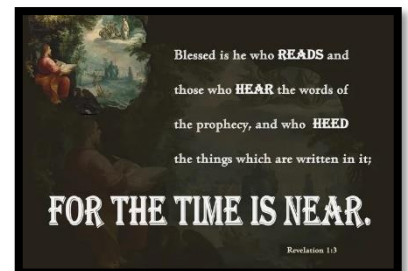
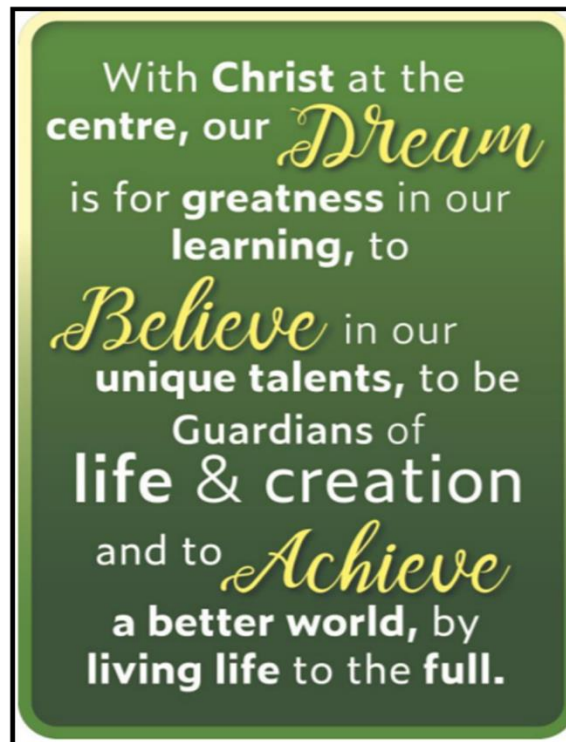
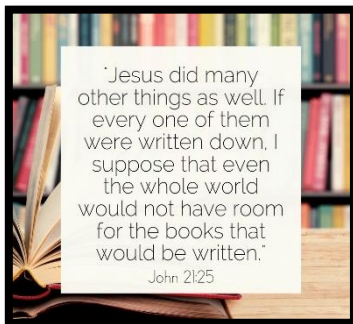


# St Joseph & St Bede R.C. Primary School



## English Policy



Approved by:

J.Myerscough

Date: November 2023

Written by:

Miss Burke and Miss Myerscough

Last reviewed:

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## **OVERALL INTENT**

*All children succeed as lifelong learners, within the love of God.*

At St. Joseph & St Bede we teach English according to the statutory requirements for the teaching and learning of English which are laid out in the National Curriculum in England: Framework Document (2014).

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/335186/PRIMARY\\_national\\_curriculum\\_-\\_English\\_220714.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf)

### **Aims of the National Curriculum 2014:**

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.

The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

## **RATIONALE**

At St. Joseph & St. Bede it is our intent that all of our children are equipped with the necessary substantive and disciplinary knowledge to become lifelong learners and successful adults – we believe the teaching of English has a significant role in empowering our children to be able to participate fully as a member of society.

- We teach our pupils to speak, write, listen, and read fluently so that they can communicate their ideas and emotions with an ever-growing confidence.
  - We provide our children with an enriching English curriculum, enhanced through the use of cross-curricular links to develop and build upon our children's long-term memory.
  - We adopt a fully inclusive approach to teaching and learning in English where children are both challenged and supported in their learning.
  - We utilise assessment for learning to ensure that both adults and children know how to move forward and make progress in their learning.
  - We equip children with the appropriate substantive knowledge through the use of writing lenses within the writing rainbow and our exploration of a variety of reading skills and strategies.
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- Disciplinary knowledge is developed through the teaching of writing genres and their associated features, enabling children to write a variety of pieces for different purposes with greater independence. In reading, disciplinary knowledge is shown through children reading for both pleasure and purpose.

## **DELIVERING THE ENGLISH CURRICULUM AT ST. JOSEPH & ST. BEDE**

### **Planning:**

We carry out the curriculum planning in English in three phases (long term, medium term and short term.) The National Curriculum provides the teaching details that we teach in the long term. At St Joseph and St Bede, we teach using the Statutory Framework for Early Years supported by Development Matters. Our subject progression map reflects this approach. Our long-term plans work on a two-year rolling programme and give details of the class texts to be explored, planned writing outcomes, and the reading and grammar skills which will be covered in each half term. These plans show how English is central to our topic-based approach and how our spiral curriculum builds upon prior knowledge.

Medium term planning is completed for each half-term in key stage teams to ensure collaboration and consistency for all learners across the individual departments (EYFS, KS1, LKS2, UKS2). Class teachers complete a weekly (short term) plan using PowerPoint for the teaching of English. Planning at this level identifies target groups of children for specific support or guided work/intervention.

From Year 1 to Year 6 at St. Joseph and St. Bede we teach reading within our Altogether Reading lessons, where we enrich the children with vocabulary and teach reading comprehension strategies. This is supplemented by our daily reading of our class novels/books in which we engage the children in book talk and in KS2 a weekly Class Novel reading session which is dedicated time to explore the chapters we have read within the last week in more detail. In our writing lessons, we prepare children for writing through shared experiences, exploration of genres and their features and the Write Stuff Approach, supporting the children with writing lenses. Within our writing lessons, we teach SPAG in context, linking associated spelling, punctuation and grammar learning to writing outcomes where possible.

### **SEND and Equal Opportunities**

At St. Joseph and St. Bede, we believe that all children are entitled to the richness and difficulty of authentic material. Work is planned to enable all learners including those with SEND to achieve the aims of our ambitious curriculum, regardless of their race, gender or background. Staff will make reasonable adjustments to ensure all needs are met within the lesson through targeted support, additional practise, breaking down content into smaller components, acting on information from formative assessments, teaching carefully selected groups or by using well-chosen resources.

## **READING**

### **INTENT**

At our school, all pupils have the opportunity to be fluent, confident readers, who are able to successfully comprehend and understand a wide range of texts with the support they receive from the teacher and in time, independently. We are ambitious for all of our pupils, of whom we want to develop a deep love of reading, a good knowledge of a range of authors, and be able to understand more about the world in which they live through the knowledge they gain from a variety of texts.

At our school pupils will:

- Have a secure phonic knowledge, to be able to decode words confidently and read them aloud fluently.
- Employ their phonetic knowledge to write with accuracy and build quality sentences.
- Explore the content of a range of texts to ensure a comprehensive understanding of what they have read.
- Become confident, enthusiastic, independent and reflective readers who develop a habit of reading a variety of texts for both pleasure and information gathering.

### **IMPLEMENTATION**

#### **Principles of Teaching and Learning**

At St. Joseph and St. Bede we follow the National Curriculum 2014 objectives for the teaching of Reading. This is supported by The Literacy Shed's VIPERS reading comprehension approach, the teaching of reading strategies (e.g. skimming and scanning for retrieval) and we actively encourage teachers to be creative and use further resources to supplement their reading teaching.

#### **Whole School Reading Scheme**

We have a whole school reading scheme (Oxford Reading Tree) that ensures progression in both word reading skills and comprehension. This is supplemented by other schemes such as Badger, Project X and Story Chest. The scheme is structured to ensure that children have access to a wide range of texts, and allows for pupils to develop their skills within a level before moving to the next level. All pupils have a planner which documents both reading in school and at home.

Teachers and teaching assistants will complete miscue analysis' each term for all children and through formative assessment strategies those identified as requiring a reading level check within this time frame will be miscued accordingly. Each classroom has a file which stores the children's reading records. Within each child's records there will be relevant miscues and lists of books from the reading scheme that they have read. Children across the phases will also have lists of key words detailing the common exception words the children can/cannot read. As the children move into UKS2, some children will be moved onto library books or will loan books from their classroom libraries, a list of the books loaned will be recorded within the individual child's planner.

### **EYFS**

At St Joseph and St Bede, we teach using the Statutory Framework for Early Years which states:

'It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk

with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar

printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).'

In the early years, reading is taught through one to one reading and within group guided reading sessions, beginning in the Spring Term.

EYFS - all children are heard reading to an adult 1:1 at least once a week and are heard whilst reading as part of a guided group (guided reading.) Children in Reception will be given a key word book that the children take home to learn reading key words. Targeted readers (the bottom 20% of readers) will be heard at least 3 times a week, one of these with the class teacher.

### **KS1 and KS2**

From Year 1 upwards, we teach the reading skills within a weekly Altogether Reading session (Whole Class Reading lesson) so that all children have access to the age-related skills and knowledge in the National Curriculum. Within these sessions, teachers will prepare SATs style questions based upon a quality text linking with their corresponding topic to develop fluency, comprehension skills and explore unfamiliar vocabulary. To support the planning of quality targeted questioning, teachers use VIPERS (Vocabulary, Inference, Predict, Explain, Retrieve and Summarise) to ensure a variety of questions are explored and to facilitate the teaching of vital reading strategies.

Once taught, lessons in KS1 will consist of

- Skimming and scanning practise
- Vocabulary Check
- Reading Fluency
- Quick-Fire Retrieval
- Demonstration Comprehension
- Independent Comprehension – Year 2 then move onto independently answering comprehension questions. Year 1 (depending on reading/ writing ability, children to work towards writing their own independent answers.

Each lesson in KS2 will consist of:

- Skimming and scanning practise
- Vocabulary Check
- Book/Poetry Talk
- Reading Fluency
- Quick-Fire Retrieval
- Demonstration Comprehension
- Independent Comprehension

KS1 - all children are heard reading to an adult 1:1 at least once a week. Targeted readers (the bottom 20% of readers) will be heard at least 3 times a week, one of these with the class teacher.

KS2 – all children are heard reading to an adult 1:1 or via Seesaw at least once a fortnight in KS2. Targeted readers (the bottom 20% of readers) will be heard at least 3 times a week, one of these with the class teacher.

A record of when children are heard reading is kept by class teachers and this is monitored by leaders.

### **Homework**

All children are actively encouraged to read at home as part of their homework each night. The children's planners are checked daily to monitor reading at home. This may include reading to someone at home, reading independently, reading on Seesaw. To reward and celebrate those children who regularly read at home, children may receive house points and/or raffle tickets and during our Good News Assembly each teacher chooses a Reading Champion. Each half-term our reading champions are entered into a second raffle in order to be in with the chance of choosing a book from our book vending machine.

### **School Libraries**

All children have access to our two school libraries (KS1 & KS2). Classes are timetabled across a half-term to visit the library and select a book to take out to read. The KS2 library is also open after school and with the help of our reading ambassadors, we welcome children from across the phases to explore and enjoy reading. Our reading ambassadors are responsible for making recommendations, be reading role models by reading to our younger regularly and support staff in monitoring the libraries.

### **Assessment of Reading**

In EYFS, reading is assessed using the national tool to produce a baseline. Children are assessed at the end of reception against the Early Learning Goals. On-going assessments of reading are completed using Tapestry.

In KS1 and KS2 reading is continually assessed through the use of formative assessment. When listening to children read one to one, adults assess fluency and expression and verbally check the children's understanding of the texts they read using a range of quality targeted questions. In each Altogether Reading lesson the teacher and teaching assistants live mark, providing children with verbal feedback on their comprehension answers. Reading is also assessed on a summative basis following the completion of formal assessments twice a year using the NFER tests for Years 1,3,4 and 5. Year 2 and Year 6 complete the assessments using past SATs papers. Teachers use this data to inform their future planning.

### **IMPACT**

- Pupils will enjoy and be able to read a wide variety of texts, reading for both pleasure and purpose.
- Pupils will have a rich vocabulary, which grows every day and one that they can draw upon when writing.
- Phonics and early reading will be in line with national outcomes.
- Children's reading ages will more closely align with age-related expectations, the percentage of pupils working at ARE within each year group will increase and the gap between our results and the national average will become more closely aligned.
- All children will make good progress in reading by the end of KS2.
- The percentage of pupils working at Greater Depth for their reading within each year group will increase and the gap between our results and the national average will become more closely aligned.
- The gaps in the progress of disadvantaged vs non-disadvantaged pupils will decrease.

## **Writing**

### **INTENT**

We intend that all pupils at St. Joseph and St. Bede will become confident writers who are able to write for a variety of purposes and audiences, including writing for pleasure.

At our school pupils will:

- Become confident, enthusiastic, independent and reflective writers who develop a love of writing a variety of texts for both pleasure and purpose.
- Have the opportunities to develop the knowledge and the content to write confidently about a particular topic (this is gained through rich discussion and experience days)
- Have a bank of ideas for writing (facilitated by the FANTASTICS – See appendices).
- Have a secure knowledge of the grammar necessary for writing accurately (facilitated by the GRAMMARISTICS – See appendices).
- Be equipped with a variety of techniques to add flair to their writing (facilitated by the BOOMTASTICS – See appendices).
- Feel supported on their writing journey, knowing who, what and where they may find the resources to enable them to write.
- Challenge themselves to 'deepen the moment' in their writing.

### **IMPLEMENTATION**

#### **Principles of Teaching and Learning**

##### **A Cross-Curricular Approach**

Each key stage team has a curriculum overview for each half-term which outlines the writing genres, both narrative and non-fiction, that they will teach during each topic. These have been planned to ensure correct coverage of the key genres as well as build on skills from year to year. At St. Joseph & St. Bede we teach using a thematic, cross-curricular approach, therefore our writing outcomes are derived from the topic which we are teaching. Every unit selected is linked to a carefully chosen topical text that acts as a stimulus for teaching the identified text, word and sentence level features that children will be expected to include in their extended writing.

##### **Our Writing Approach**

At St. Joseph & St. Bede we utilise the Write Stuff approach to support our planning and teaching of writing. This involves use of the Writing Rainbow which provides children with the ideas for writing, the grammar for writing and the techniques for writing



through various writing lenses. Prior to writing the children are engaged by a sequence of experience and exploration of genre lessons before writing using a shared success criteria. Each half-term, teachers will plan to follow a Jane Considine style unit, whereby children are taught how to craft sentences within 'sentence stacking' lessons. Within these sessions, the children develop and broaden their vocabulary through class 'chotting' (chatting and jotting), teachers demonstrate how to write 'chunks of sense', before the children write sentences of their own based

on an agreed writing lens (success criteria). These sessions work towards the children gaining the necessary skills to apply what they have learnt to an independent write of their own. Alongside this approach, within a half-term the children will complete a non-write stuff approach unit of work which is based upon The Power of Reading planning. These units will involve a greater number of sessions in which drama is used to facilitate writing and the children will also engage in mini writing tasks as they build towards a longer piece of writing.

**Challenge** - Higher attaining pupils are given the option to deepen the moment, pupils are trained to delve deeper into describing a moment further using either a given writing lens or a lens of their choice. Higher ability pupils may also be challenged by their writing outcome. They may be asked to write from an alternative perspective or to complete a slightly different task to that of the other children.

### The Writing Process



This process enables the children to produce an independent extended piece of writing which will be used to assess the pupil's skills against the success criteria. Writing units will usually take three weeks to complete, however this is dependent upon the writing outcome.

### Planning

Lesson planning for writing is completed using PowerPoint. Within the planning, teachers should add detailed notes to the PowerPoint explaining how the learning is differentiated for all learners (GDS & SEND). Each teacher ensures that these plans are shared with other staff members including Teaching Assistants.

### Spellings:

Spellings are taught according to the rules and words contained in Appendix 1 of the English National Curriculum. Each week, the children will be taught a spelling rule which is linked to their current writing outcome and planned for in advance on medium term plans.

KS1 children take home a spelling book. Each week, the children are expected to learn the five spellings (common exception words for Year 1 or Year 2) however they choose (rainbow write, using dough to spell the words or designing posters etc.) The children are also expected to write a full sentence for each of their spellings in their spelling book. This is to be returned and monitored weekly by the staff in each class. Rewards (house points and stickers) are to be given for those who complete their homework.

**Grammar and Punctuation:**

At the beginning of each year, we begin by teaching discrete grammar for the first 3 weeks. Following this, we teach grammar within our writing lessons, so that the skills taught are in context. We believe this allows children to gain a deeper understanding of grammatical concepts and apply these skills within their own pieces of writing successfully (see the Writing Process in Appendix 2).

**Handwriting**

Please see Handwriting Policy for more information.

**Assessment of Writing**

Writing is continually assessed through the use of formative assessment. In each writing lesson the teacher and teaching assistants live mark, providing children with verbal feedback on their writing. Writing is also assessed on a summative basis following the completion of an independent piece of writing. Teachers use the National Curriculum statements to support their judgements. To supplement teacher assessments, we also use the No More Marking programme. This involves the children completing an independent piece of writing, which other children throughout the country also complete. These pieces of writing, once submitted, are then comparatively judged by teachers to produce a range of data. Further to this, within the Beacon Alliance we regularly meet to moderate our children's writing across all year groups. We also complete termly assessments of Grammar and Spelling using

the NFER tests for Years 1,3,4 and 5. Year 2 and Year 6 complete the assessments using past SATs papers. Teachers use this data to inform their future planning.

**INTENDED IMPACT**

- Pupils will enjoy writing across a range of genres and will be able to confidently communicate their knowledge, ideas and emotions through their writing in a variety of ways. Children will develop writing skills by linking writing to high quality texts.
  - All pupils will acquire a wide vocabulary, a solid understanding of grammar and be able to spell new words by effectively applying the spelling rules they learn throughout their time in primary school.
  - Pupils of all abilities will be able to succeed in all English lessons because work will be appropriately scaffolded.
  - Pupils will have a good knowledge of how to adapt their writing based on purpose and audience. They will be able to write clearly, accurately and coherently, adapting their language selections and style appropriately.
  - We will see good progress in writing by the end of KS2 and the percentage of pupils working at ARE within each year group will increase, the gap between our results and the national average will become more closely aligned.
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- The percentage of pupils working at Greater Depth for writing within each year group will increase and the gap between our results and the national average will become more closely aligned.
  - Children who are awarded a level 3 at the end of Reception continue to be recognised as Greater Depth at the end of KS1.
  - The gaps in the progress of different groups of pupils will decrease (e.g. disadvantaged vs non-disadvantaged)