

# St Joseph's Catholic Academy, Matlock



## ENGLISH POLICY

2020

(Revised April 2020)

# St Joseph's Catholic Academy, Matlock

## OUR MISSION STATEMENT

'Jesus is the heart of all that we are and do together.

We seek to excel in every area of our learning'

## INTRODUCTION

'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.

Effective communication, both spoken and written, is a priority at St Joseph's for all pupils.

## INTENT

At St Joseph's Catholic Academy we believe that a quality English curriculum is the gateway to all of the curriculum and therefore it is important that we develop children's love of reading, writing and discussion. The EEF have stated that **'Language and literacy provide us with the building blocks not just for academic success, but for fulfilling careers and rewarding lives'**

We aim to inspire an appreciation of our rich and varied literary heritage and a habit of reading widely and often. We recognise the importance of children take pride in their writing, can write clearly and accurately and adapt their language and style for a range of contexts. We want to inspire children to be confident in the art of speaking and listening and who can use discussion to communicate and further their learning.

We believe that children need to develop a secure knowledge-base in English, which follows a clear pathway of progression as they advance through the primary curriculum. We believe that a secure basis in English skills is crucial to a high quality education and will give our children the tools they need to participate fully as a member of society.

## OUR AIMS

We aim to:

- To ensure that all children have the skills to become fluent readers and writers.
- Develop the understanding of the written word.
- To develop children into confident creative writers.

## THE CURRICULUM

The curriculum clearly outlines what must be taught within each Key Stage. St Joseph's Primary teaches children to understand a range of genres, building on children's understanding year after year, ensuring continuity and progression in the teaching of English.

We are currently using the Talk For Writing style of teaching to ensure that all areas of the English curriculum are tied together and we provide inspirational, guided support for the needs of the children.

# St Joseph's Catholic Academy, Matlock

## LIBERATE PUPILS

Pupils should be able to read and write and converse with confidence, fluency and understanding. We achieve this by ensuring pupils engage in:

- Reading for meaning sessions
- Independent reading
- Guided, modelled and independent writing.
- Spelling, phonics and handwriting session
- The spoken language.

While we believe that all aspects of the teaching and learning of English are closely interconnected, for purposes of clarity we have divided this policy into separate subject sections as in the New Curriculum – reading, writing, spelling and handwriting, the spoken language.

# St Joseph's Catholic Academy, Matlock

## READING

Reading is a skill essential for life and at St Joseph's we want our children to leave school with a love of reading.

### COMPONENTS OF READING

#### READING FOR MEANING

Every day, during Innovation and Independent Application week, each class has a session of reading for meaning. This is where children are given the opportunity to focus on a class text and develop their understanding of it. We use the VIPERS elements of reading to support this. V: vocabulary, I: inference, P: prediction, E: explanation, R: retrieve, S: summarise. Two of the sessions taught in a week will have a vocabulary focus, the other sessions will focus on one other aspect of this.

#### INDEPENDENT READING

Children engage in independent, sustained reading on a daily basis. It provides an opportunity for pupils to read and enjoy a range of texts and to apply the taught reading strategies. In Foundation Stage and KS1, teachers keep a record of what the children are reading. In KS2 children are encouraged to keep their own record of the books read. Staff keep a close record of the children that they listen to. We encourage adults to read in school with each child at least once a week. It is suggested that Pupil Premium children are listened to more regularly.

Each class has its own reading area with age appropriate books for the children to access. We also have a whole school library area, where a wider range of books are available.

#### BOOKS GOING HOME

It is essential that children are provided with a wide range of decodeable books to practice reading at home. Children are provided with books that are book banded to support this until the teacher assesses the child to be 'free reader'. This is where the child can select their own choice of book.

Parents are encouraged to read with their child at least 3 times a week.

## WRITING

At St Joseph's we believe that good teaching reinforces the close relationship between reading and writing. It is difficult to separate the two, as both should be combined to form a well-balanced English programme. The key purpose of writing is to communicate meaning and therefore all writing tasks should have an identified and clear purpose. Teachers will model all the stages of the writing process – planning, composing, revising, re-editing and redrafting, through the Talk For Writing method of teaching. The children will then use these strategies increasingly independently as they become more experienced writers. All children should learn to write in a variety of styles – poetry, fiction and non-fiction – and for a variety of audiences. These are mapped out across the school to ensure that progression can be seen across year groups.

From Year 1–6 teachers should plan a variety of writing skills to be covered over an academic year based on year group expectations outlined by the New Curriculum for each year group. The overview should be annotated to show progress the class is making and which skills need consolidation.

Time should be made for writing to be shared aloud and celebrated in other ways too, such as class anthologies, writing wall displays and throughout all subject books.

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## COMPONENTS OF WRITING

### MODELLING 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 boards. This is also the time when children are given the opportunity to discuss, verbalise and refine ideas before committing to print. With knowledge of text type from shared reading sessions, children should be able to generate a list of features that they would expect to use in the writing genre about which they have learned. This can be used by teachers and children alike as one way of assessing children's writing and their understanding of the purpose and organisation.

### 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 to cover all aspects of the writing process. Children should be given the opportunity to self-assess and peer-assess and edit their writing, based on success criteria linked to the learning objectives. Time to review pupil and teacher comments is built into future lessons to allow children to learn from them and input advice into future pieces of writing.

### SPELLING:

Children are taught spelling rules as defined in the new curriculum. These rules will be taught 2 times a week as part of the English Key skills sessions, in addition to this there will be a set of spellings sent home on a weekly basis taken from the appropriate year group's common exception words. These spellings are tested at the end of each week. This method is used to ensure that spelling rules are embedded in each child's learning.

### HANDWRITING:

Is taught on a daily basis in KS1 and at least 3 times a week in KS2, these sessions are based around the PENPALS scheme of work, which outlines the expectations for each year group. The objective can be covered either discretely or combined with another English Key skills session. Pupils are encouraged to use the skills taught in all areas of learning. This is promoted through the use of handwriting lines for all children in all books which include written work. In KS2 children have the opportunity to gain a pen license. This is to be selected by the teacher and then confirmed by the English Leader. The license is awarded in the end of week assembly.

# St Joseph's Catholic Academy, Matlock

## SPOKEN LANGUAGE

At St Joseph's, we believe that children should be given every opportunity to express themselves verbally. Children should be encouraged to talk in a variety of situations and to varied audiences. We are using the Scheme of Talk for Writing to support the link between spoken language, reading and writing. Teachers should model appropriate syntax for children to use and always expect children to speak/answer in complete sentences.

Spoken language is an integral part of not only English lessons but the whole of the school day. All children throughout school are given regular opportunities to engage in creative role play and drama.

## REVIEW

This policy will be regularly reviewed by the English Leader and Headteacher.