

# **St Joseph the Worker Catholic Primary School**



**English Policy  
2022/23**

## **A Policy for the teaching of English**

At St Joseph the Worker Catholic Primary School, we believe that literacy and communication are key life skills. Through the English curriculum, we will help children develop the skills and knowledge that will enable them to communicate effectively and creatively through spoken and written language and equip them with the skills to become lifelong learners. We want children to enjoy and appreciate literature and its rich variety. Literacy is at the heart of all children's learning. Literacy enables children both to communicate with others effectively for a variety of purposes and to examine their own and others' experiences, feelings and ideas, giving these order and meaning. Because literacy is central to children's intellectual, emotional and social development it has an essential role across the curriculum and helps pupils' learning to be coherent and progressive.

### **Aims of Policy**

- To inform staff regarding the conventions to encourage children to be effective, competent communicators and good listeners.
- To encourage children to express opinions, articulate feelings and formulate responses to a range of texts both fiction and non-fiction using appropriate technical vocabulary.
- To foster an interest in words and their meanings, and to develop a growing vocabulary in both spoken and written form.
- To encourage children to read fluently and accurately and to be able to decode and encode words effectively.
- To encourage children to enjoy and engage with and understand a range of text types and genres.
- To encourage children to be able to write in a variety of styles and forms showing awareness of audience and purpose; develop powers of imagination, inventiveness and critical awareness in all areas of literacy.
- To encourage children to use grammar and punctuation accurately.
- To encourage children to understand spelling conventions.
- To encourage children to produce effective, well-presented written work.

## **Reading**

At St Joseph the Worker, we strongly believe that reading is a vital life skill and we strive for all children to enjoy and value it. It is our aim to develop and create passionate readers for life.

Children in the Foundation Stage and Key Stage One follow the Read, Write inc. programme which is directly linked to the phonic sounds the children are learning and enable children to practise their fluency skills by reading words accurately with sounds they have already learnt. These books are practised in school and at home. These books provide opportunities for children to read both fiction and non-fiction texts.

In Key Stage 2, children read books from the Oxford Reading Scheme and then move to free library choice. For those children in key stage 2, who are receiving Read, Write Inc. lessons, the appropriate Read, Write Inc. book will be given to match their reading level.

A greater emphasis is placed on reading comprehension skills, such as inference, prediction, deduction and information retrieval. Across all stages, pupils' vocabulary, awareness of grammar and enjoyment will be developed by having an extensive experience of listening to, sharing and discussing a wide range of high-quality texts with the teacher, other adults and each other.

These concepts will be covered daily by reading to children, listening to children read, guided reading, independent reading, and will take place throughout the whole school.

At St Joseph the Worker, we recognise the strong links between support at home and success in reading and seek to encourage a positive home-school reading partnership. We recommend that parents take the time to share books with their children to further develop positive attitudes towards reading. This can be a combination of an adult reading to a child, or an adult listening to a child read and asking questions about what they have read. With parental support, by the time children leave St Joseph the Worker, they will be able to read confidently with a love of reading. They will also recognise the importance of reading as a key skill for life-long learning.

## **Guided Reading**

For the Foundation stage and Key Stage 1, guided reading is taught through Read, Write inc programme. The children in the Foundation stage will read with

an adult throughout the week. All children in Key Stage 1 and 2 will take part in guided reading. With a minimum of 3 sessions of guided reading by KS2. All children will have a reading focus which could be the focus for one or two weeks if needed. The children are introduced to this focus with a whole class reading session, where they will practise reading a text and answering questions linked to the focus for that week. Throughout the course of the week the children will then further develop this reading focus through partner work, reading to each other and completing two 'Selfie Tasks', questions specifically linked to the focus. The teacher/ TA will also hear the children read throughout the course of the week. At the end of the week the children will be given a comprehension to further develop their understanding of the reading focus.

## **Writing**

To develop our children as writers we:

- Treat children as writers, from the earliest stage, they will be encouraged to communicate their ideas, building on writing skills they have acquired and their knowledge of print from their environment.
- We provide experiences where the children can acquire confidence and a positive attitude to writing.
- We develop and sustain writing skills by providing opportunities for children to write for a range of purposes and audiences.
- We use guided writing sessions to model writing skills, teaching children how to compose, amend and revise their writing.
- We teach children to become critical readers of their own writing by using self-evaluation and checking their work independently for sense, accuracy and meaning.
- We teach grammar and punctuation in the context of children's own writing, as well as through discrete lessons.
- We teach children to develop their ability to organise and present imaginative and/or factual writing and poetry in different ways.
- We teach strategies for spelling to enable children to become confident and competent spellers.

At St Joseph the Worker we follow the Power of Reading approach, using quality based texts over a half term to create opportunities to produce many different pieces of writing within one unit. We also use this text to map out ideas into our topic work across the wider curriculum.

### **Phonics**

Phonics is taught by highly trained and skilled staff using the 'Read, Write inc. approach. The children in the Foundation Stage and Key Stage 1 take part in a daily speed sound lesson followed by a reading session. Children who do not reach the expected standard in KS1 are also provided a daily diet of phonics from trained staff. Throughout these lessons children rapidly learn sounds and the letter, or groups of letters they need to represent them, the sounds are split into three sets and the children are regularly assessed. These lessons are very structured and give children many opportunities to sound out and blend words together as well as spelling practice. Lively phonic books are closely matched to children's increasing knowledge of phonics and 'tricky words'. Repeated reading of the texts support their increasingly fluent decoding. These texts are then further practised at home.

### **Handwriting**

The teaching of handwriting is taught through 'Letter-join' which is a whole school handwriting resource. This is taught from Year 2 to Year 6. Pupils are encouraged to develop fluent lines of correctly orientated letters from an early age and emergent writing is encouraged. We believe that discrete handwriting sessions where children's formation and pencil grip can be readily overseen should take place at least once a week and more frequently in the foundation stage. Letter formation and handwriting is taught and modelled using Read, Write Inc. resources. Pen licenses are given to children in Key Stage 2 who display a fluent joined handwriting style.

### **Feedback and marking**

We emphasise constructive feedback. For example, we praise pupils for how hard they work together to ensure that their learning is successful. We have clear systems for marking pupils' work through two stars and a wish. We mark short activities with the pupils in the lesson. Extended pieces are marked afterwards in green pen and we encourage children to respond to their feedback using their purple pens. We discuss the outcomes with the group and individuals so that the marking is genuinely used to take forward pupils' learning.

### **Cross-curricular Links**

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

### **Assessment and Target Setting**

Work is assessed in line with the Assessment Policy. Teachers use developmental feedback in order to identify where children have included elements of the success criteria, set next steps targets and to give children the opportunity to revisit their work in order to make improvements. Summative assessment is used three times a year in order to assess the children's progress against the school's ARE grids in maths, reading, writing and GPAS. Children are assessed in English throughout their school journey inline with National Assessment procedures.

### **Inclusion**

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. We identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. More able children are identified and suitable learning challenges provided. Children with identified SEND in English receive tailored support from SEND TA's. Children who are identified as having additional needs with Reading, receive extra support from TAs in small groups or on a one to one basis.

The many elements of English aim to ensure our children are confident readers and writers when they leave St Joseph's. These skills are essential for lifelong learning.