

## ***English Policy.***

### **Introduction**

At Great Crosby Catholic Primary School, we believe that English unites the important skills of reading, writing, speaking and listening. We believe that children are entitled to a rich, broad and balanced curriculum in a happy, safe and supportive atmosphere.

All staff at Great Crosby Catholic Primary School have a strong commitment to helping all children succeed, whatever their background or abilities. We aim for children to become confident, critical readers, writers, thinkers, communicators, listeners and speakers, who have the capacity to express themselves through a variety of different literary activities.

This policy should be read in conjunction with intent statements for phonics, reading and writing.

### **Aims**

Within the English curriculum, the literate child should:

- Develop a love of books, reading widely for pleasure, realising and justifying their preferences;
- Become a confident and fluent reader, able to use a full range of reading cues including phonic, graphic, semantic, syntactic and contextual;
- Have a clear understanding of a range of different texts;
- Have an understanding of genre features;
- Develop a love of writing, understanding how writing can be used as a form of communication;
- Become a confident writer, able to write for a range of purposes;
- Be able to write within a range of different genres, understanding the way in which narratives and non- narrative texts are structured, and apply this to their writing;
- Gather ideas for writing;
- Plan, draft, revise, edit and publish their writing;
- Develop a fluent and legible handwriting style;
- Use grapheme phoneme correspondence and their understanding of spelling conventions to read and spell accurately, supplemented with confident use of the dictionary;
- Have the confidence to speak in a number of different situations, using standard English to convey meaning;
- Have an interest in words and their meaning, developing a growing vocabulary and an understanding of grammar and punctuation;
- Have a suitable technical vocabulary in order to understand, discuss and clarify their reading and writing;
- Cultivate their powers of imagination, inventiveness and critical thinking through a range of spoken language, reading and writing activities;
- Use English as a tool to organise and access their learning across all curriculum areas.

## **Teaching and Learning**

The school believes that its teachers and support staff must work together to plan, deliver and moderate the teaching of English, in order to ensure that expectations are high and that children are able to achieve to the best of their ability.

The school believes in an approach to lessons that actively engages pupils in the learning process by helping them make sense of it. Only then will there be understanding.

Teaching approaches follow a process model. The model is as follows:

In Phase One, the children will be immersed in text and explore its structure.

In Phase Two, the children will gather ideas from focus texts in order to inform their writing. This will include short writes of their own.

In Phase Three, the children will plan, draft, edit, redraft and publish their writing. During all of these phases, the children will be taught discrete phonic, spelling, punctuation and grammar aspects, and be given the opportunity to apply these skills.

The main vehicle for curriculum delivery will be daily English and Reading Mastery sessions. In Reception and KS1, there are also daily phonics lessons and phonics activities in Nursery. A varied range of teaching strategies will be used, including:

- Demonstration – whole class sharing a text together with a balance of reading and writing;
- Modelling – teacher modelling different genres of writing and the writing process, or providing a WAGOLL (What A Good One Looks Like) for the children to explore;
- Shared writing, where the teacher will take suggestions from the children to form the piece;
- Guided writing, where groups of children are guided through the writing process according to need and ability;
- Explanation – teacher/ teaching assistant directed phonics, spelling and word work, grammar and punctuation;
- Questioning – pertinent questioning on texts and use of open questions, which probe, challenge, extend and clarify thinking;
- Discussion – talking about the language and style of the writer;
- Drama and role play;
- Use of film and other visual resources;
- Different groupings- paired, small group, whole class;
- The English lesson is also supplemented in EYFS (Reception) and KS1 by discrete teaching of the synthetic phonic approach as recommended by the Rose Review. The school uses Little Wandle Phonics Programme (Collins) as its main resource for the teaching of phonics, and supplements phonic spelling and grammar teaching with Spelling Shed, Support for Spelling, Liverpool Spelling Programme, Spelling Bank materials and Grammar for Writing documentation. (See phonics statement.)

## **Reading.**

Reading takes place in several different areas:

- The daily phonics session;
- The English shared session. Children will be involved in studying a specific genre, identifying genre features to inform their writing, and using texts to gather information;
- The Reading Mastery session. Reading mastery is a whole class session, encouraging children to use a variety of reading skills, such as prediction, summarising, learn new vocabulary and retrieve literal and inferred meaning. It is a daily reading lesson lasting approximately thirty minutes. In that time, the children are asked to use sentence starters, both verbally and in writing, to answer questions. Reading Mastery is run from Reception to year six;
- Guided reading. Whilst Reading Mastery is one of the main vehicles to promote reading, there may be some circumstances where teachers feel that it is necessary to teach reading in small groups. If so, most classes take the guided reading sessions outside of the main English session. Guided reading sessions focus on reading objectives and are based on “learning to read” or “reading to learn” depending on the age and ability of the child. During these sessions, the children will be involved in a book introduction and a focus on a child’s prior knowledge of the text’s themes; a vocabulary focus, where new language is explicitly taught, in order to increase fluency; the opportunity to read individually, at the reader’s own pace; inferential and literal understanding; the development of key skills such as skimming and scanning, summarising and gathering of evidence;
- Through Reading for Pleasure (RfP). We promote RfP in a number of ways, such as having an RfP week at the start of every year to promote a strong reading culture; providing a range of resources and activities to promote RfP; participating in national and international initiatives such as World Book Day and National Poetry Day; setting reading challenges;
- Individual reading;
- Cross curricular subjects;
- Reading interventions such as Boosting Reading Progress and familiar readers, comprehension groups and Silver Readers;
- Children in all areas of the school take home a variety of reading materials including school reading scheme books (where appropriate), a book from the class library or a book linked to the Reading Mastery text. Little Wandle e reading books are used, alongside hard copies of the book, from Reception to year two. Little Wandle books are used as a phonics intervention in year three. Once children have completed the Little Wandle phonics scheme, colour banded books are provided from turquoise to lime. Where it is felt children still need scheme materials in year four and five, children have the opportunity to read copper, topaz, emerald and ruby levels.

## **Writing.**

Writing takes place in the following areas:

- In the daily phonics session, where correct joins and letter formation are modelled and practised;
- The English shared session, where teachers involve children in the planning, drafting, editing and re drafting process; model how to write in a specific genre; model the correct use of punctuation, spelling and grammar; provide short writing, transcription and dictation opportunities;
- Guided writing. Here, the children are guided through the writing process as a smaller, differentiated group, focusing on specific assessment foci and targets ;

- Cross curricular areas. Children are encouraged to transfer those skills learnt in the English session;
- Handwriting sessions;
- In the Computer suite/laptops/ I pads.

Children are involved in the whole writing process which is to study a genre or writing style, plan, write, edit and redraft a piece of writing. The editing process is an essential part of writing and children are encouraged to use fresh eyes time to edit their work from year three upwards. (See Feeding and Marking Policy appendix.)

### **Spoken Language.**

Spoken language and the acquisition of speaking and listening skills, are integral parts of all areas of the curriculum. At Great Crosby, it is taught either as a tool to further all areas of the curriculum or as a discrete Spoken Language lesson. Children are taught to:

- Speak with confidence in a range of contexts, adapting their speech for a range of purposes and audiences;
- Listen, understand and respond appropriately to others;
- Talk effectively as members of a group;
- Participate in a wide range of drama activities, evaluating their own and others' contributions.

### **SPAG**

In line with the National Curriculum for English (2014), spelling, punctuation and grammar are taught in short, discrete sessions with a reinforcement of skills in whole class sessions, where appropriate. Children are encouraged to use and apply skills learnt in those discrete sessions across the curriculum.

### **Time Allocation**

We devote, on average, one hour fifty minutes per day to the teaching of English in KS1, via the formal English session, phonics and a daily Reading Mastery lesson, and one hour thirty minutes per day in KS2, via the formal English and Reading Mastery sessions. Some year groups adapt their teaching time to allow for longer periods. Additional time is given to other English activities such as guided phonics, spelling, familiar readers, Boosting Reading Progress, individual reading, handwriting skills and story time. English skills are also embedded in other subject areas.

Teachers use the National Curriculum for English (2014) and plan teaching units with creativity and active learning in mind. A range of strategies are used to ensure pupil involvement. The English lesson consists of direct teaching and modelling, either as a whole class or in small groups depending on the activity and needs of the pupils. Pupils are taught phonics in a mixture of ability groups, small or whole class groups, in Reception, Y1 and Y2. Phonic strategies will be used in other year groups as appropriate.

As English underpins the school curriculum, all staff have a role to play in promoting confidence and competence in reading, writing, speaking and listening skills.

## **Foundation Stage**

In EYFS, English is taught in the prime areas of communication and language (CL). As well as this, there is a specific area called literacy. Within communication of language, there are two strands- listening, attention and understanding and speaking. Within literacy, there are three strands called comprehension, word reading and writing. CL and literacy are developed across the EYFS curriculum. There are discrete daily phonics lessons following the Little Wandle phonics scheme, in Reception and phonics games in Nursery. In Reception, literacy is taught within Reading Mastery 5 and other small guided groups, and through children's interests and topics. The Urley Project and the NELI Programme also underpin the EYFS curriculum. Please refer to the EYFS policy.

## **Planning, Subject Coverage and Timetabling**

The school's English Subject Leaders will take overall responsibility for ensuring effective planning and consistency of approach by teachers in accordance with the National Curriculum for English (2014.)

Short term planning is carried out by individual teachers, using the National Curriculum for English (2014) as a basis. Planning will ensure that in addition to the requirements of the National Curriculum, there are frequent and regular opportunities to enhance learning through cross-curricular teaching, extra curricular activities, homework, planned enrichment and extension work.

## **Special Educational Needs**

The SENDCo liaises with the English Subject Leader and class teachers to ensure that the individual needs of pupils with special needs are met, and that appropriate targets are set and are regularly reviewed. B squared is used to ascertain targets for SEND children.

Any School Support Plans will be linked where appropriate to the suitable year and term objectives from the National Curriculum for English (2014).

Teachers will be mindful of the English needs of the children and scaffold questions and activities, adapting learning to allow all children access. The school operates a dyslexia friendly approach to learning (see SEND Policy.)

Support is given by teaching assistants and teachers, planned by teachers, in accordance with the needs of the pupils.

## **Interventions**

Below is an example of some of the interventions run across the school:

- Small group phonics interventions;
- Familiar readers;
- Precision teaching;
- Sentence structure groups;
- Boosting Reading Progress;
- Handwriting groups;
- Spelling groups;
- Pre reading and pre teaching;
- Word Shark;
- Toe by Toe.

## **Able and Talented Greater Depth Pupils**

Provision for able and talented children is the responsibility of the class teacher. Work is adapted to suit the needs of all ability children, and seeks opportunities for the acquisition of higher level English skills for able and talented pupils.

## **Ethnic Minority Achievement for EAL Pupils**

EAL children will be supported in language and classroom work by the class teacher and/or the teaching assistant, either in the classroom or withdrawn in small groups. Individual needs will be considered and planned for.

## **Equal Opportunities**

At Great Crosby Catholic Primary School, we are committed to providing the highest quality teaching and learning in English for all children. Every pupil is given the opportunity and entitlement of learning regardless of gender, race, ethnicity or national origin, citizenship, culture, ability or disability.

We aim to:

- Provide an entitlement curriculum in English which offers a coherent and balanced curriculum and learning experiences to all learners;
- Provide a differentiated curriculum in English by developing classroom approaches which allow individual differences, but do not make distinctions which have negative effects on children learning and developing.

## **Marking and Assessment**

Marking will be carried out regularly and in accordance with the school's Feedback and Marking Policy. Please refer to this policy and its attached appendix.

## **Target Setting**

Teachers provide their children with targets on the basis of gaps in objectives and assessing each pupil's need. Targets are reported to parents through Parent/ Guardian Teacher Evenings and end of year reports. Teachers take care to ensure the children are regularly reminded about their targets throughout the term.

Across all key stages, targets are set according to the teacher's judgement as to whether a child is pre-key stage (PKS), working towards expected levels (WT), working at expected levels (WA), or working at greater depth (GD) within expected levels.

## **Use of Computing**

The use of computing is built into the delivery of the English programme wherever possible. All classes are equipped with an interactive flat panel and these have become an integral part of the English lesson, supporting visual English throughout the school. Laptops and iPads are available to use in class, and English skills can be taught during some Computing time. Adobe Spark Page and Adobe Spark Video apps are recommended for recording and presenting children's work. They can also be videoed against a green screen using the Touch Cast Studio app. A timetable is displayed in the Computing suite. The school uses the Purple Mash VLE (virtual learning environment). For all key stages, this has numerous templates, activities and printable resources to

support the teaching of a wide range of writing genres, reading comprehensions and Spelling, Punctuation and Grammar (SPaG) rules, linked to the year group National Curriculum expectations. Children can access this through the school website using their username and password.

Children are encouraged to use the internet for research purposes in line with the school's online safety policy. Children and staff may also request items to be uploaded or linked to the school website.

A range of English resources such as Sue Palmer skeleton frames, Support for Spelling Materials, Spelling Bank, Grammar for Writing, Liverpool Spelling Toolkit, Little Wandle Phonics Programme, e reading books and Spelling Shed, are available via the school website or on the staff drive in the English folder.

## **Resources**

- National Curriculum for English (2014);
- NLS Support for Spelling for Years 2 – 6;
- Little Wandle Phonics Programme;
- Liverpool Spelling Toolkit;
- NLS Grammar for Writing;
- A range of scheme materials organised into colour bands- EYFS, KS1, KS2.
- Big Books;
- Little Wandle e reading scheme for Reception to Y2;
- A selection of texts linked to Reading Mastery units of work, to be lent to children as and when the unit is taught;
- Story bags for every year group;
- Story sacks (EYFS);
- Class libraries- each class has a range of non- fiction and fiction texts for the children to choose on a daily basis;
- Non -fiction and fiction texts to support cross curricular areas available in year group stock cupboards;
- Computer programs in the computer suite and available on the network;
- Purple Mash available throughout the school and at home;
- Booster resources.

## **SEN and Intervention Resources for English**

- Boosting Reading Potential;
- ELS;
- ALK (Active Literacy Kit);
- Wordshark;
- B squared.

## **Monitoring and Review**

Monitoring of the English curriculum takes place on a regular basis in the following ways:

- Monitoring visits. Visits will be pre- arranged with the class teacher and will be in line with an initiative being developed across the school. Such initiatives go hand in hand with the School Improvement Plan (SIP), national initiatives and the English action plan. Staff are given verbal and written feedback. 'Book Looks' are carried out as frequently as possible, or as part of drop in observations. On occasions, subject leaders may carry out joint observations with a member of the Senior Leadership team;
- Staff are asked to store planning in "Miss Bradley's Curriculum folder" on the staff drive. Planning will often be monitored alongside a child's piece of work;

- Learning walks;
- Analysis of data;
- Staff meetings;
- Staff voice;
- Pupil voice;
- Capital Cluster Reading and Writing Triads school to school support, led by the Liverpool SIP.

An English action plan is made and reviewed on a regular basis. This can be found in the English folder on the staff drive. Findings from the monitoring process are evaluated and reported to staff.

### **Role of Governors, Parents and Carers.**

Our governors determine, support, monitor and review the school’s policies. There is a named Link Governor with specific responsibility for English and he/she makes several visits per year to meet with the English Co-ordinators and be updated on progress. Subject Leaders and Phase Leaders feedback progress and new initiatives to the governing body.

At Great Crosby Catholic Primary School, we have been committed to working in partnership with parents and carers. We believe that parents have a huge influence in setting aspirations and expectations for their children, and in stimulating their learning.

The school uses several ways of involving parents and carers in their child’s English education. Some of these are as follows:

- Workshops to inform parents/ carers of the school’s approach to different aspects of English;
- Homework diaries, where parents/ carers are encouraged to comment on children’s responses to English homework, including their daily reading;
- Homework mats, where children are given a number of reading/ writing related tasks to complete over a term;
- English homework (see the Homework policy);
- Parent/ Carer/ Teacher evenings, one per term. These can take a variety of forms e.g. as one to one meetings, where children’s progress is discussed or as an open evening, where parents and carers look at work across school;
- Reports. Parents/ carers receive an end of year report. These explain what the child is able to do and next steps, providing parents/ carers with ideas on how they can support their children at home. An end of year level of attainment is reported to parents in all key stages;
- Reading booklets explaining how reading is taught and explaining how parents can support children across the school;
- Reception and Y1 parent/ guardian reading meetings.

The English Policy is reviewed and updated annually by the English Subject Leaders, presented to staff and then to the Governors, for agreement.

### **Spring 2023.**

Review Date:	Headteacher Signature:
Spring 2024	