



English Policy

Holy Name Catholic Primary School

Policy Statement for English

This document is a statement of the aims, principles and strategies for the teaching and learning of English at Holy Name Catholic Primary School. It will be reviewed every two years.

Curriculum Intent

At Holy Name we are determined that every pupil will have the ability to read fluently, with understanding and to write legibly, with meaning. We do not see background, needs or abilities as insurmountable barriers to learning. We want them to have no limits to what their ambitions are and grow up with the skills to be authors, script writers, researchers and editors. We believe that all of our children are **STARS** with the potential to shine. The English curriculum has been structured so that our children develop their reading and writing skills and knowledge (in line with National Curriculum milestones) by building upon prior learning. We want our children to remember their English lessons in our school, reaching learning milestones at key points in their school life. We want them to build upon previous knowledge, year upon year, so that they have a foundation for their continued school life and life beyond school.



Aims

The teaching of English at Holy Name aims to develop pupil's abilities to:

- read easily with confidence, fluency and good understanding;
- develop the habit of reading regularly both for pleasure and information;
- extend vocabulary, understand grammar and linguistic conventions to help with reading, writing and speaking;
- appreciate our rich and varied literary heritage;
- write clearly, accurately and coherently and be able to adapt writing to a range of texts, purposes and audiences;
- participate in discussions so that they can learn how to express themselves clearly;
- speak, listen, make formal presentations and participate in formal debate.

Principles of the Teaching and Learning of English-

English has a pre-eminent place in our school and community:

- English is the language of communication for our society;
- it is the foundation for almost all the learning which takes place in our school;
- its mastery empowers the learner and is essential for independent learning, the world of work and most other aspects of everyday life;
- a good understanding of it will allow pupils to develop and express themselves culturally, emotionally, intellectually, socially and spiritually.

The fundamental skills, knowledge and concepts of the subject are:

1. spoken language;
2. reading;
3. writing;
4. and Literature.



Curriculum Implementation

Spoken Language

This underpins the development of reading and writing and is essential across the curriculum.

The quality and variety of language that pupils hear and speak is essential to their development and understanding of vocabulary and grammar. They will then go on to apply this knowledge in their reading and writing.

Teachers should ensure the continual development of pupils' confidence and competence in using spoken language and listening skills. Pupils should be assisted to develop a capacity to: express their level of understanding and to prepare their ideas before they write; make their thinking clear to themselves and others; use discussion to find out information; and understand the conventions of debate.

All pupils should have access to drama within English lessons. Pupils should learn how to create, adopt and sustain role and respond to others in role. Pupils should understand script conventions and improvisation, and have the opportunity to perform for others and be familiar with theatre performances.

Reading

Reading is divided into two dimensions; word reading and comprehension. Teaching focuses on developing both dimensions and different approaches to teaching are needed for each.

Speedy decoding of unfamiliar words and speedy recognition of familiar words are needed for word reading. Pupils are taught phonics through the Read Write Inc scheme, in such a way that they recognise that the written letters on the page represent the sounds in spoken language. This is why there is so much emphasis on the teaching of phonics in school.

Pupils must have a secure knowledge of vocabulary and grammar and have a good understanding of the world to succeed in comprehension. High quality discussions with teachers, reading a



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range of fiction, non-fiction, poetry and drama are essential for developing children's comprehension skills. Pupils must be encouraged to read a wide range of fiction and non-fiction **independently** to develop their knowledge (of themselves and their world), foster a love of reading and to gain knowledge in other curriculum areas. (See separate policy for Reading for Pleasure).

It is a priority of the school to promote Reading for Pleasure to ensure that all pupils have access to a rich reading curriculum and lots of opportunities to talk about reading preferences and choices (see separate policy for Reading for Pleasure).

There must be opportunities for Guided, Shared and Independent Reading during the school day.

Writing

Writing is divided into two dimensions: transcription and composition.

Effective transcription depends on pupils being able to spell quickly and accurately through understanding the relationship between sounds and letters. This is why phonics (across both key stages), morphology, orthography and etymology (as pupils progress through school) must be taught regularly and systematically. (See separate policy for Vocabulary, Grammar, Punctuation and Spelling).

Opportunities should be taken to promote legible handwriting in each English lesson and across the timetable/curriculum where opportunities occur. It is expected that all pupils should be attempting joined handwriting as the norm by the end of Year 3. It is our aim that pupils write in a fluent, legible, and, eventually, speedy manner.

Effective composition involves pupils forming, articulating and communicating their ideas coherently for a specific purpose and audience. Teachers should ensure that pupils acquire an increasingly wide knowledge of vocabulary and grammar as they progress through school. (See separate policy for Vocabulary Grammar, Punctuation and Spelling.)



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English units should be delivered in such a way to allow for a writing opportunity at some point in each lesson. Pupils should be afforded the opportunity to practise writing skills and techniques taught in English lessons in other areas of the curriculum.

Please refer to the National Curriculum framework document for guidance on which spelling, punctuation and grammar objectives are appropriate for each year group (Appendices 1 and 2).

Literature

It is our policy to provide access to a wide variety of reading materials for all pupils; fiction and non-fiction, plays and poetry through different media. The school library, class sets of books and the interactive reading materials on the Reading Plus and Oxford Owl resources are all to be utilised and promoted by staff. We are constantly reviewing and updating reading materials in line with children's interests.

All staff should share their reading experiences with their pupils and encourage discussion about their own reading preferences. Staff should make pupils aware of some classic authors with whom they may not be familiar and, if appropriate, encourage pupils to experience some abridged versions of classic novels.

All teachers should provide time for a class shared text, which should be changed regularly. Each class has a designated 'reading area'. In

Feedback to Pupils

Feedback to pupils about their progress in English is achieved through regular discussion, marking, annotation and celebration of their work. Effective marking aims to help children learn, with relevant indicators for learning and correction. Marking is linked to a particular focus (the lesson objective). During guided group sessions, teacher and pupils may agree targets and future feedback will relate directly to these.



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Homework

Homework on an English topic is issued regularly and is used to support the development of English through:

- the provision of scaffolded tasks, which are aimed at reinforcing current class work;
- Home/School reading programmes;
- the learning of spelling patterns appropriate to year and ability groups.

Special Educational Needs

Pupils who are identified as having S.E.N.D are given support through a range of strategies in line with the current S.E.N.D policy including scaffolded work during English lessons, personalized reading support programmes and additional support as identified in their Individual Education Plan.

Account is taken of the range of abilities, including the Gifted and Talented. In planning, work is fully scaffolded and includes enrichment and extension activities where appropriate. Parents are notified of any child's particular potential/ability and appropriate guidance given.

Excellence and attainment in English is celebrated through:

- display of hand-written and word processed work;
- read and/or spoken presentations to the class/whole school/Head Teacher;
- performance of drama productions.

Teaching Assistants and Adult Helpers

These provide an invaluable resource and assist the teachers in various ways. They assist the teacher by offering "in class" support and, where pupils are withdrawn, out of class support in the form of one-to-one and small group work. They also act as a useful source of feedback to the teacher on the pupils' responses and level of understanding.



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Progress and Continuity

Planning

Units of work are based on the National Curriculum framework document, supplemented by the Literacy Counts program. Steps to Read and Read to Write. Staff meetings are regularly used to discuss the curriculum and ensure consistency of approach and standards.

Curriculum Impact

Formative Assessment

This is used to guide the progress of individual pupils in English. It involves identifying each pupil's progress in each aspect of the subject, determining what each pupil has learned and what therefore, should be the next stage in his/her learning. Formative assessment is mostly carried out informally by teachers in the course of their teaching via:

- hearing children read in one to one context;
- individual/group discussion and observation;
- responses to a range of tasks;
- individual discussions with the teacher in which children are encouraged to appraise their own work and progress;
- the process of self-assessment by pupils, guided by the teacher who makes clear the success criteria by which the pupils will judge their work.

Summative Assessment

This takes place at the end of each Key Stage, through SATs and teacher assessment. There are also half termly assessments for Reception up to Year 6. Each pupil is tracked from Reception onwards to ensure progression and to identify children who need additional support. Baseline assessment is carried out during the first



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half of the Autumn Term for children entering Reception. Pupils are assessed in both reading and writing. NFER tests are also administered at the end of each term to monitor progress and identify pupils in need of support.

Reporting to Parents/Carers

Reporting to parents/carers is done three times a year through interviews and annually through a written report. Reporting English focuses on each child's progress in all of the strands. Parents are informed of the topics that their child will cover during that term through the school website.

Equal Opportunities

As required in the general statement of inclusion, all pupils, regardless of gender, race or disability, have full access to the English Programme of Study as set out in the National Curriculum.

Health and Safety

All lessons and activities are undertaken within the precautions set out in the school Health and Safety policy.

Spiritual, Moral, Social and Cultural Development

When teaching English, staff contribute to the children's spiritual and moral development where possible (for example when studying texts that have a moral dilemma in Year 4). Children are provided with the opportunity to discuss what is right and wrong when they confront moral questions in texts. When issues of a spiritual nature appear on an ad hoc basis, teachers take the opportunity to discuss with the children. Britain's rich social and cultural heritage is reflected in the range of texts and authors studied.



Appendices

1. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf
2. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335190/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf