

**THE HOLY FAMILY CATHOLIC PRIMARY SCHOOL**  
**Bicknor Road, Parkwood, Maidstone, Kent ME15 9PS**

*Love Jesus, Love Learning, Love Each Other*

**ENGLISH POLICY**

**1. RATIONALE**

This document outlines our ethos, principles, aims and strategies for the teaching and learning of English at Holy Family Catholic Primary School. It sets out a framework within which teaching and support staff can operate and it gives guidance on planning, teaching and assessment. The policy should be read in conjunction with the National Curriculum 2014.

**2. AIMS**

We aim to foster a love of literature, reading and storytelling. Literacy lessons teach specific skills which are embedded throughout the curriculum. Links are made between high-quality texts and other curriculum areas in order to enable relevant and exciting speaking, reading and writing opportunities.

We aim to ensure that all pupils:

- Develop their understanding of spoken and written language so that they become enthusiastic, responsive and knowledgeable speakers, readers and writers
- Become fluent readers from an early age showing the ability to decode text accurately and demonstrate their comprehension and understanding of what they have read
- Develop their listening skills enabling them to communicate effectively in a range of situations
- Write for a variety of purposes showing a development of skills
- Apply their knowledge and understanding of phonics, spelling, grammar and punctuation to reading and writing opportunities across the curriculum

**3. STATUTORY REQUIREMENTS**

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Document (2014) and in the Communication, Language and Literacy section of the Curriculum Guidance for the Foundation Stage (2014).

In the National Curriculum (2014) each Programme of Study is set out year-by-year for Key Stage 1 and two yearly for Key Stage 2. By the end of each Key Stage, pupils are expected to have the knowledge, skills and understanding of matters taught in the relevant programme of Study.

#### **4. SUBJECT ORGANISATION**

The Early Learning Goals are followed to ensure continuity and progression from the Foundation Stage through to the National Curriculum. Pupil provision is related to curriculum expectations for each year group and is adapted as necessary in line with the school's EAL and SEN Policies.

Long and medium term planning will provide opportunities for English through all subjects when appropriate. Themes, topics and texts are interwoven to provide a rich learning experience to embed speaking, reading and writing in engaging contexts. High-quality texts are carefully chosen to enhance our curriculum throughout the school.

Short term planning provides a more detailed plan which takes into account formative assessment strategies and focusses on the needs of the class. Short term plans include clear learning objectives and steps to success.

#### **5. SPOKEN LANGUAGE**

As a school we will ensure the development of effective speaking and listening so that all children can formulate, clarify and express their ideas in a variety of situations. The children are encouraged to ask relevant questions to extend their learning and to consider different viewpoints. They will be given opportunities to give well-structured descriptions and to listen, understand and respond appropriately to others.

Activities taught will encourage pupils to speak clearly, confidently and fluently for a variety of different purposes. The children are given daily opportunities to develop their vocabulary and are encouraged to use rich language when exploring a wide range of topics. Strategies such as learning partners, role play and hot seating will be used to help develop spoken language and listening skills.

#### **6. PHONICS**

Pupils in Reception, Year 1 and 2 are taught phonics systematically to provide them with the skills they need to decode words effectively. We use Read Write Inc. to teach the pupils to read, write and spell in a fun and engaging way. In daily phonics lessons pupils are taught to use sounds that have learnt to segment and blend words. The pupils are regularly assessed and grouped to ensure that those not making the expected progress are supported through interventions. When pupils complete the Read Write Inc. programme in Year 2 they are taught spellings rules and patterns using Phase 6 of Letters and Sounds as a foundation.

Children take the Phonics Screening Check at the end of Year 1. Children who do not pass continue to follow the Read Write Inc. programme and are supported by carefully planned interventions when appropriate, enabling them to consolidate their knowledge and understanding.

## **7. READING**

Inspiring a love of reading is one of the fundamental priorities of the programme of English study and underpins our teaching and learning philosophy. Children will be taught the skills needed to become confident and independent readers.

Children are given a range of opportunities to read individually and in groups at school. They take home reading books that are appropriately levelled to ensure the correct level of challenge. This is monitored throughout the year. The Oxford Reading Tree scheme is used in the school, and is supplemented by books from other schemes. These are linked together through the Universal Banding System.

Children are encouraged to develop wider reading interests and reading for pleasure with the provision of book corners in every class and regular visits to the library. Teachers model reading for enjoyment by reading aloud to the class.

In Years 2 to 6 the children are taught comprehension skills through Reading Vipers lessons. This is a whole class teaching approach based on the new content domains. The school pupils in Year 1 follow the Read Write Inc. programme and have daily reading lessons which focus on reading high frequency words, blending sounds and developing comprehension skills.

Parents are supported and encouraged to promote the love of reading through phonics and reading workshops, home-school books and sessions where they can come into school to read with their children.

Throughout the year reading challenges, rewards, book fairs and book and poetry weeks are used to encourage enjoyment and pleasure in reading.

Class teachers track progress through termly and end of year tests, formative assessment during individual and group reading time and cross curricular learning opportunities. Formal statutory assessments will be administered at the end of Key Stages 1 and 2 in line with National Guidelines to assess attainment in Reading.

## **8. WRITING**

It is our aim for all pupils to become confident and independent writers who enjoy expressing themselves in the written form. Children will write for a range of different purposes and will explore varied styles and genres across the curriculum.

Pupils will learn how to edit and improve their writing enabling them to become reflective and independent writers. They will be given opportunities to experiment and expand their own writing styles and to develop their ability to match language and style to the needs of the chosen audience. High-quality texts are used throughout the school and teachers and teaching assistants use modelled and guided writing regularly.

When the children begin school in the Foundation Stage they learn print handwriting in line with the Read, Write, Inc. programme. When appropriate the children are then taught cursive handwriting in Years 1 and 2. Handwriting is taught daily across the school.

## **9. SPELLING**

The school follows the National Curriculum requirements for each year group as set out in the English Appendix 1: Spelling.

Pupils in Reception, Year 1 and Year 2 are taught phonics daily following the Read Write Inc. programme. This provides them with the foundation they need to develop their knowledge of spelling rules and patterns. When pupils complete the Read Write Inc. programme in Year 2 they progress to Phase 6 of Letters and Sounds where they continue to learn spelling rules and patterns.

The children in Year 2 and Key Stage 2 have weekly spelling tests based on Fry's 1000 words. Spelling tests will be introduced in Year 1 and will be used when appropriate. In Key Stage 2 daily spelling activities take place either as part of the English lesson or as a stand-alone activity. These activities can take the form of a range of puzzles, quizzes, investigations and games as well as dictionary research. They link in with the spelling requirements of the National Curriculum and with the Kent guidance.

Children are also able to use words mats, dictionaries, learning walls, thesauruses and personalised spelling aids to support them in independently editing and improving their spelling. Pupils are encouraged to identify spelling errors and edit their own writing, and that of their peers, for improvements.

## **10. GRAMMAR AND PUNCTUATION**

We follow the National Curriculum requirements for each year group as set out in the English policy Appendix 2: Vocabulary, Punctuation and Grammar.

The teaching of grammar and punctuation is incorporated into daily English lessons in order to consolidate key areas. This is embedded through modelled and independent writing across the curriculum.

Regular Grammar and Punctuation tests are used to track children's progress against year group objectives. Pupils take part in Statutory End of Key Stage assessments in Spelling, Punctuation and Grammar at the end of Year 6.

## **11. CROSS-CURRICULAR ENGLISH OPPORTUNITIES**

As a school we recognise and identify the aspects of language and language use which occur and encourage effective learning, across all studies, topics or subjects. Language makes a valuable contribution to cross-curricular elements in the development of key concepts, skill values and attitudes.

Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through literacy lessons to other areas of the curriculum.

## **12. ASSESSMENT AND TARGET SETTING**

As part of the on-going teaching and learning process, teachers will assess children's understanding, achievement and progress in English. Assessment may be based upon observation, questioning, informal testing and the marking and evaluation of pieces of writing (in accordance with our marking policy). This will inform day to day teaching and learning and provide feedback to children. Pupils will also be taught to assess and evaluate their own achievements, learning from their own mistakes and identifying areas for improvement.

Formal statutory assessments will be administered at the end of Key Stages 1 and 2 in line with National Guidelines to assess attainment in Reading and Spelling, Punctuation and Grammar. There will also be an assessment of writing which will be teacher-assessed. Pupils will take part in the Phonics Screening Check at the end of Year 1.

Assessment in the Foundation Stage is carried out through planned observations and observations during child initiated activities and teacher directed activities. Regular phonics assessments take place in Reception, Year 1 and Year 2.

Assessments in Reading and Spelling, Punctuation and Grammar will take place termly or at the end of the year as appropriate to the year group.

### **13. REPORTING**

Parents are informed of their child's progress through written mid-year and end of year reports which clearly detail how they are progressing in line with the end of year expectations as well as their own personal targets.

Progress and targets are also shared during parent consultation meetings twice a year. Teachers will also contact parents if they have concerns with progress or attainment.

### **14. ROLE OF SUBJECT LEADER:**

The role of the subject leader is to:

- Take the lead on policy development and the production of schemes designed to ensure progression and continuity of English across the school
- Support colleagues in professional development in the area of English and to share good practice both throughout the school and in other schools within the Academy
- Take the responsibility for the purchase and organisation of central resources in English
- Keep up to date with developments in English and disseminate information to colleagues as appropriate
- Monitor and evaluate pupil progress in English.

Person Responsible: F Goldsmith  
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