

St Marie's Catholic Primary School

English Policy



'The Love of Christ, nurture, guide and inspire us.'

Approving Body	Full Governors Committee Head/Leadership team	Review Term: 1yr/2yr/3yr Autumn Spring Summer
Signature:	Chair of the relevant body	December 22
Review Date:	October 23	Version: (applicable if changed within the review period, if no changes this would remain as version 1)

MISSION STATEMENT



'The Love of Christ, nurture, guide and inspire us.'

To do this we will:

- Be a Christian community that lives the Gospel values; 'Love of Christ' (Christ centred)
- Provide opportunities for all to grow and achieve by igniting a desire for learning; 'Guide and inspire' (Education)
- Be a haven of peace and love that enables all to thrive; 'Nurture' (Community)

Objectives: Christ Centred

- Provide high quality collective worship and enriching liturgical celebrations
- Enable our children to acquire an excellent religious education and develop their relationship with God
- Share faith, love and hope in the likeness of Mary, Mother of God
- Provide a safe harbour where all can succeed

Objectives: Education

- Have high expectations of ourselves and others in all that we do
- Value our pupils and staff, appreciating their uniqueness and individual talents, enabling them to achieve well
- Provide a curriculum that opens the world, in all its awe and wonder, to our pupils

Objectives: Community

- Create a peaceful, happy school where all feel welcomed and valued
- Nurture and grow our pupils and community in the Gospel values
- Celebrate each person as a beautiful work of art, created on God's image

St Marie's Key Objectives and Priorities 2023/2024

Key Objectives and Priorities	Success Criteria
<p><i>Christ at the Centre</i></p> <p>1. Priority: Culture</p>	<ul style="list-style-type: none"> ✚ Ensure that staff and pupils are clear on whole school expectations, routines and behaviours ✚ Pedagogy, policies and procedures are shared and implemented with fidelity ✚ Relationships across the school community become strong ✚ Staff seek every opportunity to promote learning within and beyond the school day ✚ Pupils and staff have the tools needed to ensure resilience in their learning and wider lives
<p>2. Priority: Aspiration</p>	<ul style="list-style-type: none"> ✚ School has unapologetically high aspiration for our children through a fully understood, common pedagogy ✚ All children can access a low floor-high ceiling, fully resourced, holistic curriculum that meets our high aspirations which staff are equipped to deliver ✚ Percentage of children at greater depth standards is rapidly closing the gap with national
<p>3. Priority: Resources</p>	<ul style="list-style-type: none"> ✚ The staff structure, skills and knowledge meet the needs of the school ✚ 'The curriculum' is fully resourced and meets the needs of our children with effective schemes of work, curriculum knowledge and skills progression maps ✚ All staff receive high quality assured CPD that improves learning for all pupils
<p>4. Priority: Community</p>	<ul style="list-style-type: none"> ✚ Parents are well equipped to support children learning in school and at home ✚ Families are well supported to meet our aspirations for our children, i.e. through uniform and attendance ✚ Our community is well involved in school life, e.g. Parent Council, FAF group etc
<p>5. Priority: Environment</p>	<ul style="list-style-type: none"> ✚ The school building and grounds are a safe place to work and play ✚ The buildings and classrooms promote our high aspirations

English is a sacred subject

Through the study of English, we enable our pupils to discover the multi-faceted beauty of communication, understanding, and exploration of relationships with themselves, each other, and the mysterious nature of God's world; to recognise that language plays a fundamental role in the growth of our identity and self-image, leading to human flourishing which transcends limitations and barriers. Exposure to a rich variety of literature and the development of high-level literacy skills gives the tools to participate as a global citizen.

Rationale

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. 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, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

Vision

At St Marie's, we believe that English is at the heart of all children's learning. It enables children both to communicate with others effectively for a variety of purposes and to examine their own and others' experiences, feelings and ideas. English 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.

We recognise the foundations for teaching the English National Curriculum begin in Early Years with the development of a high quality programme planned within Communication, Language and Literacy. As an inclusive school, our curriculum recognises the varied needs of our children and allows every child to maximise their learning potential and achieve in English. Our aim is to prepare them for the application of English skills across the whole curriculum and to acquire the necessary knowledge, skills and understanding to become lifelong learners and excellent communicators.

We endeavour to ensure that we provide pupils with a 'language rich' environment, ensuring that vocabulary is taught across the curriculum and addresses gaps in pupil's knowledge and skills. We believe that reading is a life skill that every child should be entitled to have. Without the ability to read and decode text, so much is closed off to a child and later as an adult. We want not only to inspire children through books, but also to promote a love of reading to empower our children to become life-long readers. Reading is at the core of our English Curriculum, we immerse pupils in the wonders of quality texts to instil a love for reading, a passion for discovery and a confidence to explore their imagination.

National Curriculum Aims

The over-arching 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.

Teaching and Learning Overview

At St Marie's, we use the Read Write Inc. Phonics programme which helps all children learn to read fluently and at speed, so they can focus on developing their skills in comprehension, vocabulary, and spelling. Once children have completed the programme, they move on to be taught using a quality text based approach where children are exposed to a range and breadth of texts which allows children to hear and appreciate a wide range of voices and writing styles, investigating how language can be used for a variety of different purposes and audiences and to inspire them to read for purpose and pleasure. Lessons are planned to encompass daily opportunities for speaking and listening skills and reading and writing.

Speaking and listening

Pupils should be taught to develop their competence in spoken language and listening to enhance the effectiveness with which they are able to communicate across a range of contexts and to a range of audiences. To develop this we teach pupils to:

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Participate actively in collaborative conversations
- Use correct standard English
- Participate in discussions, presentations, performances, role play, improvisations and debates
- Consider and evaluate different viewpoints, attending to and building on the contributions of others

Reading

The programmes of study for reading at key stages 1 and 2 consist of 2 dimensions:

- word reading
- comprehension (both listening and reading)

We teach pupils to:

- develop positive attitudes to reading, and an understanding of what they read
- listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- read books that are structured in different ways and reading for a range of purposes
- check that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context
- Ask questions to improve their understanding of a text
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Predict what might happen from details stated and implied
- Identify main ideas drawn from more than 1 paragraph and summarising these
- Identify how language, structure, and presentation contribute to meaning
- Retrieve and record information from non-fiction

Writing

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing)

We teach pupils to:

- Plan and draft their writing through discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- Organise paragraphs around a theme
- In narratives, creating settings, characters and plot
- In non-narrative material, how to use simple organisational devices
- Proofread for spelling and punctuation errors
- Read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear
- Write legibly, fluently and with increasing speed.

Reading for Pleasure

At St Marie's, teachers work collaboratively to inspire pupils and engage them in reading widely. We promote a culture that values and supports reading for pleasure. We dedicate time every day to reading, not just during English lessons, but throughout the wider curriculum. We seek opportunities to enrich pupils' reading opportunities through offering them a variety of high quality, cross-curricular reading materials. Teachers and the reading leads ensure that evaluation of

reading takes place on a regular basis to ensure that it remains an upmost priority across the curriculum.

Strategies we use to encourage sustained, voluntary reading for pleasure include:

- Adults reading aloud daily
- Informal book talk, including recommendations from peers and adults
- Encouraging library use, including the local public library
- Dedicated time on class timetables for reading for pleasure
- Sociable reading environments, reading together and sharing books
- Story maps
- Story sacks
- Hosting book fairs
- World Book Day events
- Themed reading activities around the time of year
- Involving parents and carers through workshops/storytime sessions

Whole Class Reading

At St Marie's, we have daily reading lessons, in addition to our English lessons. In Early Years and Year 1, we use 'Talk through stories' which is designed to extend and deepen children's vocabulary so that they can understand the books they will soon be able to read for themselves. From Year 2, children follow the 'Steps to Read' programme where pupils are taught all aspects of word reading and comprehension through high-quality fiction, non-fiction and poetry texts. Steps to Read provides a clear teaching sequence to reading sessions that explicitly teaches reading skills and strategies in a cumulative way through evidence-based approaches.

Whole Class Storytime

From Nursery to Year 6, children are read to daily by the class teacher. Reading aloud fosters positive attitudes, enhances pupils' motivation to read, and develops vocabulary and other knowledge, including of books, authors and genres that they might not choose to read for themselves. It also contributes indirectly to their fluency, as they listen to an accomplished reader bring a text to life.

Individual Reading

At St Marie's, all children are given the opportunity to read aloud on a one to one basis with an adult. Children access the home reading scheme and are provided with a book suitable their level of ability.

Additional support for lower-attaining pupils learning to read

Teachers and teaching assistants will provide extra practise throughout the school day for the children who fall within the lowest attaining group. This means that these children will be given the opportunity to read aloud daily to an adult. Further support may be provided through means such as daily precision teaching targeting spelling and reading.

Reading Eggs

We use the online reading platform 'Reading Eggs' from Reception to Year 6. Children have an individual log in and can access interactive activities which reinforce phonemic awareness and phonics, letter-sound correspondence, blending and segmenting, letter identification, high frequency words, vocabulary, sentence construction and comprehension.

Homework and Spellings

Homework is provided half-termly through our homework menu which can be found on each class page. Spelling homework is sent home every Monday and children will have the opportunity to practise and learn their weekly spellings both at home and in school, before their weekly test which takes place on a Friday. We encourage children to read widely and often, they have access to the home reader scheme and also to the online reading platform 'Reading Eggs'.

Handwriting

In EYFS and KS1, children practise their handwriting in daily discrete lessons, which are in addition to their English lesson. In Key Stage 2, children practise their handwriting in 3x15 minute discrete lessons a week, which are in addition to their daily English lesson. We use the 'Letter-join' scheme as a tool to support handwriting lessons.

Assessing and tracking progress

In EYFS and KS1, children are assessed at interim points throughout the year using RWI by the reading leader. Children are assessed by the class teacher through day-to-day formative assessment which informs teaching on an on-going basis. NFER assessments are carried out in September and July from Year 2 to Year 5. At the end of KS2, children sit SATs tests. Writing is assessed against the curriculum objectives for each year group, at regular points throughout the year. Children are tested weekly on their spellings.

Feedback and marking (see schools separate marking policy for further guidance.)

Marking can take a variety of forms, this could include verbal feedback, peer and self-marking and ticks and positive comments. Next steps will usually be the next lesson, as teachers will have used the previous lesson to inform their planning. However there will be opportunities for target setting/next steps in the extended writing book.

Quality of teaching, learning and assessment

- SLT, the English lead and teachers, monitor pupils' progress together.
- The Read Write Inc. 'cycle of instruction' is embedded across the curriculum – MT/YT, TTYP. Pupils do not raise their hands to answer questions.
- Close grouping in Phonics is maintained – pupils are moved on quickly.
- The purpose of each activity is clear to both teachers and pupils.
- Planning and marking is thorough.
- In Phonics, pupils read books at home that closely match their word reading ability.
- Pupils read widely and often at home.