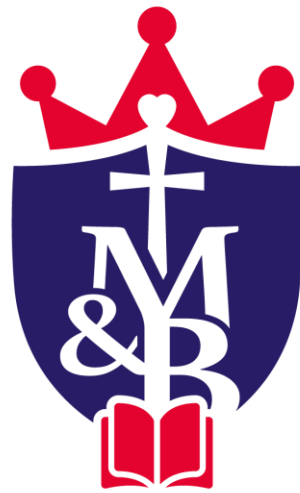


# ENGLISH POLICY



**St Mary's &  
St Benedict's**  
RC Primary School

**Together in God's family, we grow in  
faith, knowledge & love to reach our full  
potential, and to become the people that  
we are created to be.**

Policy Agreed: **February 2023**  
Policy Updated: **September 2023**  
Review Date: **February 2025**

## **Our School Ethos**

At St. Mary's and St. Benedict's we aim for our curriculum to inspire pupils to be life-long learners with a sense of service to the world that they live in and the people that live in it with them.

We believe our pupils will be life-long learners if they are able to be:

- ✓ confident,
- ✓ independent,
- ✓ curious,
- ✓ open-minded,
- ✓ enthusiastic,
- ✓ observant,
- ✓ co-operative and
- ✓ resilient individuals.

In order to develop these qualities within our pupils we intend for our curriculum to provide opportunities for children to:

- Be curious and ask questions
- Evaluate and reflect
- Work collaboratively
- Apply their learning
- Solve problems whilst developing resilience
- Communicate their learning
- Challenge ideas

## **Vision for English**

At St. Mary's and St. Benedict's, our vision is that each child will receive a high-quality education in English, which will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Our vision is that pupils in our school, through

developing in spoken language and reading will develop culturally, emotionally, intellectually, socially and spiritually. We have a rich, progressive English curriculum that provides many purposeful opportunities for reading, writing and discussion. We strive for children to be literate and confident with a love of reading and writing to enable them to be ready for the next step of their learning journey- transitioning into KS3 and flourishing as life-long learners.

### **English Intent**

At St. Mary's and St. Benedict's Primary School we aim to develop pupils' abilities within an integrated programme of Speaking and Listening, Reading and Writing. We strive for children to be literate and confident with a love of reading and writing to enable them to flourish as life-long learners.

We aim for every child to be able to:

- ✓ 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.

We follow the Statutory requirements for the teaching and learning of English which are laid out in specific detail in the National Curriculum for English Document (2014) and the Spelling and Vocabulary, grammar and punctuation appendices of the NC14 document, and in the Communication and Language and Literacy sections of the Statutory Framework for the Early Years Foundation Stage.

We aim to develop pupils' abilities within an integrated programme of Speaking and Listening, Reading and Writing. We follow a clear pathway of progression as children advance through the primary curriculum. Pupils are given opportunities to interrelate the requirements of English within a broad and balanced approach across the curriculum. We have a bespoke curriculum with 2 genres per half term from Y1, allowing time for the reading to writing process to be embedded. Teachers have high expectations for all children and plan against ARE for each year group. We aim to provide suitable learning

opportunities regardless of gender, ethnicity, special learning needs or home background. Tasks are appropriately adapted according to individual needs as required, using fluid teaching and effective use of Teaching Assistants. All children are provided with equal access to the English curriculum. Rigorous assessment and review will ensure that we are able to provide targeted support so that all children experience success in English; we believe that a secure basis in English skills is crucial to a high-quality education and will give our children the tools they need to participate fully as members of society.

### **English Implementation**

In the Early Years Foundation Stage, our children are given a range of purposeful opportunities to: speak and listen and represent ideas in their activities; use communication, language and Literacy in every part of the curriculum; and become immersed in an environment rich in print and possibilities for communication. Children are taught cursive writing and use this from the outset.

In Key Stage One and Two, teachers follow our school curriculum map which incorporate the National Curriculum genres and objectives. The English units develop understanding and skills in all strands of English having reading and analysing, reading and responding and writing phases, with opportunities for discussion throughout. Our school covers a range of genres which are built upon, allowing progression across year groups and key stages, whilst being interesting and challenging for the age of the child.

Developing a love of reading is of paramount importance for us at St. Mary's and St. Benedict's, and this starts from the moment the children start in Early Years. We appreciate the vitality of pupils reading fluently when entering secondary school, and encourage reading for pleasure, in addition to daily guided reading across school. We hold high expectations towards reading at home which is reflected in our homework policy.

Reading milestones are celebrated across school with reading achievement displays, and children receive a free book when they have achieved 150 reads. There is also a weekly reader celebrated from each class in celebration assembly and a YR6 end of year award for reading progress. Our classroom environments encourage a love for language, displaying a working wall that encourages the children to reflect on what has been taught alongside reading displays. Whole-school reading events such as World Book Day are celebrated every year, to further raise the profile of reading in our school and develop a love of reading.

We recognise the importance of phonics to support children to decode and become fluent readers. Children are streamed across KS1 into small, phase-focussed groups. These are reviewed and assessed regularly and staff are offered training and development to ensure they are equipped with the expertise needed to teach high quality, daily phonics sessions. Daily phonics teaching is prioritised throughout EYFS and KS1 and underpins both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words (tricky words). Decoding skills are taught daily from EYFS with children beginning their Phonics journey in school at Phase 2.

Phonics sessions are planned from the Red Rose Phonics Lancashire Phonic Scheme, and include fun and enjoyable activities which lead to rapid acquisition of skills. Phonics teachers use a consistent approach to the teaching of Phonics, with segmenting and blending actions being used from EYFS to KS1. Opportunities are given for encoding – writing dictated texts containing known letter-sound correspondences. Regular application of phonics skills on a daily basis further strengthen our children's reading ability. Our home reading books are in line with the phonics taught in school to allow children to apply the skills taught in school to reading at home. Phonics intervention groups are run in KS2 to close gaps for targeted pupils and ensure a continuation of phonics development.

Spelling, punctuation and grammar is taught as a discrete subject. In KS2, we have adopted a No-Nonsense Spelling Scheme to build upon the phonics skills obtained in EYFS and Key Stage 1. IDL intervention is used across KS2 are established for children who need further support with spelling. In addition to the scheme, a grammar focus for each class for each genre is taught through the iModel. This is progressive across the year groups. Spelling, punctuation and grammar learning is made meaningful and current for children, every week.

Children across school complete daily guided reading sessions. The focus of guided reading at St. Mary's and St. Benedict's is about developing fluency and accuracy when reading, but also about developing questioning and an understanding of what the children have read. The approach to guided reading is therefore progressive, starting with reading and verbal questioning in small groups to an adult in EYFS and early KS1, to more formal questioning and written comprehension work being completed in KS2. Comprehension skills are also developed in the unit Reading phase. Children are given plenty of opportunities to respond to and reflect on the meaning of texts independently, in groups and in discussion with peers and adults. Children are questioned on a range of texts and asked a range of question types which focus on different domains including language and inference. Children are given opportunities for written responses depending on the age and ability of the children.

Teachers will follow the teaching sequence from reading to writing when teaching English. Writing includes modelled teacher writing, the teacher as the expert writer, actively composing a piece of writing in front of the children, and explicitly demonstrating the thought processes involved in planning, drafting and editing. Incidental writes are also planned for within the reading phase, to build up stamina for writing. These skills are transferred across subject areas.

Speaking and listening are vital skills for children to acquire and are fundamental to their language development. Children are taught to speak confidently and to adapt their speech to different situations. They are given the opportunity for their language to develop alongside their progress in reading and writing. They will also be given the opportunity to develop into careful and responsive listeners.



The curriculum taught also allows children to understand and use the conventions for discussion and debate. Opportunities are planned for children to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils adopt, create and sustain a range of roles, responding appropriately to others in role.

Assessment for Learning is embedded in English lessons and children are active in reviewing the successes in their work and identifying, with support from their teacher, target areas for development to ensure a continuous and individualised approach to improving their work.

### **English Impact**

At St. Mary's and St. Benedict's we recognise that quality first teaching should minimise the need for intervention strategies. Any pupils falling behind are targeted as early as possible with timely and effective intervention to close the gap as quickly as possible and steps taken to improve their attainment. More-able children are identified, and suitable learning challenges provided. Teachers make thoughtful and effective provision for the varying levels of reading ability in their classes.

In phonics, we identify and provide specific intervention for children falling behind age related expectations; Reception children to be secure as Phase 4 by the end of the year, Year 1 children to be secure at Phase 5 by the end of the year. A transition period is planned for children entering Year 3 who need phonic reinforcement and GPS is a focus across the school. Children are regularly assessed in phonics and receive weekly spelling tests in KS1 and KS2 which include high frequency words, spelling patterns taught and statutory words.

Work is assessed in line with the Assessment Policies, reading and writing are assessed using the objectives in the Key Learning documents (LCC) which are in line with NC14. Teachers highlight each term KLIPS sheets (LCC) for both Reading and Writing, based upon Guided Reading and teaching. Writing is moderated as a whole school twice a year, alongside book looks and discussions with the children.

Reading assessments are carried out termly in Years 1-6. In addition, previous SATS papers may be used to support teacher judgements and assessment. In writing, hot writes form the basis for assessment. These are independently completed after the shared write. Marking is in line with the school's Feedback and Marking Policy.

Teacher assessment of whether a child is entering, developing or secure for ARE, are reported termly in Pupil Progress Meetings, to the Headteacher and Key Stage Leads. These form the basis for intervention and next steps for the subject Lead. Each term, progress and updates for English are given to the English Governor, Mr Tony Turner, which is reported to the Governing Body. Reports are sent three times a year to parents, keeping them updated of progress and attainment in Reading and Writing and discussed at Parents' Evenings.

The organisation and delivery of our English curriculum has produced a community of enthusiastic, confident readers and writers, who enjoy showcasing their developing literary knowledge and skills. Children are confident to take risks in their reading and writing, and love to discuss and share their ideas. Outcomes of work evidence the high quality of work, with children writing across a range of forms and adapt their writing successfully, considering the purpose.

### **Specific Nature of English**

The National Curriculum in England and English Programmes of Study, identify that English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them.

Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised. 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 language, 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.

As such, English is a core subject.

## **Sequencing with English**

The English curriculum at St. Mary's and St. Benedict's allows for progression of genres and coverage of Key Learning. The Key Learning is identified for each genre for the Year Group. Within each genre, individual components of knowledge are directly taught, and planning allows for each component to be practiced sufficiently for it to be secure. Each unit of planning moves from a reading to writing phase, with spoken language immersed throughout. Children are immersed in the language from the text, and the components of word recognition and comprehension addressed. In the writing phase, composition starts orally leading into written form. It is recognised that reading and writing are complex processes and that more complex reading and writing tasks will be managed with important component knowledge. The component knowledge of reading – word recognition and language comprehension are taught through phonics, guided reading, English teaching and through a broad curriculum. Writing – composition and transcription – need different teaching recognising the component knowledge that the teacher wants the children to gain. Composition in the writing phase begins with oral composition focusing on sentence structure, rich vocab, story language and story structure.

## **Assessment within English**

Assessment for Learning is embedded in English lessons and children are active in reviewing the successes in their work and identifying, with support from their teacher, target areas for development to ensure a continuous and individualised approach to improving their work.

Work is assessed in line with the Assessment Policies, reading and writing are assessed using the objectives in the Key Learning documents (LCC) which are in line with NC14. Teachers highlight each term KLIPS sheets (LCC) for both Reading and Writing, based upon Guided Reading and unit teaching. Writing is moderated as a whole school twice a year, alongside book looks and discussions with the children.

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## **Inclusion within English**

Provision is made for children with a range of SEND that can be grouped into four broad categories of need, as detailed below:

### **1. Communication and Interaction**

Children and young people in this category have speech, language and communication needs (SLCN) which make it difficult to communicate with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.

Children and young people with ASD, including Asperger's Syndrome and Autism, who are likely to have particular difficulties with social interaction may belong to this category.

### **2. Cognition and learning**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

### **3. Social, emotional and mental health difficulties**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour.

Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

### **4. Sensory and/or physical needs**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

As a school, St Mary's & St Benedict's RC Primary School is committed to ensuring that all children get access to the full curriculum and we will provide suitable amendments to provision to allow this to happen.

At the bottom of this webpage: <https://www.smsb.lancs.sch.uk/send/> there is a comprehensive list of subjects and the SEND adaptations that are suggested for each area.

Class staff are required to consider these documents to best meet the needs of pupils with identified needs.

### **English as an Additional Language (EAL)**

At St Mary's & St Benedict's, we believe that:

- EAL children learn to speak, read and write in English through immersion in a broad, rich curriculum
- EAL learners make the best progress within a whole school context, where children are educated with their peers.
- Bilingualism is viewed as a positive and life-enriching asset.

We work with the EAL team at Lancashire County Council, when deemed appropriate, to access specialist teacher support for pupils. This additional input is co-ordinated between pupil's class teacher and the SLT lead for EAL provision.

### **Able, Gifted and Talented (AGT) pupils**

At St Mary's & St Benedict's, we understand that all children require support and challenge in their learning in order to make progress and reach their potential. Subject leaders work with teachers to identify and support these children through our teaching and learning activities, our more able (MA) pupils are given a wide variety of challenges and experiences which develops their resilience, inspires them and deepens their understanding of the tasks.

They are encouraged to develop their abilities to ask questions, explain and reason, persevere, communicate their thoughts and take risks in their learning. We strive to provide creative means to increase their independence and curiosity, leading to an ever-increasing love of learning.