

**OVERVIEW**

This policy outlines the teaching, organisation and management of the English taught and learnt at Christ the King Catholic Primary School. The school's policy for English is based on the 2014 National Curriculum for English, Early Years Foundation Stage and other resources, to ensure continuity and progression. The policy has been drawn up as a result of staff discussion and a team approach by the English and Maths coordinators and has the full agreement of the Governing Body. The implementation of this policy is the responsibility of all the teaching staff.

**AIMS**

We aim to develop pupils' abilities within an integrated programme of Speaking & Listening, Reading & Writing. Pupils will be given opportunities to interrelate the requirements of English within a broad and balanced approach to the teaching of English across the curriculum, with opportunities to consolidate and reinforce taught literacy skills.

We aim for each child to be able to:

- Develop the powers of imagination, inventiveness and critical awareness.
- Talk and listen in formal and informal settings.
- Read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct.
- Have lifelong interest in books and read for pleasure.
- 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.
- Have a suitable technical vocabulary to articulate their responses.
- Use a structured and consistent teaching programme for handwriting.

For parents to:

- Be actively involved in their children's English learning both in school and at home, e.g. encourage reading for pleasure and Talk for Writing.
- Understand and support the school's English teaching and homework policy and guidance.

**Teaching English****Teaching time**

To provide adequate time for developing English skills each class teacher will usually provide a daily English lesson. This may vary in length but will usually last for about 30 minutes in Foundation, 45 minutes in Key Stage 1 and 50 to 60 minutes in Key Stage 2 (up to 1 and ½ hours for extended writing). Links will also be made to English within other subjects so pupils can develop and apply their English skills.

**In Early Years Foundation Stage ( see policy)**

Children should be given opportunities to:

- Speak and listen and represent ideas in their activities.
- Use communication, language and literacy in every part of the curriculum.

- Become immersed in an environment rich in print and possibilities for communication.

## Approaches to Speaking and Listening at Key Stage 1 and 2

The National Curriculum states that pupils should be 'taught to speak clearly and convey ideas confidently in Standard English' (p10) They should:

- Use talk for writing approaches including imitation.
- Justify ideas with reasons
- Ask questions to check understanding
- Develop vocabulary and build knowledge
- Negotiate
- Evaluate and build on the ideas of others
- Select the appropriate register for effective communication
- Give well-structured descriptions and explanations
- Speculate, hypothesise and explore ideas
- Organise their ideas prior to writing

We encourage our pupils to speak clearly and confidently and articulate their views and opinions. We teach the children to express themselves orally in an appropriate way, matching their style and response to audience and purpose. Listening and responding to literature including participating effectively in group discussions helps them to obtain the oral skills they will need as they grow up.

Ways in which we support this include:

- Talk for writing activities, which are planned to encourage full and active participation by all children, irrespective of ability and age.
- Children with specific speech and language and auditory problems will be identified and specialist help sought, where appropriate.
- Encouraging talk-time at home.
- Poetry recital
- School Plays
- Class debates
- Class assemblies
- Events within the community
- School Council
- Talk partners
- Drama / role play
- P4C and circle time

## Approaches to Reading at Key Stage 1 and 2

The National Curriculum states that pupils should be taught to read fluently, understand extended prose and be encouraged to read for pleasure. Reading is singled out as 'extreme importance since through it pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually' (p13) Reading allows pupils to 'acquire knowledge' and to 'build on what they already know' (p13). Schools are expected to have access to library facilities and support and encourage reading at home.

The 2014 Curriculum divides reading skills into two dimensions:

- Word reading/ decoding
- Comprehension

We recognise that both these elements are essential to success and we support the acquisition of both sets of skills through various methods. We recognise that these areas are clearly linked to the other aspects of English learning: speaking and listening, writing, grammar and vocabulary. We also understand that reading is a developmental process and part of life-long learning and we encourage and praise children at every stage of it.

Our aims and connected provision

- Pupils learn to read easily and fluently through daily phonics in Key Stage One, regular reading to adults in school, reading partners and an incentive to read at home.
- The regular phonics sessions in KS1 follow the Read, Write, Inc programme.
- Pupils are encouraged to read widely, through our use of differing class texts, library visits and high quality attractive books in classrooms.
- Pupils are encouraged to read for pleasure using reading partners, quiet reading time, listening to an adult read and the various methods outlined above.
- Pupils also need to read to find information in all lessons and comprehension is assessed in a formal way as per our assessment cycle.
- Pupils are exposed to a range of texts during their school career and as a result of the Talk for Writing process, they will learn a range of texts orally as well as reading them.
- Whole class guided reading sessions occur weekly based on the VIPERS approach.
- Pupils have access to Reading Plus, a program designed to improve children's fluency and comprehension. Once they have completed the book the children undertake a quiz related to the book and receive instant feedback. Teachers use Reading Plus to help monitor independent reading practice and assign close reading skills practice.

## Approaches to Writing at Key Stage 1 and 2

The National Curriculum states that pupils should:

- Develop the stamina and skills to write at length
- Use accurate spelling and punctuation
- Be grammatically correct
- Write in a range of ways and purposes including narratives, explanations, descriptions, comparisons, summaries and evaluations
- Write to support their understanding and consolidation of what they have heard or read

The 2014 Curriculum divides writing skills into two dimensions:

- Transcription (spelling and handwriting)
- Composition (articulating ideas in speech and writing)

We recognise that both these elements are essential to success and we support the acquisition of both sets of skills through various methods. We recognise that these areas are clearly linked to the other aspects of English learning: speaking and listening, reading, grammar and vocabulary.

Our aims and connected provision

- Developing talking before writing is at the centre of our provision in school.
- We teach grammar in a progressive overlapping way at least 3 times a week.
- We correct grammatical errors orally and in written work (where appropriate)
- Children use their understanding of grammar to feedback to each other.

- We have a systematic approach: we revisit key learning and build upon it in all areas from phonics, through to grammar and spelling.
- We use high quality texts, modeling and shared/ collaborative writing to demonstrate good practice as part of the teaching structure.
- To ensure high quality texts are used, there is a whole school reading spine that is reviewed regularly.
- We provide time for planning, editing and revising work produced.
- We continually give feedback to children, giving them areas to develop and praising good examples.
- We use success criteria checklists for pupils to self-assess or peer assess, when appropriate, so they can evaluate effectively.
- We encourage joined handwriting to support spelling and speed.
- We use peer talk, drama and hot-seating to help pupils to think about another point of view.
- Support for pupils with learning and motor difficulties.
- Meetings with parents to help them support their child.
- Children will receive Fast Track Tutoring, precision teaching and bespoke interventions as they need it.

## Vocabulary Development

The National Curriculum makes clear that learning vocabulary is key to 'learning and progress across the whole curriculum' (p11) since it allows pupils to access a wider range of words when writing and for them to understand and comprehend texts efficiently.

Vocabulary teaching needs to be:

- Active
- Progressive/ systematic
- Making links from known words
- Develop understanding of shades of meaning
- Subject specific- accurate mathematical and scientific words
- Strategies to help children clarify meaning.

We encourage our pupils to have a wide and growing vocabulary in a number of ways, these include:

- Display of key words on the working walls
- model correct pronunciation, encourage verbal repetition and allow peer discussion to practise using new vocabulary.
- Using the correct vocabulary orally.
- In-depth word based lessons looking at patterns.
- Using dictionaries, thesaurus and similar programmes.
- Targeted one to one/ small group support, where appropriate.

## Inclusion and the role of other adults

In all classes there are children of differing attainments. We recognise this fact and provide suitable learning opportunities for all children. We achieve this through a range of strategies – lessons are planned to progressively build on knowledge that progressively gets harder and in some lessons children work in pairs on open-ended problems or games, so that learning is not capped.

### Learning Support Assistants

Learning support assistants may support individuals or groups of pupils within the classroom both to support and challenge children as needed. However, they also implement small group work set at an appropriate level, i.e. Wave 2 or Wave 3. Their knowledge, skills and understanding is constantly updated through involvement in school-based training, support and training through the Local Authority where appropriate.

## Intervention Strategies/Support

- Phonics (Read, Write, Inc)
- Fast Track Tutoring
- Writing intervention groups
- precision teaching
- New National Curriculum word lists (Liverpool Spelling Toolkit).
- Additional specialised LSA support
- 1:1 support
- Range of Barrington Stoke reading books
- Resources e.g coloured overlays, pencil grips, cursive handwriting.
- IDL program

## Equal Opportunities

All pupils are provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background. SEND Children have their particular needs recognised and are supported in the classroom by their class teacher who provides support as appropriate. We are aware that children with English as an additional language may have specific challenges that may require tailored support in order to access the curriculum. Children are given challenges that extend, deepen and develop their understanding through open ended tasks whatever their attainment level.

## Planning

- Curriculum overviews can be found on the long term plans produced at the start of a year for EYFS and both Key Stages One and Two
- Schemes of work for phonics and spelling are used to ensure developmental learning building on prior knowledge.
- Short term planning is flexible allowing for assessment for learning during and after each session/ group of sessions.
- Pupils identified in pupil progress meetings who are falling behind, will receive intervention through either quality-first teaching or small group interventions with a TA.

## Spelling

At Christ the King, we recognise the importance of spelling. We use a highly structured phonics scheme, which has lively and vigorous teaching. This begins with the common 44 sounds in the English language and how to sound blend words for reading at the same time as developing spelling skills. Pupils learn to read a range of lively storybooks with the words they can decode so they achieve early success in reading. The more sounds they know the greater the range of texts they can read. Pupils are working in mixed year groups with their Read Write Inc. teacher at the correct level for their phonic and reading ability. Children are taught phonics in small-differentiated groups following the Read Write Inc. scheme. Read Write Inc. Fresh Start is used to support children in KS2 who are experiencing difficulties with spelling and reading strategies. All Foundation stage, KS1 teachers and all teaching assistants have received Read Write Inc. training.

We also use Read Write Inc spelling from Years 2 to 6. Spellings are taught separately to English lessons two -three times a week. Subject specific vocabulary and spellings are also introduced and learnt across the curriculum subjects. Learning these keywords (and their meaning) supports learning across the curriculum.

## Handwriting

Handwriting is a key area of focus within the curriculum, which has specific statutory teaching requirements for each year group. We use the Debbie Hepplewhite Handwriting Scheme in school to help children develop fluent, clear and legible joined up writing.

## Feedback

### Verbal feedback

Children are given verbal feedback which either corrects a child's understanding or extends their learning. Feedback is intelligent, proportionate and related to the shared Learning Objective(s). Dependant on circumstances and context, teachers aim to provide verbal feedback to one group per day on a rota.

### Scaffolded feedback

The teacher reads all of the completed texts and marks them as read. The teacher will record any misconceptions or areas of strengths on a whole class feedback sheet. The teacher will then feedback verbally the most common errors and sets the whole class objective for these to be addressed in subsequent writing.

### Live feedback

During lessons, teachers will provide live feedback to pupils to address any misconceptions. This could be verbal or written.

### Closed tasks

Closed tasks or exercises where the answer is either right or wrong are marked with ticks and dots. Where appropriate, such tasks and exercises may be marked by the children as a class or in a group

### AFL Peer and self-marking

(purple pen) – pupils can peer assess and self-assess against their learning objective using a purple pen.

## Assessment and Recording

At Christ the King School we recognise that 'Assessment for Learning' lies at the heart of promoting learning and in raising standards of attainment. Parents are given the opportunity to discuss English with their child's teacher through Parents Evenings and annually through a written report. Reporting in English will focus on each child's progress in all areas of the subject. Parents also have the opportunity to review children's work at 'We Love Learning' sessions.

- Staff assess pupils learning during and as part of every session, they adapt their practice accordingly
- Formal assessments of reading, writing and spelling are carried out in both Key Stage 1 and 2. The results are analysed and used to inform teaching and learning. Furthermore, data is shared with parents, as well as their child's target's and a teacher's future planning.
- Writing is assessed using the new NC descriptors-these are tracked using Insights.
- All staff attend moderating sessions within school and external moderation sessions.
- Children's progress in English is assessed using nationally prescribed tests such as Phonics Screening tests, NFER tests and SAT's.

## Role of SMT/Subject Leader/ English Team:

To be responsible for improving the standards of learning and teaching in English through monitoring and evaluation.

- The English Co-ordinator attends termly training within the county and reports back to all staff.

- The coordinator designs and implements training on appropriate approaches to raise attainment and progress in writing.
- Staff are expected to attend relevant courses during the school year.
- Moderation takes place in house, within the cluster. National standards files are used as a reference to guide levelling.
- Evidence of moderation is kept by the subject leader.
- Monitoring is carried out and used to identify next steps for English both for individuals and as a whole school.

Specific groups:

- Analysis of English achievement is carried out termly, pupils who are slow moving or making little or no progress are discussed in impact meetings.
- Pupils with EAL are given additional support in all aspects of English.
- Pupils with SEN will have access to IDL which will monitor and track progress and help set English based targets on their child profile. These are reviewed termly.

### **Conclusion:**

This policy should be used in conjunction with other school policies. It will be continually updated electronically on the staff file.