



ENGLISH POLICY

Autumn 2021

AIMS

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 practice and apply their English skills across the curriculum, with opportunities to consolidate and reinforce learning.

We follow the National Curriculum for English which 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.

APPROACH

READING:

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 as well as giving the children the opportunity for Reading for Pleasure. Our aim is to establish each child as a lifetime reader. The 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 their understanding of the wider world including culture and diversity and provide role models for the children through a variety of authors.

WRITING

We have a text-based approach for writing which comes from our core book spine to ensure a broad coverage of texts. Writing genres are planned and taught based on the content of the chosen text. Pupils will build on what they have been taught to expand the range of their writing and the variety of the grammar they use. The writing they do will include narratives, explanations, descriptions, comparisons, summaries and evaluations: such writing supports them in rehearsing, understanding and consolidating what they have heard or read. Children will be regularly provided with exemplars (WAGOLLS) to support them with their understanding of a quality piece of writing and help them to identify key vocabulary and grammar features. They will plan their writing using the texts, discussions, examples and word mats. This will then lead to an end piece of writing. Where opportunities arise, writing is encouraged across the wider curriculum for children to apply their learning and writing techniques.

SPEAKING AND LISTENING:

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.

RESOURCES	<p>For home reading in Key Stage one, decodable Oxford Owl books are allocated to every pupil each week to support phonics previously learned. In addition, an online copy is allocated to each pupil and a reading for pleasure book from the class library. In Key Stage 2, children take home an Accelerated Reader book from within their ZPD (development) range that matches their reading age. A quiz is completed on Accelerated Reader when a book is completed.</p> <p>For writing, resources include a Literacy Counts unit for year groups 1-6. Alan Peat sentence types are taught across Y1-6 to progressively build a repertoire of exciting sentence structures. Additionally, years 1-6 use at least one Literacy Shed+ film unit for a writing unit. Other resources include; Essential Spellings Scheme (Years 2-6), Cracking Comprehension, and Spelling Shed (an online resource to practise spelling)</p>
EYFS	<p>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 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 all be achieved through consistent adult modelling and support.</p>
TIME ALLOCATION	<p>English is taught over four days weekly and will incorporate a guided reading session. All children will be given the opportunity to Read for Pleasure and listen to a read aloud text by the class teacher daily.</p> <p>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. Additionally, two 30-minute grammar sessions are taught each week.</p> <p>EYFS and Year 1 have a daily rhyme time and FS2-Y2 have daily phonics for 30 minutes (Please see separate Phonics and Handwriting policies).</p>
ASSESSMENT	<p>Formative assessment of our pupils' attainment is continuous and evidence is collected by observing pupils 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.</p> <p>Writing is marked in line with our 'Feedback and Marking policy', using success criteria. Summative assessments are completed on a termly basis in order to track progress towards end of year objectives. In Key Stage 1, Salford reading tests are completed 1:1 with each child to determine a current reading age. In Key Stage 2, the children complete the Star Reader test, which is embedded in the Accelerated Reader</p>

<p>MONITORING AND REVIEW</p>	<p>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.</p> <p>Progress against Development Matters statements 2021 will be used in EYFS to monitor progress and inform practice. An EYFS Profile will be completed for each pupil in the final term of the year in which they reach age five.</p> <p>This policy will be reviewed on a bi- annual basis by the subject leader.</p> <p>The subject leaders for English and Phonics and SLT will monitor teaching and learning ensuring that the content of the national curriculum is covered across all phases of pupils’ education.</p> <p>The Curriculum committee of the governing body is briefed to oversee the teaching of English, and meets termly with the DHT to review progress.</p> <p>Any changes made to this policy will be communicated to all teaching staff.</p>
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Policy agreed by Governors: Autumn 2021

Signed: (Governor)

Policy to be reviewed: Autumn 2023