



St Anne's Catholic Voluntary Academy

English Policy

This policy will be reviewed on an annual basis.

This policy was reviewed and updated in **July 2022**

Next review date: **July 2023**

'Reading is the finest teacher of how to write' – Annie Proulx

Intent

At St. Anne's Catholic Voluntary Academy our English curriculum is the vehicle that drives teaching and learning across all subjects. In all lessons, and through a wide range of learning opportunities, children are given the chance to embed and extend their fluency and application of the strands that make up the English curriculum. English contributes to the social, emotional, and educational development of each child. Children need to be able to communicate effectively through speaking and writing, and to be able to read confidently, fluently, and accurately, with understanding and enjoyment. Communication through written and spoken language should show understanding of audience and purpose and demonstrate both imagination and technical accuracy in the use of spelling, punctuation, grammar, and choice of vocabulary.

Aims

The overarching 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
- have 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 to learn; they should be able to elaborate and clearly explain their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others, and participating in debate.

Strategies

Implementation of National Curriculum 2014

In the National Curriculum for 5 – 11-year-olds, English is developed through four key areas:

- Spoken Language
- Reading – Word Reading & Comprehension
- Writing – Transcription & Composition
- Spelling, Vocabulary, Grammar & Punctuation

It is important to note that each is closely interrelated with the next, so it becomes increasingly difficult to consider one without the other(s).

The Early Years Foundation Stage

English in Early Years is based upon the Foundation Stage Profile strand of Communication, Language & Literacy.

Communication, language, and literacy depend on learning and being competent in several key skills, together with having the confidence, opportunity, encouragement, support, and disposition to use them. This area of learning includes communication, speaking and listening in different situations and for different purposes, being read a wide range of books and reading simple texts and writing for a variety of purposes.

To give all children the best opportunities for effective development and learning in communication, language and literacy, practitioners should give particular attention to:

- Providing opportunities for children to communicate thoughts, ideas



and feelings and build up relationships with adults and each other

- Incorporating communication, language, and literacy development in planned activities in each area of learning
- Giving opportunities to share and enjoy a wide range of rhymes, music, songs, poetry, stories, and non-fiction books
- Giving opportunities for linking language with physical movement in action songs and rhymes, role play and practical experiences
- Planning an environment that reflects the importance of language through signs, notices, and books
- Providing opportunities for children to see adults writing and for children to experiment with writing for themselves through making marks, writing symbols and conventional script
- Providing time and opportunities to develop spoken language through conversations between children and adults, both one-to-one and in small groups, with awareness of, and sensitivity to, the needs of children for whom English is an additional language, using their home language when appropriate

Spoken Language

The National Curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially, and linguistically.

Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills.

Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others, and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions.



Pupils should also be taught to understand and use the conventions for discussion and debate.

All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share, and respond thoughtfully to drama and theatre performances. Statutory requirements which underpin all aspects of spoken language across the six years of primary education form part of the national curriculum. These are reflected and contextualised within the reading and writing domains which follow.

Reading

Reading is a skill essential for life and at St. Anne's we want every child to leave school as a competent reader with a love of books. Reading is a habit, and that habit needs to be grounded in what we do at school, therefore reading underpins our entire curriculum. Children need to see adults loving books, so school staff are encouraged to share their love of reading with the children. This of course includes magazines, newspapers, and online reading as well as traditional books.

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

- word reading
- comprehension (both listening and reading)

Whole Class Reading:

Once children have been taught the skills to decode and therefore read words on a page, children participate in Whole Class Reading lessons.

We have three Whole Class Reading sessions a week. Teachers follow our LTP which allows children to be accustomed with a variety of medium to teach reading, including newspaper articles, video clips, extracts from novels etc., covering a breadth of topics.

Comprehension



Teachers read with pupils a range of texts focusing on comprehension and specific features in relation to objectives and content domains. This is an opportunity for teachers to model the act of being a fluent reader. Teachers demonstrate to the class by 'thinking aloud' the skills required to be a reader.

The texts chosen in these sessions are at a level slightly higher than most of the class and the teacher should plan questions and activities, differentiated as appropriate, around the text that encourage the children to enjoy, understand, discuss, and analyse the written word in a supported environment.

Within Whole Class Guided Reading we use the Vipers approach (taken from the Literacy Shed) as a way of exploring the different content domains found in the National Curriculum, allowing children to break down questions into key skills and understand how they are required to approach a text.

We also use the strategy PEE (Point, Evidence and Explain) to teach the structure of answering written comprehension questions, particularly those which involve using evidence from the text. Following the Point, Evidence and Explain strategy provides the children with a systematic approach to their answers.

Reading Vipers

Vocabulary
Infer
Predict
Explain
Retrieve
Summarise



Fluency

Fluency is a priority in our WCR sessions as it is a bridge between word recognition and comprehension. We teach and allow time for children to practise the three components of fluency: accuracy, automaticity, and prosody.

We do this by:

1. Expert Modelling

Scaffolding pupils' reading through a gradual release of responsibility from (1) teacher modelling, (2) choral reading together, (3) paired reading, (4) and independent reading.

2. Repeated Reading

Meeting new and unfamiliar texts is difficult. Children must grapple with new



vocabulary and navigate complex layouts and text structures. Pupils also need sufficient background knowledge to make sense of what they read. Reading a text once – or wide reading – is rarely enough to support fluency. Repeated readings – or deep reading – allows pupils to rehearse, refine and hone their reading. Over time, repetition increases fluency and boosts comprehension. Pupils will also learn to transfer their fluency to reading new, unseen texts.

3. Motivation and Engagement

Through using the 'Reading Theatre' approach.

Figure 6: A guide to Reader's Theatre



<p>Step 1: Adult as model</p> <p>The adult reads the selected passage of the class text aloud as an 'expert model' of fluency whilst pupils follow the text with their own copy. This may be repeated multiple times as necessary.</p>	<p>Step 2: Echo reading</p> <p>Children echo back the section read by the adult, emulating their intonation, tone, speed, volume, expression, movement, use of punctuation, etc.</p>	<p>Step 3: Text allocation</p> <p>Children work in pairs or triads. Each group may:</p> <ol style="list-style-type: none"> 1. all have the exact same short section of text, or 2. a longer section might be split into short parts, so that each group has a different piece.
<p>Step 4: Repeated choral reading</p> <p>In their groups, children read their section aloud, echoing the initial reading by the adult.</p>	<p>Step 5: Close reading</p> <p>In their pairs/triads children make a close reading of their section of text and think about meaning, audience, and purpose. This requires children to look closely at the writer's use of language and consider characterisations, etc.</p>	<p>Step 6: Text marking</p> <p>Each child has a copy of the text to annotate in order to inform their performance. This is discussed and agreed as a group.</p> <p>Prompts are provided to direct their reading.</p>
<p>Step 7: Practise</p> <p>Time is provided for groups to rehearse their reading. They may decide to change or add to their performance slightly as a result of their rehearsal.</p>	<p>Step 8: Perform</p> <p>Each group performs their rehearsed piece.</p> <p>(Adult may record so that children can appraise their own performance).</p>	<p>Step 9: Reflect</p> <p>Children evaluate their own and/or others' performances and give feedback. They may use a reading fluency rubric or the prompts as success criteria to support articulation of evaluations.</p>

Class reads:

Every class across the school is read to by an adult for 15 minutes a day to foster a love for reading through exposing the children to high quality literature. Our 'Class Reads' long-term plan includes books that are appropriately challenging that will uncover new vocabulary and themes, opening discussions around the language of books.



Reading programmes:

Reading fluency:

Incorporates the strategies of modelled expressive reading, echo reading, repeated re-reading, skilled questioning, challenging text selection and modelling comprehension skills, to improve the trajectory of pupils towards the expected standard in reading at the end of KS2.

Phonics:

Phonics is taught separately for 30 minutes each day in ability streamed groups using Read Write Inc. Read Write Inc. Phonics is a DfE validated systematic synthetic phonics (SSP) teaching programme. It is a whole-school approach to phonics that provides comprehension, handwriting, spelling and composition to get children reading, writing, and speaking fluently.

The Read Write Inc curriculum will teach children to:

- apply the skill of blending phonemes to read words.
- segment words in their constituent phonemes in order to spell words.
- learn that blending and segmenting words are reversible processes
- read high frequency words that do not conform to regular phonic patterns.
- read texts and words that are within their phonic capabilities as early as possible.
- spell effortlessly so that all their resources can be directed towards composing their writing.

Independent Reading:

Children engage in independent, sustained reading. It provides an opportunity for pupils to read and enjoy a range of texts and to apply reading strategies. Children choose an appropriately levelled book to take home to read and are encouraged to read this at least 3 x times a week. As well as the opportunity to take a 'reading for pleasure book'.

All children are heard reading independently by an adult or their peers on a regular basis, changing their books when required. Children work their way through the stages according to their ability, progressing to reading literature



of their choice (checked for suitability by an adult where necessary / SWRT and comprehension assessments). Pupils accessing phonics will also have a decodable phonics book, in-line with their current phonics group.

Reading incentives and promoting a love of reading

We feel at St. Anne's that it is important to celebrate a child's love of reading and so we have several exciting initiatives in place to reward this:

- a child reading 3 x times a week will receive 3 class dojos
- a whole school raffle for reading 3 times in a whole half term to win cinema tickets
- Book wizard – if a child is spotted reading a lot then the wizard will give them a golden coin to spend in our book vending machine
- Sit in the 'Best seats in the house' in our whole school assembly

Promoting the love of reading at St. Anne's

- Cosy reads
- Parent/grandparent secret reader every Thursday at 3pm
- Special 'Breakfast and Read' mornings
- Celebrating world book day and other special days
- Reading newsletter – author of the week

Spelling, Vocabulary, Grammar & Punctuation

Opportunities for teachers to enhance pupils' vocabulary arise naturally from their reading and writing. As vocabulary increases, teachers should show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. They should also teach pupils how to work out and clarify the meanings of unknown words and words with more than one meaning. References to developing pupils' vocabulary are also included within the appendices. Pupils should be taught to control their speaking and writing consciously and to use Standard English.

They should be taught to use the elements of spelling, grammar, punctuation and language listed in the curriculum. This is not intended to constrain or restrict teachers' creativity, but simply to provide the structure on which they



can construct exciting lessons. A non-statutory glossary is provided for teachers. Throughout the programmes of study, teachers should teach pupils the vocabulary they need to discuss their reading, writing and spoken language. It is important that pupils learn the correct grammatical terms in English and that these terms are integrated within teaching.

Spelling at St. Anne's is developed through:

The systematic teaching of phonics in KS1 using the Read Write Inc (RWI) scheme and the recurrent teaching of spelling strategies and conventions at KS2 using our phonic based scheme.

Spelling lessons are taught 5 times a week

Developing an increasingly wide knowledge of vocabulary and grammar which are taught implicitly and explicitly from Year 1 through to Year 6 using the appendices in the new National Curriculum and our St. Anne's spelling resources.

- Regular dictionary and thesaurus work.
- Use of word banks, spell checks and magpie books
- Regular opportunities to identify and use spellings within a context.

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).

As a school, we have made our own St. Anne's long-term plan which breaks down.

Shared Writing

This provides an opportunity for teachers to demonstrate writing, including



the thought processes that are required. Teachers should make explicit references to genre features, as well as word and sentence level work within the context of writing. Pupils contribute to the class composition by sharing their ideas with partners, in small groups or using individual white boards or their strategy page. This is also the time when children are given the opportunity to discuss, verbalise and refine ideas before committing to print.

Guided Writing

Children are given the opportunity to work as part of a small group to complete a piece of writing with the support and guidance of their teacher and peers. The group work together to begin a piece of writing and then continue independently whilst the teacher moves around the group and supports with individual needs as they arise. It is important that guided writing sessions are used with the range of abilities represented across the classroom and are planned carefully according to children's targets to promote progression in writing skills for all children.

Independent Writing

Children should be given the opportunity for a range of independent writing activities which clearly link to whole class writing objectives. These tasks will need an identified audience, clear purpose and should cover all aspects of the writing process. Children should be given the opportunity to self-assess and peer-assess writing, based on a success criteria linked to the learning objective/year group objectives. Ideally, time to mark pupil's writing should be built into the lesson, as 'live marking' allows children to go through their work with an adult, learning from their misconceptions and understanding their targets for future pieces of writing. As a school, we build in regular cross-curricular writing opportunities, using our rich and varied curriculum as an engaging stimulus for the children.

Handwriting and Presentation

At St. Anne's, children are taught to write legibly, fluently and at a reasonable speed. In line with the National Curriculum guidance, we teach cursive writing from reception upwards.

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).

Children are awarded a pen licence when they consistently write legibly, fluently and at a reasonable speed.

Inclusion

In planning work the teachers will aim:

- to provide breadth and balance of language activities for all children
- to provide a differentiated English curriculum to meet the needs of all the children through the continuity of experiences
- to set suitable learning goals for individuals or small groups of children
- to respond to pupils diverse learning needs
- to liaise with the SENCO to ensure that provision is made for all children with SEN.
- to relate activities for SEN children to their individual targets and personal plans.
- to overcome potential barriers to learning and assessment for individuals and groups of pupils.
- to identify vulnerable groups who are not making expected progress and provide appropriate support.

SEN Provision

Pupils identified as needing extra support in English will be given the appropriate help in the classroom. Providing for pupils with special educational needs should take account of each pupil's particular learning and assessment requirements and incorporate specific approaches which will allow individuals to succeed, such as using texts at an appropriate level of difficulty, using devices for some written pieces, and planning for additional support.

EAL Provision



At St. Anne's we are a very diverse community and have a high intake of pupils who do not hold English as a first language. Providing for pupils with English as an Additional Language should take account of each pupil's ability and grasp of the English language. Teachers should both differentiate planning for these children but also allow them the time to be immersed in the language, modelling high quality talk at every opportunity.

Roles (Governing Body, Head teacher, Teachers, Staff, Parents, Pupils)

Head Teacher and Governing Body

- Support the use of appropriate teaching strategies by allocating resources effectively.
- Ensure that the school buildings and premises are best used to support successful teaching and learning.
- Monitor teaching strategies in the light of health and safety regulations.
- Monitor how effective teaching and learning strategies are in terms of raising pupil Attainment.
- Ensure that staff development and performance management policies promote good quality teaching.

Subject Leader

- To have an impact on raising standards of attainment for English across the whole school.
- Adapt and use the Programme of Study for English across the whole school that meets the needs of our children.
- To monitor the whole school and individual needs to be able to assess individual professional development opportunities and needs.
- To maintain the availability of high-quality resources.
- To maintain an overview of current trends and developments within the subject.
- To ensure, together with the Head Teacher and Assessment Lead, a rigorous and effective programme of moderation of assessments.
- To ensure a regular and effective programme of analysis of children's



work sample monitoring is in place.

- To ensure a regular and effective programme of analysis of short-term planning is in place.
- To effectively manage any funding designated to English.

Class Teachers

- Ensure the effective implementation of the New National Curriculum for English.
- Adapt and use the Programme of study for English across the whole school that meets the needs of our children.
- Make effective use of Assessment for learning within English.
- To ensure work is planned to enable all children to reach their full potential.

Teaching Assistants –

- To support the class teacher in the effective implementation of English.

Parents/Carers

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- holding parents' evenings to discuss children's progress
- sending an annual report to parents in which we explain the progress made by each
- child and indicate how the child can develop their learning
- explaining to parents how they can support their children with homework and English learning.

Outcomes

We strive to produce children who are fully literate and articulate and are



prepared for their secondary education and later life. Through engaging lessons, we aim to foster a love of English and language and an enjoyment of learning. We challenge children of all abilities and in order to make good progress in all areas of the English National Curriculum. They are encouraged to have a growth mind-set and to develop the skills of perseverance and resilience. Through reading in particular, pupils are given a chance to develop culturally, emotionally, intellectually, socially and spiritually.

Monitoring and Evaluation

This policy will be reviewed annually by the English Lead, in consultation with the staff, and as and when elements of English are identified or prioritised within the School Development Plan.

Stephanie Clarke

English Lead, June 2022