



ENGLISH POLICY

Autumn 2024

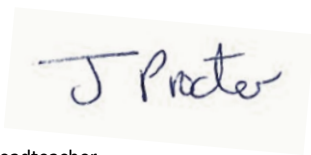
AIMS	<p>At Christ the King Catholic Primary School, we will develop pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for children, understanding the language will provide access to the whole curriculum. We emphasise the importance of demonstrating high quality reading and writing throughout the curriculum. Teachers plan interesting, stimulating lessons that allow the children to practise and apply their English skills across the curriculum, with opportunities to consolidate and reinforce learning.</p> <p>We follow the National Curriculum for English which aims to ensure that all pupils:</p> <ul style="list-style-type: none">• 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.
APPROACH	<p>READING:</p> <p>(See phonics policy for early reading)</p> <p>We promote a positive attitude towards reading and hope to instil a lifelong passion for reading in our children. The use of carefully selected class novels for each year group will provide the stimulus for the majority of lessons. Children are given opportunities to Read for Pleasure to increase children's reading miles. Our aim is to establish each child as a fluent lifetime reader. Children will read with an adult, either 1:1, as part of a guided reading group or through whole class reading. Pupils are taught reading skills such as inference, deduction and how to use a text to retrieve information. We aim to open the minds of our children through the power of reading. Using our wide and growing collection of books, we want to inspire and engage children; support</p>

	<p>their understanding of the wider world including culture and diversity; and provide role models for the children through a variety of authors.</p> <p>WRITING</p> <p>We have a text-based approach for writing that is based on our core book spine to ensure a broad coverage of texts. A balance of writing genres are planned across the school and taught based on the content of a chosen text, using school-developed templates for each genre. RAFT (reason, audience, features and tone) is used to develop planning, and key vocabulary and statutory words are brainstormed during the planning process. Children are regularly provided with WAGOLLS to support them with their understanding of a quality piece of writing and help them to identify key vocabulary and grammar features. Writing is planned using the texts, discussions, examples and word mats. This will then lead to an end piece of writing. Children are given opportunities to revise and edit their work at an age appropriate level. Where opportunities arise, writing is encouraged across the wider curriculum for children to apply their learning and writing techniques.</p> <p>SPEAKING AND LISTENING:</p> <p>Children will be taught to speak clearly and convey ideas confidently using Standard English. They will learn to justify ideas with reasons; ask questions to check understanding; develop vocabulary and build knowledge; negotiate; evaluate and build on the ideas of others; and select the appropriate register for effective communication. They will be taught to give well-structured descriptions and explanations and develop their understanding through exploring ideas. This will enable them to clarify their thinking as well as organise their ideas for writing. Children will learn from modelling and use of stem sentences to support their spoken language across all areas of speaking and listening</p>
<p>RESOURCES</p>	<p>In FS2 and Y1, decodable reading books are allocated to every pupil each week in line with our ELS phonics programme (see Phonics policy). In addition, an online copy is allocated to each pupil and a reading for pleasure book from the class library. In Y2, children continue to follow the decodable readers and some may progress onto Accelerated Reader books. In Key Stage 2, children in year 3 continue to read books from our school reading scheme before moving on to Accelerated Reader books through the rest of KS2, which is determined from their ZPD score that matches their reading age. Accelerated Reader quizzes may be used when a book is completed to monitor the suitability of chosen books.</p> <p>For writing, resources include high quality texts for each year group on which their writing units are based. Additionally, years 1-6 use at least one Literacy Shed+ film unit for a writing unit.</p>

	Other resources include; Essential spellings scheme with sequences (Years 2-6), Cracking Comprehension, Spelling Shed.
EYFS	In Early Years Foundation Stage, we are teaching early language and promoting an interest in reading with daily story and rhyme time, in line with the requirements of the 2021 Reading Framework. We aim for children to develop their language and communication through: daily directed tasks, conversations between adults and peers, story-telling, nursery rhymes and role play. At CtK it is important for our children to develop an interest in a variety of texts from a young age when they are read to and learn to retell familiar stories. In writing, we aim for our children to recognise letters and form most correctly. This will be achieved through consistent adult modelling and support. Our children engage with Drawing Club weekly, allowing them to be creative and imaginative as they begin their writing journey.
TIME ALLOCATION	English is taught daily and incorporates reading either in pairs, small groups or whole class. Additionally, approx. 20% of the class is heard read either individually or in small groups. All children will be given the opportunity to read for pleasure and listen to a text read aloud by the class teacher daily. Writing is part of the English lesson and may involve grammar work, short writing tasks, modelled/shared write or longer extended pieces. In EYFS and KS1, daily phonics lessons take place. In Key Stage two, three 30-minute spelling lessons are taught each week, which allows time for the revisit, teach, practice and apply model of a spelling rule.
ASSESSMENT	Formative assessment of our pupils' attainment is continuous and ongoing. Evidence is collected by observing them at work; questioning, talking and listening to them; considering the work they produce and discussing this with them. This information is designed to inform planning. Writing is marked in line with our 'feedback and marking policy'. Summative assessments are completed on a termly basis in order to track progress towards end of year objectives. In years 1-3 FFT reading tests are completed 1:1 with each child to assess children's reading fluency level and determine a WCPM score. In Key Stage 2, the children complete the Star Reader test, which is embedded in the Accelerated Reader Programme. NTS will be used at the end of each term in Years 1-6 to gain a standardised score for reading against which to track our students against national scores. Grammar is assessed as a stand alone assessment in Y2 and Y6 using grammar SATs and y3-5 using NAWKI grammar.
MONITORING AND REVIEW	Teaching and learning will be monitored through moderation of books, lesson observations, evaluating data and pupil progress meetings by SLT and the English and Early Reading SL. This policy will be reviewed on a bi-annual basis by the subject leader. The subject leader will monitor teaching and learning ensuring that the content of the national curriculum is covered across all phases of pupils' education. The Curriculum committee of the governing body is briefed to oversee the teaching of

English and Early Reading, and meets termly with the subject leaders to review progress. Any changes made to this policy will be communicated to all teaching staff.
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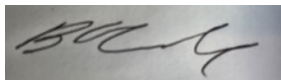
Signed by:



Headteacher

Date: 14/11/2024

Signed by:



Chair of governors

Date: 14/11/2024

Policy to be reviewed: Autumn 2026