

Holy Cross Primary School



English Policy



HOLY CROSS CATHOLIC PRIMARY SCHOOL

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English Policy – 2024

'Teachers should develop pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.'

National Curriculum 2014

Aims

We aim to develop pupils' abilities within an integrated program of phonics, reading and writing. Pupils will be given opportunities to interrelate the requirements of English with a broad and balanced approach to teaching of English across the curriculum, with opportunities to consolidate and reinforce taught literacy skills in a variety of subjects.

At Holy Cross we aim to foster a love of reading and writing through a vast array of opportunities, designed to engage, excite and develop our children.

By the end of Key Stage 2 we aim for a child to be able to:

- read and write at length with confidence, fluency and understanding, orchestrating a range of independent strategies to correct work through self and peer-monitoring / assessment.
- have an interest in books and read and write for enjoyment.
- have an interest in words, their meanings; developing a growing vocabulary in spoken and written forms.
- understand a range of text types and genres – be able to write in a variety of styles and form appropriate to the situation.
- write using the appropriate grammar taught through Literacy and Language.
- accurately use punctuation appropriate for their age group.
- be developing the powers of imagination, inventiveness and critical awareness.
- have a suitable technical vocabulary to articulate their responses.
- speak and listen with confidence in a range of situations, to include within debates.
- spell accurately using phonetically plausible/accurate spellings and spelling patterns learnt through whole school use of the Read Write Inc and the Read Write Inc Spelling scheme.

- write in a neat, joined and legible style
- attain at least age related expectations in writing and/or make better than average progress.

English Teaching at Holy Cross

At Holy Cross we are passionate about providing our children with high quality, cross curricular texts on which we focus our English teaching. We choose high quality texts, with high-level vocabulary and then interlink Pie Corbett's 'Talk for Writing' ideas into our schemes of work.

Read Write Inc lessons are provided to EYFS and Key Stage One for the teaching of Phonics and as an intervention within Key Stage Two. The RWInc Spelling programme is used to teach spelling across Key Stage Two.

Children receive up to one and a half hours of English teaching a day and this is structured to incorporate a wide range of reading, writing, spelling, word and sentence level work and differentiated independent activities to practice, secure and extend skills. English topics are based on high quality texts in a range of genres and are cross curricular where possible. Children are given time to immerse themselves in the range of poetry, fiction and non-fiction texts provided, getting to know the characters, settings and genre specific formats.

Whole class reading, spelling and writing is incorporated both within and outside of this time.

At Holy Cross Catholic Primary School we believe that pupils' knowledge and understanding in Literacy is best promoted by utilising a range of different teaching approaches, according to the topic, task, individual needs, prior learning and ongoing assessment of progress.

Spoken Language

Spoken language underpins progression of writing and reading and helps children to develop effective communication skills in readiness for later life. Interactive teaching strategies are used to engage all pupils in order to raise reading and writing standards. Opportunities are created both within Literacy and Cross Curricular subjects to enable development of spoken language and listening skills. Children are taught to be able to vocalise their thinking and understanding of the books that they are reading, to be able to discuss their opinions, to answer questions and to share their opinions through discussions and debates.

Reading

All units of work within Talk for Writing and Read Write Inc contain opportunities for shared, guided and independent reading at the appropriate level.

Whole Class Reading sessions have been put in place across the school to ensure that reading objectives within the curriculum are being covered within each year group. Key Stage Two whole class reading sessions are based on a cyclical pattern of key tasks that have been designed to target the key areas of the year 3/4 and 5/6 curriculum. These happen weekly across the school.

All children will have an independent reading book which they select themselves (with some adult guidance) using our Accelerated Reader book tracker.

Whilst at the early stages of the development of reading, children will select books from the coloured book bands before moving onto the Accelerated Reader ZPD book bands. Every child will be given a ZPD score, dictated by their STAR Reader quiz, and will read and quiz a range of books from this ZPD range.

In Key Stage One, each child has a Home School Communication Book to provide parents and carers with details of the reading their child is doing. Details are also given about ways that parents and carers can help their child with developing independence, enjoyment and a deeper understanding of the text. In Key Stage 2, all tracking is done online via the Accelerated Reader online platform.

Writing

At the heart of English teaching in Holy Cross is the Pie Corbett 'Talk for Writing' approach. Talk for Writing enables children to become immersed within a high quality, age appropriate text, then to understand and imitate the key language they need before they try reading and analysing it. Through fun activities that help them rehearse the tune of the language they need, followed by shared writing to show them how to craft their writing, children are helped to write in the same style.

As a result, they rapidly develop their reading, writing and language skills. Independent writing opportunities are provided weekly for children at Holy Cross. One long write takes place per week, linked to the Literacy unit to enhance the stamina of our writers. This is to help to develop the understanding of a range of genres.

Progress writes and cross curricular writing takes place across the school to teach Literacy in a wide range of genres and styles.

'Teachers should ... be consolidating pupils' writing skills, their vocabulary, their grasp of sentence structure and their knowledge of linguistic terminology... Teachers should make sure that pupils build on what they have learnt, particularly in terms of the range of their writing and the more varied grammar, vocabulary and narrative structures from which they can draw to express their ideas.'

Our modelled writing and use of Talk for Writing structures are used across the school to develop the skills and strategies that children need to integrate the wider range of sentence structures into their work.

Spelling, Punctuation and Grammar

Within each unit of work there are opportunities for discrete sessions focused on spelling and grammar which link the unit of work being taught or that address a specific issue to meet the needs of the class. All classes ensure that the specific grammatical objectives are covered through English lessons.

Spelling is taught across the school using the Read Write Inc Spelling program. Read Write Inc Spelling is directly linked to the expectations within the National Curriculum Spellings. Key Stage 2 children use the Read Write Inc 'Get Spelling' as an all-encompassing approach to spelling, spelling patterns and rules. Read Write Inc 'Get Spelling' booklets are used to practice spelling patterns and rules within class, using online resources to support this.

Teachers have been provided with updated information to ensure that their subject knowledge is up-to-date. To ensure consistency across the school, SPAG STEM sentences have been implemented and are to be used when teaching and introducing SPAG terminology. Each classroom displays the SPAG stems for their year group and teachers will refer to these in each class to ensure a consistent teaching approach for the children.

Read Write Inc (RWInc)

Read Write Inc is a program designed to support the teaching of phonics, reading and writing. All children are assessed on entry, and regular assessments on their phonics ability continues throughout their time on the program to monitor and track progress. Any children who have successfully completed their phonics assessment will move on to class based, Talk for Writing English teaching.

Within Key Stage One, RWInc is used as a daily teaching programme to teach our children how to read fluently, confidently and accurately. Children are taught, from EYFS, to form each letter, spell correctly, and compose their ideas step-by-step.

Within Key Stage Two, this is being used as an intervention, to support children in securing the basic phonic skills and to assist them in being able to read and decode fluently.

Opportunities for writing across the curriculum

Teachers plan carefully for children to practice and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum. Because of this, children from EYFS to Year 6 are provided with varied opportunities for cross curricular writing.

These curriculum areas allow children to write for a range of purposes, in a variety of contexts. In the past, children have written letters to the Queen, written reports, written diary entries imagining they are Roman soldiers, produced play scripts about the Passover Story and written biographies about significant individuals in History. Providing these cross-curricular opportunities helps children to develop a love of writing, as well as instilling in them that all writing has a purpose.

Assessment and Target Setting

Children are assessed termly by their class teachers. PIRA assessments are used to assess Reading from year 1 to year 6. EYFS use PIRA testing during Summer Term only. Writing assessments are done on a unit by unit basis, using independent writes as assessment tools.

Formative and summative assessments are carried out regularly to ensure that the teaching of Reading, Writing and SPAG is focused on children's needs. In Y1, children take a statutory Phonics Test to test their decoding skills. In Years 2 and 6, children will take statutory assessments in Reading and Spelling, Punctuation and Grammar. See the Assessment Policy for further information.

Planning

Teachers use long term plans to plan out their objectives across the year and then medium-term planning sheets to plan their units of work in more depth. These are used as a basis for short term (weekly) planning (created on either planning sheets or as google slide documents) and are adapted according to the text type and the needs of the children. Planning is used in a cycle of plan/assess/review.

Clear objectives are set for each session and are shared with pupils. Teachers differentiate according to the needs of the pupils and use intervention programmes for targeted support. Mastery writing approaches are used to help higher achieving children to secure their greater depth judgements. Literacy is encouraged and developed across the curriculum and links are made where appropriate.

Differentiation:

At Holy Cross Catholic Primary School the progress of children in Literacy is monitored on an ongoing basis and individual targets of attainment are set and reviewed throughout the academic year. Target Tracker is used to identify children who are not making the expected levels of progress and intervention

is applied within the planning. The Literacy activities are planned and taught to the class reflects the differentiation required to meet these needs.

Adult intervention:

We aim to provide for all children in a way that means they can achieve their potential in Literacy. Where appropriate, this may be facilitated by having individual children, or small groups of children, working with an adult. This adult may be the class teacher, a teaching assistant, or another specialist adult. Where it is not the class teacher, the adult will be briefed by the teacher and/or have access to the teaching plan, in order to maximize his/her direction of the child or group.

Marking

The marking of English will follow the marking policy at Holy Cross Catholic Primary School. Pieces of writing (except for any pieces to be used for moderation in years 2 and 6) will be marked using green pen for targeted praise and feedback. These can also be used as an in-class peer assessment piece, with writing marked using peer assessment skills and techniques, using purple polishing pen to differentiate from adult marking and feedback.

Role of the Subject Leader

The Subject Leader should be responsible for improving the standards of teaching and learning in Literacy through monitoring, evaluating and observing:

- Pupil progress and teaching and learning across the school (using learning conversations, book scrutiny and lesson visits).
- Data for individuals, groups and classes across the school (including AMA, EAL, SEND etc).
- Provision of Literacy (including intervention and support programmes)
- Taking the lead in policy development
- Auditing and supporting colleagues in their CPD
- Keeping up to date with recent Literacy developments

Parental Involvement

Parents and Carers are encouraged to take an active role in their children's development of Literacy. Every child has a reading book and parents are encouraged to read with their child as part of their homework. Parents are encouraged to feedback to class teachers about any reading at home or any issues with Literacy homework.

Conclusion

This policy should be read in conjunction with the following school policies:

- *Teaching and Learning Policy*
- *Assessment Policy*
- *Read Write Inc Policy*
- *Marking Policy*
- *Special Educational Needs Policy*
- *Equal Opportunities Policy*
- *Handwriting Policy*