



## **English**

***N.B. This policy should be read in conjunction with our Phonics Policy, which sets out the approach we use in school to teach children to read, write and spell.***

### **Intent**

At Sacred Heart Primary School, we believe that the English curriculum prepares all pupils to lead a full life by teaching the skills they need to communicate effectively and confidently with others, both in speech and in writing. We want children to love books and reading, while developing their cultural, emotional and intellectual understanding so they can relate to the world around them.

We want children to leave this school being able to;

- Communicate confidently and effectively in speech and in writing.
- Listen with understanding.
- Become readers who love books and can read and understand them.

### **Equal Opportunities and Inclusion**

- All children are given access to a broad and balanced English curriculum regardless of gender, ability, race or religion.
- Provision will be made for individual needs where a child has SEND.
- Equal opportunities are provided for boys and girls, also for children with special needs, those who are talented or gifted and children from different cultural backgrounds.
- Children with English as an additional language (EAL) will be given access to additional resources and teaching to support their learning and to ensure they make maximum progress from their individual starting points.

### **SEND**

- Children with special needs will be identified and work within their individual level. If needed, they will have additional and different provision to their peers.

The age of the child also needs to be considered. Young children need to develop their writing skills in an environment where writing skills are promoted, modelled, practised and valued.

All teaching staff will ensure that appropriate time and regular feedback will be given to children so they can learn to evaluate, edit and improve their own work in order to become successful writers.

### **Health and Safety**

- All aspects of this policy and practice are carried out with regard to our health and safety procedures.
- All relevant risk assessments should be read in conjunction with this policy.

## **Implementation**

***To help our pupils to communicate confidently and effectively in speech, and listen with understanding, we:***

- Give them opportunities to express their ideas to a range of audiences with confidence.
- Give them opportunities to take part in group discussion and drama activities.
- Encourage them to listen and respond appropriately to others.
- Help them to understand the need to adapt their speech to different situations.
- Give them opportunities to evaluate and reflect on their own speech.
- Encourage them to use the vocabulary and grammar of standard English whenever appropriate.
- Develop personal resilience and the ability to use their voices to express themselves clearly.

***To help our pupils to become readers who love books and can read and understand them we:***

- Teach them to read accurately and fluently using a range of strategies.
- Help them to understand and respond to what they read using inference and deduction where appropriate.
- Guide them to the next steps in their learning in both group and individual reading sessions.
- Allow the opportunity for children to reflect on and discuss what they have read, including the language and punctuation choices made by the author.
- Enhance their understanding of a variety of text types including non-fiction, fiction and poetry.
- Support children to make appropriate book choices in order to help them to develop a love of reading and become confident, fluent and independent readers.
- Teach them how to seek information and learn from the written word.
- Use drama and role-play, where appropriate, to engage children in the text.

***To help our pupils to communicate confidently and effectively in writing we:***

- Engage and motivate them to write effectively for a range of purposes and a range of reasons, adapting their vocabulary and style as appropriate.
- Encourage them to write with interest, commitment and enjoyment.
- Show them how to write in a variety of forms such as stories, poems, reports and letters.
- Show them how to evaluate and edit in order to improve their own writing.
- Show them how to use punctuation to make meaning clear to their reader.
- Give them the knowledge and the strategies to become confident and accurate spellers.
- Teach them a fluent and legible style of handwriting, promoting an understanding of how to present work appropriately.

## **EYFS**

In the Early Years Foundation Stage (EYFS) the skills of listening, attention, understanding and speaking are encompassed in the prime area of Communication and Language and are fundamental to allow children to be successful in all other learning. Staff follow Birth to 5 matters; which they use to support their implementation of the Early Years Foundation Stage.

## **Key Stage 1 and 2**

Reading and Writing skills are delivered through the specific English lessons and enhanced in cross-curricular activities.

Teachers provide activities which are interesting and motivating and provide the best context for increasing children's knowledge about the English language. It is also necessary to focus separately on aspects of knowledge about the language such as phonics and grammar so that children learn what they need to know in a systematic way.

Our teaching is guided by the steps set out in the Birth to 5 Matters document and the National Curriculum programmes of study. We plan literacy sessions flexibly and ensure that the appropriate balance of whole class, group and individual teaching is retained.

We make clear to children the qualities and success criteria we are looking for in their work. Each child is given a home-school reading diary for staff and parents to record the book title etc., to make comments in and to give pointers to help the child make progress with their reading. In each classroom there is a range of non-fiction books from a range of publishers. A small selection of fiction reading books are stored in the KS1 classrooms for fledgling readers to choose from, while a larger selection is centrally stored and available for any child to choose, with support, once they have completed the Read Write Inc. synthetic phonics programme and are deemed to be independent readers. It is our expectation that all parents and carers read daily with their child at home and we know that this helps to develop good reading habits from an early age.

## **Reading**

- Children will be encouraged to use and develop higher order thinking skills in reading in many subject areas
- Enrichment/extension activities will be used to broaden the child's understanding and will not be next year's work taught earlier. However, the next developmental steps needed to extend the child's reading skills may require the promotion of comprehension/reading for understanding skills modelled and used in other areas of school.
- Children will be encouraged and given opportunities to increase the breadth, depth and quality of their reading by being given different reasons to read such as: for information or to develop imagination.
- Teachers deliver a reading lesson once a week, following strategies from Literacy Shed including reading VIPERS and also book talk strategies from Jane Considine Education.
- In Reception and Key Stage 1, teachers follow the Read Write Inc programme, to teach our youngest children to read and write.

## **Writing**

Children will be encouraged and given opportunities to increase the breadth, depth and quality of their writing by:

- Being given real experiences to write about, for example, visitors to school, trips, visits and residential.
- Being given different reasons to write such as: reports, lists, stories, recounts, poetry, captions, instructions, labels, questions, messages, dictionaries and reviews.
- Participating in writing about their experiences and feelings.
- Enhancing character focus using different writing 'lenses', e.g., how the central character feels, what they notice, how they move or what they hear.
- Talking about their writing to adults and other children.

- Evaluating their writing and that of others.
- Being given opportunities to edit their own work in order to improve it.
- Practising their writing skills in meaningful and varied contexts.
- Planning and producing a first draft.
- Using a dictionary and/or thesaurus to introduce and explore new words.
- Reviewing a piece of writing and considering how to make it more interesting for the reader.
- Using descriptive writing to create a specific mood.
- Being encouraged to consider if they like or dislike a given piece of writing.
- Further develop their writing skills by the provision of cross curricular activities and opportunities.
- Teachers use schemes of work where appropriate to support learning.

## **Grammar and Punctuation**

In Nursery and Reception, children are introduced to the basic principles of grammar and punctuation appropriate for their age range. They learn through a wide range of activities such as: singing rhymes, conversations with adults, stories, interactive educational programmes, phonics, reading and writing.

In Key Stage 1, a more formal approach is taken with weekly grammar and punctuation teaching taking place in phonic sessions. Children's learning is also supported through weekly spellings and in teacher led writing and reading activities.

## **Spelling**

Children learn to spell through their daily phonics lesson. In Nursery and Reception, staff choose a 'word of the week.' The purpose of this is to expand the children's vocabulary and expose them to a variety of words.

As children progress through the school they are taught spelling patterns and alternative graphemes through "Spell of the day," and "word of the week," which they are encouraged to use in their written work.

## **Handwriting**

Nursery Correct pencil grip (developed through a range of gross and fine motor skills games and activities)

Reception Correct letter formation

Year 1 Correct formation of lowercase letters, correct formation for uppercase letters, all lowercase letters starting with an upstroke (more able), flicks on appropriate letters.

Year 2 and Above: Ability to write in a consistent size, in a neat, joined hand using ascenders above and descenders below the line.

From Y1-6, teachers and children follow the 'Letter-Join' handwriting programme.

## **Impact**

Children in the Foundation Stage have their attainment on entry assessed by observations and their progress is tracked and monitored through the use of Early Years Outcomes throughout Nursery and Reception. The Foundation Stage profile will indicate if children are reaching expected levels by the end of Reception and will be used in transition into Key Stage 1.

All children will be assessed according to work produced, observations and discussions.

Assessments will be loaded onto our whole school tracking system to inform Pupil Progress discussions.

**Policy updated: January 2022**

**Subject Leader: Mrs K. McKenna and Miss H. Rutledge**