. Write coherently.
9. Write imaginatively.

To achieve this we need to:

- Provide a variety of stimuli including Real Writing
- Provide a range of examples of different types of writing.
- Give feedback, support and encouragement.



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- Provide a variety of materials.
- Ensure that necessary skills are in place.
- Use record keeping and assessment to monitor progress and set targets.
- Encourage independence and confidence through the development of skills and experiences.
- Children edit their own work and also support each other through peer marking.
- . Display children's written work around school.

### Spelling and Grammar (SPAG):

We firmly believe that a sound understanding of grammar will lead to an improved understanding of English and how the written and oral language works. Grammar is taught within the phases in Key Stage 1 and often through a 'grammar warm up' in KS2. These are in line with the objectives in the curriculum. We believe that the teaching of grammar should, as far as possible, feed into the writing activity that the children are undertaking and should not be taught in isolation. Children are taught and encouraged to use the correct grammatical terminology from Key Stage 1 onwards. Grammar displays are evident in each KS2 classroom with SPAG featuring on English working walls.

All teachers follow the expectations set by the spelling guidance within the Curriculum Framework 2014. In Early Years Foundation Stage and Key Stage 1, spelling will be taught and monitored daily through discrete phonics lesson. In Key Stage 2, spelling is taught within the phases using strategies like look, cover, write and check. Spellings are systematically taught according to spelling patterns and key words. This then feeds into a weekly homework cycle.

### Handwriting:

(See detailed Handwriting Policy)

### Marking:

(See Marking Policy)

### Assessment

#### Reading:

- In the EYFS, pupils' achievements are ongoing and are assessed against the Development Matters framework assessing whether they are at the typical expectation for their age.
- Assessment for Learning is well established in all teaching and formative assessment occurs daily through oral feedback.

#### Summative Assessment Requirements -

- Year 1- 6 are assessed against the KLIPs statements (on O'Track) termly.
- Year 1-6 are complete termly tests and these scores are used to inform teacher assessments.
- Year 1 pupils complete the phonics screening test in June each year.
- Year 2 and 6 pupils complete past SATs papers regularly and in May in Y6 sit the nationally set SATs and Y2 Teacher Assessments are informed by KS1 SATS.



### Writing:

- In the EYFS, pupils' achievements are ongoing and are assessed against the Development Matters framework assessing whether they are at the typical expectation for their age.

Summative Assessment Requirements -

- Year 1- 6 are assessed against the KLIPs statements (on O'Track) termly.

-Year 1-6 complete at least two pieces of English work that are independent every half term to inform teacher assessments.

Moderation takes place regularly within school and across schools.

### Spelling:

Formal spelling tests are carried out from Year 1 to Year 6 on a termly basis.

Spelling lists appropriate to the child's level and ability are given out regularly and children are tested regularly.

Key Word lists for each year group are assessed at least termly.

### Special Educational Needs

Where barriers to learning are identified, the class teacher will work closely with the Inclusion Manager to ensure that difficulties are swiftly addressed as quickly as possible and a programme of learning is put into place to remove the barriers. If appropriate to their needs, the targeted children may access intervention groups including phonics, oracy work, handwriting and grammar work. If the child is on the Special Educational needs register they will have a POP with SMART targets.

### Gifted and Talented

Children showing particular strengths and talents in any aspects of Literacy will be identified by the class teacher. Weekly planning, completed in consultation with the English Subject Leader will address the child's needs. (See Gifted and Talented Policy)

### Inclusion and Equal Opportunities

All children are provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background. Children who require extra resources and support due to EAL are catered for. The SENCO oversees this group of children to ensure their needs are met appropriately. Lancashire's EAL support service is contacted when needs arise.

### The Role of ICT

ICT is used to support our teaching and to motivate children's learning. The interactive whiteboards are used for writing information and for sharing texts, pictures, other children



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work and video clips. The wide variety of programmes we have available are also used to extend and reinforce children learning.

### Home / school links

St. Michael and St. John's Primary School values the relationship with parents in supporting their children's Literacy skills.

Parents are involved in their children's learning by:

- Providing regular parent's evenings which give them verbal information on their child's progress and their targets for the future.
- Sending reading books and home/school record books to monitor progress at home and school.
- Providing meetings when appropriate to inform parents on how we teach reading /writing/ phonics and how they can help.
- Information is available via the school website for parents who wish to help with Literacy matters. It can be found under each Class.

### Roles and Responsibilities of the Subject Leader:

The Subject Leader and Headteacher should be responsible for improving the standards of teaching and learning in English through:

- Monitoring and evaluating English
- Regular lesson observations are made on all class teachers to ensure they are carrying out the aims of the English curriculum.
- A regular work scrutiny of children's books/work, planning and marking is carried out.
- Pupil progress meetings
- Provision of English (including Intervention and Support programmes)
- The quality of the Learning Environment;
- Analysing data and tracking pupil progress and attainment
- Supporting colleagues in their CPD
- Purchasing and organising resources
- Keeping up to date with recent Literacy developments
- Informing Senior Management, phase leaders and governors of Literacy issues
- Regular reports are made to the governors on the progress of English.

### Management Information

Communication with staff is made through staff inset days, SLT meetings, weekly staff meetings and individual meetings with staff. Staff will report back on courses to whole staff,



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phases or individuals, as appropriate. Resources are located either in classroom or in communal areas.

This policy will be reviewed every year or in the light of changes to legal requirements.

Subject Co-ordinator:

Signed:

Date: September 2019