



St. Francis Xavier's RC Primary School

Love one another as I have loved you

English Policy Our Mission

Share God's love with one another

Follow your dreams

EXcel in citizenship

Our Mission is to:

- Be a witness to the values, teaching and beliefs of the Roman Catholic Church
- Promote achievement and enjoyment for all
- Expect the best for individuals
- Inspire learning
- Collaborate with the community
- Promote a healthy and safe life style
- Create a sustainable school
- Continually strive to be effective

INTENT

Through a well-balanced curriculum, all pupils become confident speakers, listeners, readers and writers and use these language skills for a wide range of purposes.

A St. Francis Xavier's pupil will:

- be competent in the arts of speaking and listening, communicating their understanding and ideas clearly and using discussion in order to learn.
- secure phonic knowledge in order to decode words easily and read them aloud fluently and accurately.
- use their phonetic knowledge to write with accuracy and build quality sentences.
- explore the content of a range of texts to ensure full understanding of what they have read.
- become confident, enthusiastic, independent and reflective readers who develop a habit of reading a variety of texts for both pleasure and information.
- develop as readers alone or as a shared experience with adults and peers.
- write clearly and coherently, adapting language and style in a range of contexts, purposes and audiences.
- write ambitiously and confidently by planning, rehearsing aloud, drafting and editing their writing.
- know and understand grammatical terms and use these correctly.
- make fair critical responses about their own work, that of their peers and for a range of writers.
- produce clearly formed, concise, legible handwriting and to take pride in the presentation of their work.

IMPLEMENTATION:

Statutory Requirements:

Teaching in the Foundation Stage follows the *Communication and Language* strand and *Literacy* strand of the *Early Years Foundation Stage (EYFS) Framework 2023*

Teaching from Year 1-6 follows the *New National Curriculum for English (2014)* This is divided into three key stages: Key Stage 1, Lower Key Stage 2 (Years 3 and 4) and Upper Key Stage 2 (Years 5 and 6) and follows four areas: Spoken language; Reading (word reading and Comprehension); Writing (transcription, spelling, composition, handwriting and presentation); Grammar and punctuation. By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Planning:

We carry out the curriculum planning in two phases (long and short-term.)

Long Term Planning: The *National Curriculum for English (2014)* details what we teach in the long term. In addition teachers prepare an overview of the year using a specific yearly calendar format.

Medium Term Planning: Teachers create termly overviews outlining the text based units they will follow as well as any cross curricular links, additional texts, independent pieces, spelling and handwriting links.

Short Term Planning: When following pre-prepared Write Stuff units, annotations are made on paper based units. When creating their own Write Stuff units, Jane Considine's planning tool is used to map out lessons. If teachers are not following a Write Stuff Unit, planning is prepared identifying clear learning objectives alongside learning outcomes, any differentiated activities and the roles of the teacher and/or the teaching assistant, this may be done in order to target specific areas of weakness.

To then ensure that there is a range of genres and a good pace of learning the writing subject leader builds a picture as the year progresses to establish an overview of the units and details of the main teaching units.

Phonics:

We follow the principles and programmes of ReadWriteInc (RWI) throughout KS1 and into KS2 where required including:

- RWI Phonics programme: Children begin this complete and rigorous programme in Reception and remain on it until they have completed it. In Reception children begin RWI in the Autumn Term and follow the programme for 4 days a week. From Year 1 onwards children are divided into phonics groups dependent on their 'stage not age' reading and phonetic ability. For the first half of the year they receive 3 RWI lessons per week and, in the latter half of the year, this is reduced to 2 days a week. Children are assessed at the end of every half term and groups are rearranged/adults reassigned according to the progress made. Daily phonic sessions are taught from Reception to Year 2, to ensure that all children are keeping sounds alive.

Reading:

Book Talk:

Throughout the school children receive at least three reading sessions a week, in which they may be grouped by ability. Here they read a book suited to their ability and build the skills of comprehension to enable them to articulate responses to texts. Focussed assessment sheets are used to assess children against relevant national curriculum objectives during book talk sessions where evidence is gathered live in the moment to support teachers in their assessments.

Class Reader:

Throughout the school children have the opportunity to hear an adult read aloud to them every day for at least 10 minutes. This is often their class teacher but the school ensures that they also hear stories from a wide range of other staff each year.

'Love of Reading' Sessions:

Throughout the school children receive a 'love of reading' session at least once a fortnight. Through this, children access a range of reading activities focussed on fostering a life-long love of reading.

Common Exception Words:

From Year 1 to Year 6, children learn to both read and write common exception words related to their year group. These are monitored termly and support is put in place for those falling behind the termly expectation set out.

Independent Reading:

- On entry to Reception and until they complete the RWI programme, children take home books matched exactly to their latest RWI assessment. This includes taking home a version of the exact storybook they are reading in school to help build fluency and share with parents the specific sounds their child is currently focussing on. In addition to this, they take home an additional book bag book which uses the exact sounds they are learning and the key words they have been practising. This helps children to apply their learning in a different context.
- Children also access books to share at home matched to their ability, organised within a Book Band system.
- Children also have access to a range of books from our school Library. They not only spend time with their class enjoying the books within the library but also have the opportunity to take library books home to share with their families. This helps to develop individual preferences and interests.

Reading Records:

Home reading is recorded in individual reading records. From Reception to Year 2 home reading is recorded alongside parent comments. Year 3, 4 and 5 progress to a calendar based reading record which enables them to build more independence whilst establishing a picture of how regularly they read. In Year 6 children start to take more responsibility for the recording of their reading by writing regular book reviews.

Book Worms:

Reading records are monitored regularly and children are rewarded through our school 'book worm' system. Children are rewarded for establishing a positive routine for home reading and additional support from school can be implemented through interventions and one to one daily reading for pupils struggling to achieve this.

Writing

Write Stuff

In EYFS children access regular RWI sessions alongside a range of Write Stuff models for early writing including 'Picture Power' encouraging them to 'catch' new vocabulary and begin to articulate sentences both orally and in writing. From Year 1 upwards, the children will have five Write Stuff lessons a week. Through this children access a modelled text and write their own version of it incorporating the range of skills provided by the Fantastic, Grammaristic and Boomtastic lenses. Within this they may produce related independent pieces and following the unit children plan, prepare and edit a final piece of independent writing. Children are assessed on National Curriculum/ EYFS objectives for their year group. Classes complete at least one Write Stuff unit a term and interject other writing stimuli, independent pieces and cross curricular opportunities in the remaining lessons. Over the year they cover a range of genres and make cross curricular links where possible.

Displays

Each classroom clearly displays the Fantastic, Grammaristic and Boomtastic posters, in addition year group specific objectives are displayed on the 'Writing Laundry Line'. The main focus of the working wall is the shared modelled text composed using the children's sentences generated from each lesson. Individual classrooms may also have other supplementary resources and stimulus displayed as appropriate.

Handwriting:

We follow Penpals Handwriting Programme from reception to Year 6 which teaches children actively through frequent, discrete lessons. We believe that developing the necessary fine and gross motor skills in readiness for handwriting is vital to setting children on the right path and that warming up for handwriting is equally important for older children.

Spelling:

Children from Year 1 to Year 6 access the particular National Curriculum objectives relevant to their year group and ability. Children have a spelling focus per week or fortnight which they practise through a range of class and home based activities. Spellings are brought into the rest of the curriculum where possible including in their reading to maximise learning opportunities and embed the theory into practice, using it in a range of contexts. Children learn specific spelling rules in line with national curriculum objectives and progress through these according to their ability.

Dictation:

Pupils are encouraged to use and apply the skills they have learnt in spelling, punctuation and grammar through use of dictation which also provides teachers with a valuable assessment tool.

Assessment and Record Keeping:

Formative assessment in reading and writing is completed on a regular basis by teachers using the online assessment programme Educater. This allows teachers to assess children against each National Curriculum objective and calculates an ongoing grade for children which is then saved termly and used for further analysis of individual groups. This information is then used to ensure that lesson plans directly address the needs and priorities for the children.

Oral feedback and teacher's marking in line with the school's marking policy allows children to act upon advice. Children also use self and peer assessment including regular use of success criteria to become involved in their own understanding of the success.

Target Setting:

In each writing lesson learning objectives are set and shared with the children to ensure that they know the success criteria for that lesson. For pupils who have particular weaknesses, below the age related expectations of their year group, specific targets may be set to help 'close the gap.' Targets are set in line with the children's achievements according to the national curriculum objectives. Educater is used to support the setting of targets which are then shared with parents through biannual reports.

Cross Curricular links:

As well as teaching English as a discrete subject, teachers seek to take advantage of opportunities to make cross-curricular links. We plan for pupils to practice and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum. In this way expectations of the standard of speaking, listening, reading and writing remain consistently applied. In addition, subject matter from other curriculum areas is often used as content or stimulus for speaking, listening, reading and writing.

IMPACT:

Our English curriculum facilitates sequential learning and long-term progression of knowledge and skills. Teaching and learning methods provide regular opportunities to recap acquired knowledge through high quality questioning, discussion, modelling and explaining to aid retrieval at the beginning and end of a lesson or unit. Regular practise of skills will provide children with the confidence to apply these in a range of independent situations whereby they have the chance to show what they have internalised. The range of reading and writing situations we provide will enable all children to alter their long term memory and have more knowledge, remember more and be able to do more as readers and writers.

This policy was updated February 2024. The policy was adopted by the Standards and Curriculum Committee of the Governing Body of St Francis Xavier's RC Primary on 20.5.24. This policy will be monitored every two years.

Signed: *Sylvia Cockcroft*

Date: 20.5.24 Chair of Standards and Curriculum Committee

Signed: *Diana Pearce*

Date: 20.5.24 Headteacher

Hannah Burgess
Writing Subject Leader

Emily Badham
Reading Subject Leader

Policy Reviewed on 13.05.24