



English Policy

Mission Statement

Loved

We love one another as Jesus taught us - our friends, our families and those who we may never meet.

Valued

We value everyone - everyone is important; pupils, staff, parents, governors and members of the community- no matter their race, religion ability or need. We try to live like Jesus taught us.

Challenged

We challenge each other - not only with our learning but challenge each other to be more merciful to others, have a little more understanding of others' needs and challenge each other to be better people.

Our Intent

Aims

Our aims in teaching English are that all children will:

- develop the necessary skills to use the English language confidently, appropriately and accurately
- be able to speak clearly, fluently and cogently
- be able to listen to the spoken word attentively with understanding, pleasure and empathy
- be able to read a range of materials fluently and with understanding for enjoyment and for information
- be able to write effectively for a range of audiences and purposes using spelling, punctuation and grammar accurately and confidently

The emphasis in our teaching of English is on building upon, and having respect for, the child's home experience and language, developing and extending this in ways which school is best suited for. We aim to facilitate learning by:

- offering adults as positive role models in reading, writing and listening
- allowing pupils to acquire a vocabulary for talking about language.

Curriculum

Early Reading is built on phonics (*please see our phonics information for more details about how we develop this using the Sounds Write program*).

In main school, Year 1-6, we choose high quality texts for each class to study and use a shared reading approach. We share a text as a class, discussing the vocabulary, the effect, the underlying subtext and really dissect the text.

In classes 1-6 we use VIPERS (vocabulary, inference, prediction, explanation, retrieval, summarise or sequence) questioning to develop children's comprehension about various texts.

We use Comprehension Ninja to make links between our topics and developing children's reading comprehension skills.

Teachers read to children every day – even in KS2, it's so important that children hear adults read with passion and enthusiasm as a great model.

In Years 1-6 we focus on various different genres of writing for a short block, building up to an end piece of independent writing. Focuses are repeated through the years in school but built on understanding is deepened each time the genres are taught. Genres include: instructions, non-chronological reports, persuasive writing, narratives, poetry, letters and diary entries. Within each genre children complete: a text focus looking at what a good example looks like and features of the genre; spelling, punctuation and grammar linked to the genre; guided writes, planning, drafting, independent writes and editing and redrafting.

At Holy Cross we challenge our students by focusing on a genre for a period, giving children multiple opportunities to see good quality texts as well as giving children opportunities to edit and redraft their work so they can produce work that is the very best of their ability. We ensure that children feel supported through useful and thoughtful scaffolds that allow them to move their writing on, as well as challenging students by teaching staff promoting the use of varied and ambitious vocabulary and sentence structures.

To ensure that children are consistently making progress, live marking and whole class feedback is used to assess work, as well as success criteria for longer pieces of writing. Whole class feedback, paired with class visualisers, means that children can see their peer's work as good examples and feedback is provided promptly so children can self-improve their work

Curriculum Implementation

Teaching & Learning

Principles behind the Teaching and Learning of English

English is paramount because:

- it is the basic language of communication in our society
- it is the foundation for almost all the learning which takes place in our school
- its mastery empowers the learner and is essential for independent learning, the world of work and most other aspects of everyday life

Strategies for Teaching English

English is organised into:

- 'formal' learning of reading, writing, speaking and listening in periods distinctly allocated to this work
- informal learning which goes on throughout the school day and throughout different curriculum areas

Speaking and Listening Skills are developed through:

- providing a range of opportunities for children to talk and listen in formal and informal settings
- the use of drama techniques and role-play to explore imagined situations
- a daily story time when the teacher or other adult reads aloud to the class
- class discussion and debate on topical or contentious issues, both local and worldwide
- 'show and tell' or 'news sharing' when pupils are encouraged to speak to their classmates
- interviewing carried out as part of a topic or project.

Phonic Knowledge is developed through:

- the use of the *Sounds-Write Phonics* scheme through the whole school.

Reading is developed through:

- providing a wide range of genre classified reading materials and opportunities for children to select from this for entertainment and information
- use of a structured system of reading books for emerging readers which are banded according to difficulty/challenge
- use of a structured system of phonics reading books to enhance the learning of phonics across Foundation and Key Stage 1
- regular VIPERS sessions in classes to encourage children to be able to tackle comprehension questions
- shared reading of high quality and inspirational texts during English lessons
- opportunities for quiet reading
- whole school reading challenges.

Writing is developed through:

- the use of good quality texts to provide exciting and engaging stimuli for writing
- providing a wide range of contexts for writing and building up ideas using speaking and listening and drama activities
- an emphasis on punctuation, grammar and spelling through SPaG sessions
- encouraging a process of drafting and redrafting,
- modelled and scaffolded writing during English lessons
- independent writing sessions across a range of subject areas

Spelling is developed through:

- addressing teacher feedback in books in line with the marking policy
- regular spelling tests allocated according to ability groups using the spelling pyramid.
- the use of *Sounds-Write* in Foundation and Key Stage 1
- Specific spelling lessons in Key Stage 2.
- targeted/individualised additional spelling homework

Handwriting is developed through:

- daily teaching sessions
- the use of guidelines and lined paper.
- teaching handwriting families.
- progressing from print in EYFS to cursive in Year 1.

Assessment and Reporting to Parents

Formative assessment

- hearing children read in a one-to-one/group or whole class context
- small group discussions
- short tests such as spelling tests or dictation exercises
- extended writing tasks at the end of each writing topic
- unaided writing sessions which are moderated in a country wide moderation process- No More Marking
- Year 1 phonics assessment
- end of phase assessments for *Sounds-Write*

Formal Summative Assessment is carried out at the end of each National Curriculum Key Stage through the use of SATs and teacher assessment, as well at the end of KS2 reading and SPaG paper.

Strategies for Recording and Reporting

Records of progress in English kept for each child contain:

- reading records from reading sessions as well as work completed for VIPERS in English books
- records of 'scheme' books read

Reporting to Parents is done on a termly basis through discussions at termly learning meetings and annually through a written report. Reporting in English will focus on each child's progress in:

- reading, writing, speaking and listening and SPaG

Monitoring

Feedback to pupils about their progress in English is achieved through discussion and through marking of work in line with the marking policy.

Effective marking:

- is completed in a timely manner
- is accurate and detailed in the marking folder
- gives examples of whole class misconceptions as well as whose work is a good example
- feedback is shared with the class in a timely manner using the visualiser to share good work and retrieval practice to address misconceptions.

Strategies for Ensuring Progress and Continuity

Planning in English is a process in which all teachers are involved wherein:

- medium term plans are drawn up by class teachers.
- lessons are planned to fulfil the learning objectives of the EYFS Framework or National Curriculum (Year 1-6)
- English books are regularly analysed by the subject coordinator to ensure progress.

Ideas for Families to Develop their Child's Interest in

(Suggestions for visits to places of interest / websites)

Homework is used to support English through:

- the regular reading of school reading books
- the learning of keywords and spelling lists
- the use of Spelling Shed and Rising Stars online books

[EdShed - www.edshed.com/en-gb/login](http://www.edshed.com/en-gb/login)

[Rising Stars - Login \(risingstars-uk.com\)](http://risingstars-uk.com)

[Buried Treasure \(phonicsplay.co.uk\)](http://phonicsplay.co.uk)

[Literacy Shed Plus - READING VIPERS](#)

Pupils with additional needs / special educational needs in English are supported through the use of:

- Additional phonics sessions
- Additional keyword work
- Additional reading opportunities in line with a whole school Reading programme
- One-to-One or small group phonics sessions
- Additional guided reading / comprehension / inference groups
- Additional spelling groups
- Toe by Toe

Priorities for 2022-23

- To ensure there is a cohesive and progressive curriculum planning from Nursery to Year 6.
- To implement Talk 4 Writing.
- To ensure children maintain a high standard of handwriting and presentation in work books.

Resources

Stationary, KS1 &2 library, public library, visits from authors, use of iPad and laptops to support independent research, spelling shed, literacy shed, VIPERS, word processing and redrafting use of Amazon Kindle and Amazon Audible for good quality whole class reading.