

St Thomas of Canterbury Catholic Primary School

English Policy



Person responsible:	Mrs Tillman and Mrs Round
Date reviewed:	January 2023
Approved by staff:	January 2023
Approved by governors:	March 2023
Next review date:	January 2025

Mission Statement

- We are a loving and welcoming Catholic school and are one big family.
- We follow in Jesus' footsteps and treat one another as we wish to be treated.
- We always try our best and support each other to make the right decisions.
- We are unique and we celebrate our differences- everybody matters.

Introduction

At St Thomas' we believe that we should provide an environment in which pupils can develop to their full potential and communicate effectively, purposefully and with self-confidence. The children will learn the core English skills of reading, writing, vocabulary, spellings and critical thinking through engagement with high quality teaching, vocabulary rich texts and a wealth of opportunities for writing.

Aim

At St Thomas' we want our children that we teach to:

- Achieve to the very best of their abilities
- A love of reading
- Have an enthusiastic approach towards reading and writing both at home and at school
- Build on their literacy experiences by exposing our children to a variety of literature, genre and authors
- Be part of a rich learning environment with provides the foundation needed to be able to communicate effectively and creatively
- Understand and recognise the importance English has on every subject and beyond their school life

Objectives/intent

The key objectives within English are to enable pupils to:

- Read easily, fluently and with good understanding
- Develop the habit of reading widely and often, for both pleasure and information
- 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
- Develop a love of writing and to be able to express their thoughts and ideas clearly and creatively through the written word.
- Re-read, edit and improve their own writing
- Confidently use the essential skills of grammar, punctuation and spelling
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- Use discussion in order to learn; they should be able to elaborate and clearly explain their understanding and ideas
- Become competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

Curriculum

The National Curriculum forms the basis for all subject teaching ensuring continuity and progression in an age-related curriculum which sets out the 'knowledge, skills and understanding that pupils of different abilities and maturities are expected to have by the end of each Key Stage'. At St Thomas of Canterbury we follow the Collins English Treasure House Scheme in both KS1 and KS2 however, as a staff, we use other sources and best practise to support our teachers to deliver engaging and challenging lessons to give opportunities to raise standards and allow all pupils to reach their full potential. At St Thomas of Canterbury our main phonics scheme is the Twinkl Phonics programme which is used in Early Years and KS1, and KS2 where appropriate.

Planning

To fulfil the requirements of the National Curriculum, we use the objectives of the year groups Programmes of Study to help ensure that our yearly targets are met, to aid the progression of our pupils and to enable the sharing of good practice.

Weekly plans identify the specific activities and teaching strategies that will be used to meet the objectives, as well as the differentiated group activities and plenary tasks. These cover Composition, Comprehension, VGP and Spelling skills.

The nature of English calls for a range of teaching strategies including: direction, explanation, demonstration, modelling, scaffolding, questioning, discussion, investigation and exploration. These may be applied within whole class, group, paired tasks or independent work.

The Programmes of Study are covered within English Collins Treasure House scheme. Cross curricular links provide the children with further opportunities to practice and improve their English skills. This additional time may be used for activities such as independent reading and writing and class story time. Opportunities are also provided for longer extended writing sessions.

Spoken Language

Children are encouraged to improve their speaking and listening skills through the use of discussion, role play, drama productions, poetry and debates.

Phonics

At St Thomas of Canterbury we follow the Government Validated Twinkl Phonics Scheme.

FS1, FS2 and KS1 children have daily phonics lessons.

Year N Level 1

Year R Level 1, 2 and Level 3

Year 1 Level 3, 4 and Level 5

Year 2 Level 5 and 6

KS2 children in years 3 and 4 are grouped according to ability and work on the appropriate level if required.

Children in years 5 and 6 who require additional phonics practice are taught in small support groups.

Reading

Children use levelled reading books linked to our Twinkl Phonics scheme in years R, 1 and 2. These are supplemented with books from a variety of schemes and a selection of “real books” to enhance their fluency, comprehension and enjoyment of reading. Reciprocal reading is implemented in Year 2 and continued throughout KS2, all books read are recorded on an individual/group record sheet. Children also have access to a range of fiction and non-fiction books in the Infant and Junior libraries. Volunteer helpers assist class teachers in hearing children read. Reading is promoted across the school through use of home reading certificates which are awarded each term.

Handwriting

From Foundation Stage, all pupils are taught to form letters correctly and consistently in size. As they progress, they are taught and encouraged to write in a fluent, clear style, based upon Twinkl Handwriting and Nelson. Handwriting is timetabled weekly throughout KS1 and Year 3 and 4 and in Year 5 and 6 in small groups as required enhancing these skills.

Assessment, Recording and Reporting

Children’s work will be assessed informally on a daily basis and teachers are expected to address any areas of need in future planning; children to use their Purple Polishing Pen to edit their work according to the Purple High Five (Five basic rules to be followed in every piece of writing). Individual reading records are kept and contact books are used to liaise between school and home.

Decoding ages for children reading below 10.6+ are recorded twice a year using Salford Reading Test.

Year 6 any children above 10.6+ the Hodder reading test is used.

Spelling ages are assessed twice a year using Schoenell Spelling Test.

SPAG and Comprehension assessment:

Year 1 – Term 2 Rising Stars and professional judgement

Term 4 and 6 Collins

Year 2-5 – Collins

Year 6 – SATS

Writing assessment:

Year 1 – Term 2 Independent writing and professional judgement

Term 4 and 6 SATS exemplification piece

Year 2 - SATS exemplification piece

Year 3-6 – Rising Stars

Equal opportunities

We teach literacy to all children regardless of their ability and provide learning opportunities matched to the individual needs of children.

Special Educational Needs

We endeavour to enable all children to access the English curriculum at their own level. It is the responsibility of the class teacher to identify needs and to differentiate planning as appropriate.

Access to the curriculum is ensured through:

- Differentiated activities
- Differentiation of tasks
- Differentiation by outcome
- Provision of suitable materials

Monitoring, Evaluation and feedback

The Senior Leadership Team identify priorities that form part of the School Development Plan and the English Leads then construct an action plan. This forms the basis for any monitoring activities and clearly identifies who, when and what is to be monitored and how this will take place. This may be through; work scrutiny, learning walks, observations and pupil, parent and staff voice.

Reviewed: January 2023

Next review date: January 2025