

St Joseph's RC Primary School



English Policy

2019-2020

ENGLISH POLICY AND GUIDELINES

SCHOOL PURPOSE, POLICY AND THE NEW NATIONAL CURRICULUM (2014)

St Joseph's RC Primary School's English Policy has been developed in light of the new National Curriculum for England. The National Curriculum provides a framework for English but our school is aware of the need for flexibility and creativity in teaching and learning styles in response to the needs of individual children. The policy is written with consideration to our school commitment to the Rights of the Child and in light of us being a Rights Respecting School. Although direct reference to this is not continually made, the policy has been written with full awareness of our commitment to Children's Rights. It also complies with Article 28 of the UNCRC 'Every child has the right to an education'.

INTRODUCTION

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised (DfE 2014).

AIMS

The overarching aim for English at St Joseph's as stated in the National Curriculum (2014) 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.

Additionally, our school aims for English include those stated in the National Curriculum (2014)

- To read easily, fluently and with good understanding
- To develop the habit of reading widely and often, for both pleasure and information
- To acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- To appreciate our rich and varied literary heritage
- To write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- To be competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate. (DfE 2014)

In our school, we strive - :

- To provide the vital transition from home to the outside world.
- To provide a cross-curricular thematic approach.

- To provide a stimulating environment where children are motivated to think about their experiences and to express themselves as fully as possible in speech and writing.
- To provide an environment where all modes of language are used for genuine purposes.
- To provide experiences in English that promote the personal, social and moral development of every child.

OBJECTIVES

Individually and collaboratively children should be seen to:-

- Use language to receive and communicate meaning in purposeful contexts.
- Employ a variety of forms with a clear awareness of audience.
- Work on tasks which have been directed and tasks which children initiate themselves.
- Work with teacher and support staff and other adults who are themselves involved in the processes – as talkers, listeners, readers and writers.
- Read literature, both fiction and non fiction, for enjoyment, responding to it critically and using that reading for learning ie to support their own writing and speaking.
- To develop vocabulary and spelling skills through systematic and challenging teaching.
- To write imaginative, interesting and thoughtful texts appropriate to the task, reader and purpose – organising and sequencing information, ideas and events effectively.

The English curriculum is broad and encompasses the following:-

- Language use
- Language study
- Literature
- Drama

It includes the teaching of skills such as handwriting as well as the development of imagination and competence in speaking and listening, reading and writing.

PUPIL'S ENGLISH EXPERIENCES

The needs of the learner are as follows:-

- Expectation of success.
- The confidence to take risks and make mistakes.
- A willingness to share and to engage.
- The confidence to ask for help.
- An acceptance of the need to re-adjust.

This should be reflected in the teacher providing the following:-

- respect for and interest in the learner's language, culture, thought and intentions.
- the ability to recognise growth points, strengths and potential.
- the confidence to maintain breadth, richness and variety, and to match these to the learner's interest and direction (i.e. to stimulate and challenge).

- a sensitive awareness of when to intervene and when to leave alone.

ENGLISH TEACHING AND LEARNING

Phonics

Phonics will be taught as a discrete lesson each day. Planning for teaching and learning phonics at St Joseph's acknowledges the content of the independent review of the teaching of early reading – *The Rose Report March 2006* – which emphasizes the importance of systematic and high quality teaching of phonic knowledge and skills to equip children with the skills they need to read and spell words with fluency and confidence. The 'Letters and Sounds' scheme is taught from Nursery with a strong focus on phase 1 of the scheme which aims to ensure the children in our care have a rich and secure grounding in exploring sounds and words through a variety of activities and experiences to prepare them for phase 2 of the programme when our children begin to learn the letters of the alphabet, both sounds and names of letters and how to blend to read and segment to spell words (refer to Letters and Sounds document for full guidance).

Once phase 2 begins, Jolly Phonics is used as a visual and kinaesthetic stimulus to enable memory recall of some letter sounds. Children are given weekly practise in class and through homework using the letter combinations being taught from the appropriate phase.

English

English is taught within a framework of **daily** lessons (may be through cross curricular provision). When planning for teaching and learning, coverage is ensured by making reference to objectives from the National Curriculum on medium term planning. This is used in conjunction with the Durham Progression document for English to ensure coverage and planning for skills progression. Weekly planning details the most appropriate objectives for teaching and learning. Teachers will begin planning by acknowledging prior learning to determine whether children have the necessary knowledge and skills they need to access the proposed learning.

The English lesson each day contains a balance of whole class teaching and group or individual work. The learning objective for each lesson that the children undertake will be discussed with the children and displayed on the white board for the children to refer to throughout the lesson before they proceed with the task so that they know exactly what is expected of them.

The structure of the lesson will usually include:

1. Whole class work: Big Books, fiction, non-fiction, poetry, rhymes, drama...
2. Group Work
3. Whole class plenary.

At times it may be appropriate to spend longer on a particular strand to ensure quality teaching and learning e.g. a drama lesson may take up the whole of the literacy hour for one session in the week. Within the drama lesson, many quality learning experiences would be happening e.g. quality development of vocabulary, expressing views and ideas, developing imagination and creative thought. At St Joseph's we regard speaking and listening activities such as drama as a highly important pre-requisite for quality writing development.

Writing activities should include the following guidelines. They should be: -

- Broad
- Balanced
- Relevant
- Differentiated
- Appropriate to the task

- Appropriate to the individual needs of the child
- Allow for children to work individually, in pairs, in groups, as a class
- Activities should allow for independent learning as well as being structured in nature

Reception children and those attending Nursery will take part in sections of literacy learning throughout the day. Much of their work is cross curricular to ensure appropriate meaningful experiences are delivered to the children. In Reception the basic skills are taught well and thoroughly, however, creativity through language is also held in high esteem and language activities are presented to children in the most exciting and fun way possible using quality and interesting resources to develop creative and imaginative thought through language.

Spelling

The teaching of spelling has been developed with reference to the 'Letters and Sounds' scheme. Segmentation of words to spell them is taught from Reception as soon as children begin to blend sounds to read words. The spelling of tricky words is also taught from Reception through 'Letters and Sounds'. Again, our Nursery children will be able to access this learning *if and when they are deemed ready*. In Year 1, spellings include some key words and some words that follow a spelling pattern. This pattern is taken from an appropriately levelled section of the Letters and Sounds document that is also being taught throughout the week within phonics lessons. Planning for the teaching of Spelling in Year 2 + KS2 incorporates a variety of spelling rules that are referenced in the National Curriculum for English and the Durham progression document for English.

St Joseph's acknowledges that although children can learn spellings by rote, the correct spelling of words is often not reflected in their writing outside a spelling test. We aim to develop skills and confidence in spelling within phonics sessions over the week in Reception and Year 1 building up to actual spelling tests beginning in Year 2. The No Nonsense Spelling programme will be used to support the teaching of spelling from Year 2 to Year 6 two or three times a week.

Handwriting

On entry to Reception children are taught to form letters at the same time as they are introduced to the sound and name of each letter of the alphabet. Letters are introduced to the children in the order that is suggested in the Letters and Sounds document. Children will be taught to form each letter with an entrance and exit stroke to promote readiness for joining with each letter starting and ending on a line. Children are taught the correct formation through a variety of activities including forming letters in the sand (indoors and outdoors), outdoors using chalks and writing on whiteboards. By the Spring Term or when the children are deemed ready by their Class Teacher, teaching and learning will focus on joining handwriting using Cursive Script. Daily practise will continue throughout Key Stage one and two with the intention of handwriting becoming increasingly neat and legible.

Homework

Homework is given to children to support and extend the work taught in school.

Reception children have 'Sound Journals' to take home on a Monday and return on a Friday. These have the sounds they have learned in class to practise the recognition and writing of the letter sound. As their confidence grows and the year progresses the children are given a word book to take home with suggested ideas for parents/carers to support their child in learning to read words. This book gives children practise at reading decodable and tricky words at an appropriate level for them

In Year 1 and Year 2 children continue to take an appropriately levelled word book home to give them practise at reading decodable and tricky words. Year 2 children will be given CGP books to consolidate and extend learning. When appropriate, additional English homework may be given, topic and genre dependent.

In Year 3 and 4 children take home spellings which are linked to the spelling appendices from the new national curriculum. Spellings are given out on a Friday and will be reviewed the following week. Children will also be given weekly grammar and punctuation homework.

In Class 4 the Year 5 and Year 6 lists and common exception lists and are given out on Fridays to be reviewed the following Friday. The children in Year 5 and 6 also have a weekly Grammar task to complete; given out on Fridays to be returned on Wednesdays.

All children are expected to read every night; they have access to books and an online allocated library through Bug Club. The children are responsible for changing their own books and are encouraged to do this daily.

PRESENTATION OF WRITTEN WORK

Written work will generally be recorded in English books. In order to develop presentation skills we envisage that children at different stages of development will have different needs and requirements i.e. books without lines, books with wide lines, books with narrow lines. Children in reception will write their name at the top of each piece of work. When the children are competent at writing their name, they will write the date at the top of each piece of work. In Key Stage 1 – KS2 children will write the long date and a title at the top of each page.

CROSS CURRICULAR ISSUES

Children will be given the opportunity to apply their learned skills and knowledge across the curriculum. Opportunities to use and learn about language do not only arise in areas designated for reading, writing, talking and listening. Every learning experience is a language experience and it is largely through talking with others that children come to understand and internalise new ideas.

Each curricular area has its own specialised language. Investigations of a scientific or mathematical kind give opportunities for discussion, planning, making suggestions, asking questions and reporting on results. Cross curricular skills need to be reflected in planning and integrated within topic work.

In our school, children will be taught from the programmes of study as set out in the New National Curriculum (statutory from September 2014). Children who attend our Nursery or who are in Reception will be taught from the Early Years Foundation Stage curriculum i.e. areas of ‘Literacy’ and ‘Communication and Language’.

Note: Before each programme of study from the English curriculum, listed below are the Early Learning Goals from the areas of Communication and Language and Literacy as detailed in the EYFS curriculum which is followed by children in Nursery or Reception. The Early Learning Goals are what we aim for children to attain by the *end* of their Reception year.

Teachers will need to be flexible when planning for learning to ensure teaching activities and wider provision are appropriately pitched according to each child’s stage of development – please refer to EYFS curriculum for learning objectives detailed within varying age brackets.

Foundation Stage

Communication and language

Listening and attention: children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

Understanding: children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Speaking: children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

Literacy

Reading: children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

Writing: children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Spoken language

(Years 1 -6)

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play/improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication

Year 1: Reading

Reading - word reading

Pupils should be taught to:

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- reread these books to build up their fluency and confidence in word reading

Reading – comprehension

Pupils should be taught to:

- **develop pleasure in reading, motivation to read, vocabulary and understanding by:**
 - listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
 - being encouraged to link what they read or hear to their own experiences
 - becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
 - recognising and joining in with predictable phrases
 - learning to appreciate rhymes and poems, and to recite some by heart
 - discussing word meanings, linking new meanings to those already known
- **understand both the books they can already read accurately and fluently and those they listen to by:**
 - drawing on what they already know or on background information and vocabulary provided by the teacher
 - checking that the text makes sense to them as they read, and correcting inaccurate reading
 - discussing the significance of the title and events
 - making inferences on the basis of what is being said and done
 - predicting what might happen on the basis of what has been read so far
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them

Writing - transcription

Spelling

Pupils should be taught to:

- spell:
 - words containing each of the 40+ phonemes already taught
 - common exception words
 - the days of the week
- name the letters of the alphabet:
 - naming the letters of the alphabet in order
 - using letter names to distinguish between alternative spellings of the same sound
- add prefixes and suffixes:
 - using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
 - using the prefix un–
 - using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- apply simple spelling rules and guidance, (words listed in English appendix 1 in the new National Curriculum 2014)
- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far

Handwriting

Pupils should be taught to:

- sit correctly at a table, holding a pencil comfortably and correctly

- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these

Writing - composition

Pupils should be taught to:

- write sentences by:
 - saying out loud what they are going to write about
 - composing a sentence orally before writing it
 - sequencing sentences to form short narratives
 - re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- read their writing aloud, clearly enough to be heard by their peers and the teacher

Writing - vocabulary, grammar and punctuation

Pupils should be taught to:

- develop their understanding of the concepts set out in the National Curriculum by:
 - leaving spaces between words
 - joining words and joining clauses using 'and'
 - beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
 - using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
 - learning the grammar for year 1 in English
- use the grammatical terminology in English in discussing their writing

See appendix 2 in new National Curriculum for English for guidance on the above.

Note: The following Year 2 program of study is to be taught from September 2015

Year 2: Reading

Reading - word reading

Pupils should be taught to:

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered

- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- reread these books to build up their fluency and confidence in word reading

Reading - comprehension

Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
 - discussing the sequence of events in books and how items of information are related
 - becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
 - being introduced to non-fiction books that are structured in different ways
 - recognising simple recurring literary language in stories and poetry
 - discussing and clarifying the meanings of words, linking new meanings to known vocabulary
 - discussing their favourite words and phrases
 - continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- understand both the books that they can already read accurately and fluently and those that they listen to by:
 - drawing on what they already know or on background information and vocabulary provided by the teacher
 - checking that the text makes sense to them as they read, and correcting inaccurate reading
 - making inferences on the basis of what is being said and done
 - answering and asking questions
 - predicting what might happen on the basis of what has been read so far
- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

Writing - transcription

Spelling

Pupils should be taught to:

- spell by:
 - segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
 - learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones
 - learning to spell common exception words
 - learning to spell more words with contracted forms
 - learning the possessive apostrophe (singular) [for example, the girl's book]
 - distinguishing between homophones and near-homophones
- add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly

- apply spelling rules and guidance
- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far

See appendix 1 in new National Curriculum for English for guidance on the above.

Handwriting

Pupils should be taught to:

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters

Writing - composition

Pupils should be taught to:

- develop positive attitudes towards and stamina for writing by:
 - writing narratives about personal experiences and those of others (real and fictional)
 - writing about real events
 - writing poetry
 - writing for different purposes
- consider what they are going to write before beginning by:
 - planning or saying out loud what they are going to write about
 - writing down ideas and/or key words, including new vocabulary
 - encapsulating what they want to say, sentence by sentence
- make simple additions, revisions and corrections to their own writing by:
 - evaluating their writing with the teacher and other pupils
 - rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
 - proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)
- read aloud what they have written with appropriate intonation to make the meaning clear

Writing - vocabulary, grammar and punctuation

Pupils should be taught to:

- develop their understanding of the concepts set out in the National Curriculum by:
 - learning how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- learn how to use
 - sentences with different forms: statement, question, exclamation, command
 - expanded noun phrases to describe and specify [for example, the blue butterfly]
 - the present and past tenses correctly and consistently, including the progressive form
 - subordination (using when, if, that, or because) and co-ordination (using or, and, or but)

- the grammar for year 2
- some features of written Standard English
- use and understand grammatical terminology in discussing their writing

See appendix 2 in new National Curriculum for English for examples and guidance on the above.

Year 3 and 4 Reading - word reading

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see [English appendix 1](#) , both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word

Reading - comprehension

Pupils should be taught to:

Develop positive attitudes to reading, and an understanding of what they read, by:

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative poetry]

Understand what they read, in books they can read independently, by:

- checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than 1 paragraph and summarising these
- how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

Year 3 and 4 Writing - transcription:

Spelling (see [English Appendix 1](#))

Pupils should be taught to:

- use further prefixes and suffixes and understand how to add them (English Appendix 1)
- spell further homophones
- spell words that are often misspelt (English Appendix 1)
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first two or three letters of a word to check its spelling in a dictionary

- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Handwriting

Pupils should be taught to:

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

Composition

Pupils should be taught to:

- plan their writing by:
 - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
 - discussing and recording ideas
- draft and write by:
 - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
 - organising paragraphs around a theme
 - in narratives, creating settings, characters and plot
 - in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- evaluate and edit by:
 - assessing the effectiveness of their own and others' writing and suggesting improvements
 - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
 - proof-read for spelling and punctuation errors
 - read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Vocabulary, Grammar and Punctuation

Pupils should be taught to:

- develop their understanding of the concepts set out in English Appendix 2 by:
 - extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
 - using the present perfect form of verbs in contrast to the past tense
 - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
 - using conjunctions, adverbs and prepositions to express time and cause
 - using fronted adverbials
- learning the grammar for years 3 and 4 in English Appendix 2
- indicate grammatical and other features by:
 - using commas after fronted adverbials
 - indicating possession by using the possessive apostrophe with plural nouns
 - using and punctuating direct speech
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

Year 5 and 6 Reading – :

Word reading

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see [English appendix 1](#) , both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word

Reading - comprehension

Pupils should be taught to:

- maintain positive attitudes to reading and understanding of what they read by:
 - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 - reading books that are structured in different ways and reading for a range of purposes
 - increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
 - recommending books that they have read to their peers, giving reasons for their choices
 - identifying and discussing themes and conventions in and across a wide range of writing
 - making comparisons within and across books
 - learning a wider range of poetry by heart
 - preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
 - understand what they read by:
 - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
 - asking questions to improve their understanding
 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - predicting what might happen from details stated and implied
 - summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
 - identifying how language, structure and presentation contribute to meaning
 - discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
 - distinguish between statements of fact and opinion
 - retrieve, record and present information from non-fiction
 - participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
 - explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
 - provide reasoned justifications for their views.

Year 5 and 6 Writing - transcription:

Spelling (see [English Appendix 1](#))

Pupils should be taught to:

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters [for example, knight, psalm, solemn]
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
- use dictionaries to check the spelling and meaning of words
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus.

Handwriting and presentation

Pupils should be taught to:

- write legibly, fluently and with increasing speed by:
- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task.

Composition

Pupils should be taught to:

- plan their writing by:
- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- draft and write by:
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- précising longer passages
- using a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- evaluate and edit by:
- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proof-read for spelling and punctuation errors
 - perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Vocabulary, Grammar and Punctuation

Pupils should be taught to:

- develop their understanding of the concepts set out in English Appendix 2 by:
- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- using passive verbs to affect the presentation of information in a sentence
- using the perfect form of verbs to mark relationships of time and cause
- using expanded noun phrases to convey complicated information concisely
- using modal verbs or adverbs to indicate degrees of possibility

- using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- learning the grammar for years 5 and 6 in English Appendix 2
- indicate grammatical and other features by:
 - using commas to clarify meaning or avoid ambiguity in writing
 - using hyphens to avoid ambiguity
 - using brackets, dashes or commas to indicate parenthesis
 - using semi-colons, colons or dashes to mark boundaries between independent clauses
 - using a colon to introduce a list
 - punctuating bullet points consistently
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading

CLASSROOM MANAGEMENT

The setting for learning in St Joseph's should provide opportunities to develop the language competence that virtually all children possess when they arrive at school.

Classrooms which facilitate learning through language as well as learning about language itself should be carefully thought through, planned, prepared and managed so that they provide real opportunities for children to be talkers, listeners, readers and writers.

Activities have to be worthwhile and provide something meaningful to talk, read and write about or listen to.

The classroom organisation will permit children to: -

- Have clear routines for independent working
- Work together without disturbance from others
- Work together in mixed or single sex groups
- Work together in mixed or same ability groups
- Work together as a whole class (clear permanent space will need to be provided for this activity)
- Have a balance of whole class and group teaching

All classrooms should include the following: -

A book area which provides: -

- An atmosphere which is conducive, welcoming and exciting.
- Books which are displayed and face forward at child's level
- A carpeted area – so that children sit comfortably on the floor
- If possible it should be situated in a corner (not in a place where children have to pass through to get to other areas)
- A secluded enough space to ensure that it is a private place, inviting reflection and reading in a sustained way

Classrooms should have a mixture of fiction, poetry and non fiction books available to the children.

Children are encouraged to take home tricky words to learn as a strategy to aid sight vocabulary recognition.

A Writing Centre which is appropriately resourced with the following: -

The words: WRITING CENTRE, OFFICE, TRAVEL AGENT etc must be clearly displayed on a screen / display board at a child's eye level where the writing centre is sited.

- A clearly displayed alphabet showing upper and lower case letters
- Lots of print that is pertinent to the particular writing focus e.g Travel Agent
- Reception children could have selected words with pictures

Tricky words – complexity in spelling develops from Reception to Year 6.

Writing resources - examples:

- Sheets of stamps
- Good quality informative examples:
- Telephone book, travel brochures, magazines
- Paper: plain, lined, coloured- different sizes
Paper must be neatly stored ie in card labelled folders or labelled drawers easily accessible to children.
- Envelopes
- Card – selection of sizes/ colours (to be used sparingly – child must ask before using card)
- Message book
- Alphabet index book (optional)

A range of writing implements – examples:

- Pencils
- Pencil crayons
- Biro pens, red, blue, black
- Fine felt pens
- Thick felt pens
- 1 ruler
- 1 rubber
- 1 pair of scissors
- 1 pencil sharpener
- Telephone
- Hole punch
- Date stamp/ stamp pad
- Sellotape
- Files – letter stencils – plastic letters

There should be a mixture of print in the writing centre:

- Cut out letters
- Teacher's writing
- Children's writing
- Computer generated print
- Different styles of print
- BLOCK CAPITALS
- Script
- Joined writing
- Different styles of computer print

PLAY, ROLE PLAY AND DRAMA

Young children should be allowed opportunities for self-directed role play such as the 'home corner' which can easily be turned into an alternative role playing area connected with a class topic, e.g. a café when exploring a classroom theme of food. In Reception there will always be a domestic role play area plus other role play areas linked to a theme such as a shop or post office or following the interests of our children.

Older children – drama allows a formal exploration of ideas and feelings and can be about anything such as, an event in a playground or a street, a situation in a story/poem/historical event. At times children's own voices and language will be used for expressing ideas and feelings. At other times they may need to adopt the language and voices of others.

At St Joseph's we believe that children have the right to an education that develops their personality and talents to the full and that play, role play and drama play an important part in this development.

Learning Objectives for Role Play and Drama

- To extend and develop language.
- To make discoveries.
- Reach understanding.
- To develop relationships and communication strategies.

Teacher's Role

- To provide a central but not dominating role.
- To provide activities which reflect a framework and a sense of purpose.
- To provide an appropriate and safe context.
- To be sensitive to 'wise' intervention.
- To provide a balance between careful planning by the teacher and the freedom of the children to explore the territory on their own.

There needs to be a clear sense of progression if role play is to be successful.

The following headings are useful:-

- Select a specific aim for the lesson: What kind of learning do I wish to encourage? What do I want the children to learn about?
- Choose the context: which imaginative sight will the drama occupy? E.g. in the village, under the sea.
- Choose the children's roles – the class is divided into four groups each given a specific role.
- Choose your role and plan your possible point of intervention.
- Choose your 'frame' – the view point of those in role. This includes a definition of the boundaries of the activity and takes account of control and safety issues.
- Devise activities for children in role. Choose a focus: what is the imaginative purpose behind the activity? E.g. why are the divers under the sea?
- Use imaginative drama – conflict drama sessions as a stimulus for independent writing.

READING

Guided Reading Records

Children have the opportunity to practise and develop their reading skills during guided reading sessions. The teacher will group children according to ability and listen to them read focusing on particular skills and strategies to read and understand the text.

A list of progressive skills is at the beginning of the guided reading record book. The teacher writes the date, name of book, level of objective focus and appropriate comments that give an indication of the child's learning in relation to the focused objective of the session and any other relevant comments. Staff will sign at the end of the comments to show who has read with the children.

HOME LOAN BOOKS

Books can be taken home from the classroom collection. Children are encouraged to alternate their choices i.e. fiction, non-fiction, reading scheme, rhyme or poetry books may be chosen. St

Joseph's RCVA Primary School highly promotes reading for pleasure and children are encouraged to choose any book of interest regardless of its complexity.

PRACTICE SHOULD PROMOTE

- Consideration at all times for the Rights of the Child in terms of all children's entitlements as stated in the United Nations Convention.
- The successful language learning which children have already accomplished in the context of their own homes and communities and
- Provide children with 'the best possible learning opportunities matched to their individual needs'.
- Provide an "apprenticeship" approach to acquiring written and oral language, in which the adult represents the 'success' the child seeks, yet offers endless help.
- Maintain a constant respect for the child's language.
- Enable children to reflect upon and organise their thinking about activities which are provided for them.
- Provide opportunities for children to interact with each other/teachers in oral language and through this to gain confidence in their own ability as speakers.
- Help children to feel at home in the world of books and literature as attentive listeners and reflective readers who find pleasure in books.
- Allow children to behave like real writers and to develop confidence in themselves as writers.
- Maintain a close connection between reading and writing.

ASSESSMENT

Assessment of a child's development will continually provide both 'feedback' and 'target setting'. It will reflect the overall Assessment Policy.

Aspects of English: Speaking and Listening, Reading, Writing, Spelling and Handwriting will be assessed throughout each term in conjunction with the whole school assessment timetable. The Individual Assessment book for every child focuses on progression in the basic skills of: Speaking and Listening, Key Words, Phonic Progression, Reading Skill Development, Writing Skill Development and Spelling.

Termly (or more frequent) whole school writing assessments focus on both story writing and non-fiction writing. Every child's work is looked at by all staff. Staff are able to assess progression of skills across the school, spelling skills, handwriting etc. Whole school targets and priorities for improvement are formulated from these assessments which the English coordinator feeds into the annual school self review process and audits. Areas for improvement are highlighted and appropriate action is taken to address areas for development. We acknowledge of course, that assessment is a continuous and integral part of planning for the teaching and learning of English and as such any attainment judgements made will be informed by a range of evidence.

EQUAL OPPORTUNITIES

It is important to recognise that language is never neutral. The individual's knowledge of language will be rooted in their social, cultural and linguistic experience. The study of language must recognise differences and remain non judgemental. It must be descriptive rather than prescriptive.

The English Curriculum will reflect the Equal Opportunities Policy and our commitment to being a Rights Respecting school.

SPECIAL EDUCATIONAL NEEDS

Within the National Primary Strategy children of all ages and abilities are catered for. Those with special English needs will be provided for with appropriate work at their own level of ability which will facilitate an extended learning process. Having determined the child's needs, appropriate learning steps will be presented and achievement of these will ensure steady progress is made. Liaison will take place with the SEN Coordinator if particular provision is required in an Individual Education Programme under the Code of Practice (SEN). Particular reference should be made to the School SEND Policy. The early detection of reading difficulties is important. Certainly by the end of Reception concerns about certain children should have been raised by staff with the S.E.N.C.O. For more in depth tests and suggested recovery strategies see Special Needs File.

MOST ABLE AND TALENTED

The Most Able and Talented Coordinator will monitor provision for our most able children, ensuring that they have access to challenging and thought-provoking tasks which will enhance their knowledge and understanding in English. At the start of each academic year teachers project which level each child in their class will reach in reading, writing and maths. Assessments confirm the progress they have made each term towards their predicted levels. The SEN and MAT Coordinators along with Literacy and Numeracy Coordinators carefully monitor this process. If children are clearly not achieving or exceeding expected levels then

work will be planned accordingly to meet their needs.

THE ROLE OF THE ENGLISH COORDINATOR

English is involved in many aspects of the learning which takes place in school. The coordinator needs to ensure close liaison with other coordinators to ensure that children are provided with appropriate opportunities and resources to enable them to engage in literacy activities in a cross curricular way.

The role of the English Coordinator is to:-

- Organise in-service training for staff in English
- Ensure that appropriate resources are available
- Provide advice to assist staff in the delivery of the curriculum
- Provide support for NQT's in English
- Develop strong links with the feeder schools
- Ensure continuity and progression from Nursery to Year 6
- Know and understand how children become literate
- Evaluate on a regular basis the policy and medium term planning and ensure they form the basis of practice of English within the school
- Keep updated in English developments through appropriate in-service training
- Keep a Coordinator's file and portfolio informative and regularly updated
- Audit provision for English across the school in terms of teaching and learning, resources, standards on a regular basis
- Prioritise improvements for the teaching and learning of English across the school and contribute to the school improvement plan
- Source and audit English based resources and develop our provision
- Liaise with Head Teacher to manage funding on a yearly basis for English and qualify how newly purchased resources have had an impact on teaching and learning
- With the Head Teacher, Assessment Coordinator track the progress of identified groups of children and be involved in a thorough evaluation of English looking at trends over time, value added from baseline predictions to end of Key Stage SAT's results.
- Be involved with intervention programmes to support and boost the learning of children who are not reaching expected standard for the termly/half termly assessments.

PARENTS/CARERS AND LANGUAGE DEVELOPMENT

St Joseph's RCVA Primary School aims to foster a close partnership with parents/carers in their child's language development. This is promoted through the following:-

- Children take home a book to share with parents/carers on a regular basis. Children are encouraged to change their reading book every day.
- The school promotes the importance of Literacy through a range of events:
 - e.g. Reading Trails, visits from poets, authors, story tellers, theatre productions regularly visit the school, illustrators work with the children and parents/carers in various workshops etc.
- Parents/carers are consulted on a regular basis with regard to their child's progress in English.

EVALUATION

Evaluation of this policy will be ongoing and will be carried out through – team meetings, team planning meetings, observations of lessons from planning to teaching and learning, discussion.

Resources will be audited on a regular basis and proposals for new resources will be discussed with the Head teacher and the English Co-coordinator.

New members of staff will have access to this policy and planning support for English. It is the responsibility of the English Co-coordinator to ensure staff have necessary help and support.

This policy is written with consideration to our school commitment to the Rights of the Child and our achievement of becoming a Rights Respecting School. Although direct reference to this is not continually made, the policy has been written with full awareness of our responsibility and commitment to this initiative.

Policy to be reviewed April 2020.