



SACRED HEART
CATHOLIC PRIMARY
SCHOOL & NURSERY

English Policy

This is our school.

Together we worship; Together we learn; Together we belong.

With the love of God, our dreams and ambitions come true



September 2023

Policy Date: September 2023

Policy Status: Statutory Policy

Awaiting approval by Governing

Body October 2023

Review Cycle: 18months or as required

Next Review Date: January 2025



At Sacred Heart Catholic Primary School & Nursery we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected.

Mission Statement

**‘Together we worship, Together we learn,
Together we belong – with the love of God...
our dreams and ambitions come true.’**

Our broad, balanced, creative curriculum and enrichment activities provide opportunities for everyone to achieve and succeed. Together we take pride in making a positive contribution to our school and the wider community.

This policy should be referred to in conjunction with the curriculum, assessment and teaching and learning policies.

SAFEGUARDING STATEMENT

“Sacred Heart Catholic Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment”.



English Intent

Reading is an important life skill, and with the wide selection of text types and platforms available to facilitate texts upon, it is essential for all pupils to develop their abilities in order to access the wealth of literature.

Children need to have a secure knowledge of basic skills, of which the foundations are laid in EYFS and built upon throughout their time in the school. During KS2, the children need to develop their confidence in reading across a range of genres, as well as answering a variety of questions in response to their understanding.

As a school, we aim to build upon the children's phonics knowledge and reading skills, which have proven links with children's writing. Therefore, we aim to provide the children with a wide and varied approach to reading. This will include the chance to read published works as well as their own and their peers' work. It is also encouraged that newspapers, comics and web-publications are used to provide this broad and balanced approach.

It is important that children are reading for enjoyment, and that they feel a sense of enthusiasm and achievement in their work. It is recognised by all staff that this is a vital part of children's progression in reading, and therefore will strive to facilitate this enjoyment.

At Sacred Heart, we recognise the importance of enabling all children to read and write in a wide range of genres. By doing this, we are providing the children with an enriched experience and allowing them a greater insight into the wider world.

EYFS begins with familiar tales, stories, poems and songs that children enjoy performing and reading alongside others, this builds their confidence in reading as they can know what is coming next in the sentence or rhyme. As pupils move further into their reading journey, they are provided with a deeper range of fiction and non-fiction texts to enrich their understanding of the world. At Sacred Heart we use rich, high quality texts to drive our Curriculum lessons so that pupils will always have engaging literature to enhance their knowledge as they apply their skills throughout their learning journey.

Implementation of English

From Year 1 to Year 6 children take part in Whole Class Reading sessions that are based on a chapter book. In the sessions children complete activities based on inference and deduction, retrieval and vocabulary.

Alongside this, the teachers read a wide range of stories, poetry and non-fiction to pupils; they are soon able to read these texts for themselves. Embedding the alphabetic code early on, means that pupils quickly learn to write simple words and sentences. We encourage them to compose each sentence aloud until they are confident to write independently. We make sure they write every day. Pupils write at the level of their spelling knowledge. The quality of the vocabulary they use in their writing reflects the language they have heard in the books the teacher has read to them; they have also discussed what the words mean.

EYFS

Children will use communication, language and literacy in every part of the curriculum, are encouraged to read, and speak to express their ideas. Classes will have a well-organised and well-stocked writing area. Puppets and small world should be available for role-play. The outdoor environment also provides opportunities to read, write and role-play. There are activities to help develop children's gross and fine motor skills. Children will be taught at the appropriate stage of Read, Write Inc phonics during daily phonics lessons. There are also regular literacy-based activities which are supported by independent and adult-directed activities. In Reception children are taught daily phonics lessons linked to our Read Write Inc. phonics scheme (see separate policy), they are taught daily English and shared reading lessons.

Key Stage 1

In Key Stage 1, children will be taught daily English lessons of approximately 50-60 minutes, daily Phonics session linked to our Read Write Inc. Phonics Scheme (see separate policy) and daily guided reading lessons. Morning Tasks may be linked to: Spelling and Handwriting, Daily Phonics/Spelling, Weekly Handwriting sessions; these are additional to the English lessons within Key Stage 1.

Children are encouraged to build on their own positive experiences of communication, language and literacy from EYFS. They will learn to speak confidently, listen to what others have to say and begin to write independently with enthusiasm. They should use language to explore their own experiences and imaginary worlds. Children will continue to be taught at the appropriate stage of Read, Write Inc. phonics until they are secure and ready to progress from the program. Teachers use the National Curriculum, alongside units of work provided by The Literacy Company, to ensure coverage of the National Curriculum objectives. Children have the opportunity to work in small groups and independently within English lessons as well as in Foundation subjects. Classes have a working wall that should support learning with models, examples of work and key vocabulary.

Key Stage 2

In key stage 2, children will be taught daily English lessons of approximately 50-60 minutes, daily Guided Reading sessions, weekly spelling/grammar sessions. Morning Tasks linked to: Spelling and Handwriting, Weekly Handwriting session; these are additional to the English lessons within Key Stage 2.

Children are encouraged to build on their own positive experiences of communication, language and literacy from Key Stage 1. Children will have the opportunity to experience more challenging texts and use these as a model for writing. Children will write with increased independence. Children will be taught spellings ensuring coverage of all statutory requirements. Teachers use the National Curriculum alongside units of work provided by The Literacy Count's Ready Steady Write to ensure coverage of National Curriculum objectives. Children have the opportunity to work in small groups and independently within English lessons

as well as in Foundation subjects. Classes have a working wall that should support learning with models, examples of work and key vocabulary.

Impact

At Sacred Heart, through discussion and feedback, children talk enthusiastically about reading and writing and understand the importance of this subject. They can also talk about books and authors that they have enjoyed and can make reading recommendations.

Children are taught reading and writing progressively and at a pace appropriate to each individual child. Teachers subject knowledge ensure that skills taught are matched to National Curriculum objectives.

We believe that pupils will:

- acquire skills which will equip them to progress from their starting points, and within their everyday lives.
- be confident in the art of speaking and listening and to be able to use discussion to communicate and further their learning
- be able to read fluently both for pleasure and to further their learning.
- enjoy writing across a range of genres
- have a wide vocabulary and be adventurous with vocabulary choices within their writing
- have a good knowledge of how to adapt their writing based on the context and audience
- leave primary school being able to effectively apply spelling rules and patterns they have been taught
- make good and better progress from their starting points to achieve their full potential Pupils of all abilities will succeed in all English lessons because work will be appropriately adapted.

Principles.

English aims:

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.

The contribution of English to other subjects.

The skills developed in English can be applied in all curriculum areas when children are required to read or write. They build speedy reading skills that allow them to access texts and gain information with ease. They also learn how to spell words accurately for writing. The focus on handwriting allows children to present their work neatly in all areas of the curriculum.

Assessment.

At different points during the academic year, children's English knowledge will be formally assessed; this includes Writing and Grammar, Punctuation and Spelling.

Writing is teacher assessed and internally moderated against year group expectations and the Literacy Counts Writing Assessment tool is used to support teacher assessment of writing, in addition to the Teacher Assessment Frameworks for Year 2 and Year 6.

Internal and external moderation of children's independent writing will take place at different points during the year, which includes assessing children against all English National Curriculum objectives, including spelling and handwriting

Termly monitoring of English takes place in addition to external monitoring from specialist consultants and external advisors. Children's progress in English will be tracked across the year and, where needed, additional intervention and support will be given to children who require it.

Inclusion.

We teach English to all children, regardless of their ability. English forms part of our school curriculum policy to provide a broad and balanced education for all our children. Our teachers provide learning opportunities that are matched to the needs of children and children are assessed half termly in order to be placed in the correct bespoke learning group, and our work in English takes into account the targets set for individual children in their Child Centred Plans (CCPs). Fast track tutoring which is a 1:1 support programme is used to target those children who are assessed as not being able to segment and blend. It is the responsibility of all teachers at to ensure that all pupils irrespective of gender, ability, including gifted pupils, ethnicity and social circumstance, have access to the English curriculum and make the greatest progress possible. We promote British values set out by the Government's 2011 Prevent Strategy: democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs.

Staff are encouraged to challenge the children who can work at a greater depth by;

- expecting them to interrogate more demanding sources;
- expecting them to work with greater independence;
- raising expectations about how they might communicate their ideas.

Health and Safety.

Staff follow sound classroom practice to ensure safety in lessons. Risk assessments are carried out when pupils are to be taken off school premises to undertake visits. For further information please refer to the Health and Safety policy, the Risk Assessment file and Educational visits file, all of which are kept in the Head teacher's Office.

Monitoring and Evaluation.

It is the responsibility of the Subject Leader to monitor this policy in practice with the support of the Management Team. Learning and teaching will be monitored by;

- scrutiny of medium term and short term planning;
- scrutiny of pupils' work;
- pupil interviews;
- lesson observations;
- appropriateness and range of resources.

Following any curriculum monitoring a Review Statement is added to the action plan which contributes to the review of the current year's School Development Plan and informs the SDP of the forthcoming year.

The policy will be reviewed every 18 months or sooner if required, as part of the school's monitoring cycle of curricular areas. It will be reviewed in the light of outcomes from the above monitoring and evaluation, advice and guidance from the LA and DFE