English Policy

St. Joseph’s Catholic Primary School

**“Trusting in God, Creating tomorrow, helping today.”**

**Introduction**

This policy has been developed in order to ensure that the teaching of English contributes to the fulfilment of the school’s mission statement:

As a school, we firmly believe that outstanding English today will enable our pupils to take their place in the world, creating a successful tomorrow.

The following policies should be read in conjunction with this one:

* Phonics Policy
* Teaching and Learning Policy
* Curriculum Policy
* Assessment Policy
* Marking Policy
* Special Needs Policy
* Equal Opportunities Policy
* Homework Policy

**Rationale**

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, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

**Intent**

The intent of the St. Joseph’s English curriculum is to ensure that all children are well prepared for the next stage of their education and for futures post-18. We aim to provide an ambitious and engaging English curriculum along with high quality teaching to produce individuals who are confident speakers, careful listeners, competent readers and imaginative writers. It is our intent to provide a stimulating environment and adequate resources so that pupils can develop their English skills to the full.

The intent for all staff at St. Joseph’s is for all of our children to be successful in English because they:

* meet the requirements of the National Curriculum and EYFS Development Matters document.
* communicate effectively in speech so they can talk appropriately with confidence to different audiences.
* write clearly, accurately and coherently, adapting their language and style for a range of contexts, purposes and audiences.
* develop reading skills so that they become proficient, enthusiastic, knowledgeable and responsive readers to a variety of texts.
* develop reading skills so that they can analyse and extract meaning from increasingly challenging texts.
* develop a love of literature that will last a life time and impact upon their writing capabilities.

**Implementation**

English is planned and taught following the statutory requirements of the National Curriculum. In all year groups, fictional genres are covered each term; all genres of non-fiction are also taught to each year group. This is identified in the long-term English plan. Wherever possible, English genres will link to the Imaginative learning project covered in the topic-based learning.

**Reading**

Reading is the foundation for all learning for pupils at St. Joseph’s. Phonics is taught immediately as pupils enter school in EYFS, following the Letters and Sounds approach, which is supported by the school’s synthetic phonics based reading scheme. *(See Phonics Policy)*

**Guided Reading**

One English lesson each week is devoted to Guided Reading from Year 2 onwards. Year 1 children begin their Guided Reading lessons from the Lent Term (after February half term).

A typical guided reading lesson involves small groups of pupils studying an entire text, which children will work through each week until completed. Typically, pupils will be provided with the opportunity to read fiction, non-fiction as well as poetry texts.

In order to enable pupils to develop effectively in their ability to read, they are arranged into ability groups based closely on the book band they are working within. It is vital that the book band matches each child’s current attainment. For example, if a child is working at Year 4 Secure, they should be reading books within the Dark Blue band. The table below provides further guidance on the expected book bands by the end of each year group:

|  |  |
| --- | --- |
| **Reception** | |
|  | **Yellow** |
| **Year 1** | |
|  | **Turquoise** |
| **Year 2** | |
|  | **White** |
| **Year 3** | |
|  | **Brown** |
| **Year 4** | |
|  | **Grey** |
| **Year 5** | |
|  | **Dark blue** |
| **Year 6** | |
|  | **Burgundy** |
|  | **Black** |

Guided Reading lessons follow the same consistent approach throughout the school. Each lesson is one hour and comprises of three components, each lasting for approximately 20 minutes. These components are:

1. A guided session with the class teacher or TA (on a two-weekly rotation) focusing on one of the reading domains. Children will be asked questions to evidence this domain using their text to find the evidence to support their oral answers. Within this, adults model examples of how to provide a written answer to some questions. Please note that the questions asked in this session are different to those provided when answering independently.
2. Reciprocal Reading (See below).
3. Independent opportunity to answer questions, most of which relate to the reading domain being focused on. (See below)

In order to teach each aspect of reading, lessons are tightly focused on reading domains. Typically, a different domain is studied each week.

In Key Stage 1, pupils are taught to answer questions based on **five** domains. These are:

* Vocabulary (1a)
* Retrieval (1b)
* Sequencing (1c)
* Inference (1d)
* Prediction (1e)

In Key Stage 2, there are **seven** domains. These are

* Vocabulary (2a)
* Retrieval (2b)
* Summarise (2c)
* Inference (2d)
* Prediction (2e)
* Viewpoint (2f)
* Word choice (2g)
* Comparing (2h)

At St. Joseph’s, Reading Domain 2a and 2g are taught together and domain 2e will be evidenced at the end of a chapter or set of questions. When pupils are asked to summarise for domain 2c, this will be evidenced at the end of a chapter or a book. Pupils will not focus on predicting or summarising for one whole lesson; instead, these question types will only appear at the end of each set of questions.

Because pupils are required to comprehend at speed, we support this by increasing our expectations of the number of questions pupils can answer within the 20-minute time allocation. In KS1, children will answer 5-8 questions and in KS2, 10 written questions will be answered. Teachers ensure that each question is followed by a page number to allow pupils to locate the required information in their reading book. Each set of questions should make it clear which book band, author, book and chapter, together with the page numbers that the questions relate to.

Questions should consist of ‘SATs style’ type questions as well as questions that require a longer written response. Next to each question, there should be the number of marks available so children are clear on the length of the response needed.

**Reciprocal Reading**

In Key Stage 2, children will also complete a Reciprocal Reading task where they take on one of the following roles: questioner, summariser, clarifier or predictor. Children will be expected to prepare for their given role as part of their homework. To support pupils with their discussions and responses, they are provided with a template on which to make notes, based on the role being undertaken. After each text has been read and studied, these sheets are stuck into guided reading books and are used to inform assessment judgements.

**Reading Areas**

All classes through St. Joseph’s have a reading area. This is an area within the classroom, which is themed on a book of the class teachers’ choice. Each academic year, this will be updated with a new theme. Children can access the reading area at any time.

**Author of the term**

Each half term, every class will have an author of the term that they will focus on. These will be displayed in each classroom’s reading area. Children will be given a homework task each half term linked to the author and they will be invited to bring in the book to share with their class. Teachers will also share the author of the term on their class page on the website.

Each classes authors are as follows:

|  |  |  |  |
| --- | --- | --- | --- |
| **Reception** | | | |
|  | **Autumn** | **Spring** | **Summer** |
|  | * Nick Butterworth * Mick Inkpen | * David McKee * Eric Carle | * Sam McBratney * Ian Whybrow |
| **Year 1** | | | |
|  | **Autumn** | **Spring** | **Summer** |
|  | * Claire Freedman * Janet and Allan Ahlberg | * Tony Ross * Judith Kerr | * Giles Andreae * Dr. Seuss |
| **Year 2** | | | |
|  | **Autumn** | **Spring** | **Summer** |
|  | * Jill Murphy * Julia Donaldson | * Anne Fine * Martin Waddell | * Anthony Brown * David Armitage |
| **Year 3** | | | |
|  | **Autumn** | **Spring** | **Summer** |
|  | * Alan Macdonald * Francesca Simon | * Dick King-Smith * Steve Cole | * Jeremy Strong * Holly Webb |
| **Year 4** | | | |
|  | **Autumn** | **Spring** | **Summer** |
|  | * Chris Riddell * Guy Bass | * Michael Morpurgo * Chris Mould | * A F Harold * Pamela Butchart |
| Year 5 | | | |
|  | Autumn | Spring | Summer |
|  | * Eva Ibbotson * Enid Blyton | * Philip Pullman * Elen Caldecott | * Robert Swindells * Pete Johnson |
| **Year 6** | | | |
|  | **Autumn** | **Spring** | **Summer** |
|  | * Cornelia Funke * Rick Riordan | * Anthony Horowitz * Emma Carroll | * Eoin Colfer * David Almond |

**Writing and EGaPs**

Medium term planning outlines in detail which genres and which objectives are being taught each term.

Each unit (except poetry and instructions) will follow a three week teaching cycle:

**Week 1:**

Analysis of the text type and teaching of spelling, punctuation and grammar that links to this text type;

**Week 2:**

Shared and guided writing,

**Week 3:**

Independent writing.

Throughout each of the three weeks, Reading, grammar, punctuation and spelling will be continuously taught and these skills applied in independent writing.

**Text Types**

Staff will teach a range of genres throughout the academic year focusing on the features and sentence level objectives relevant to their year group.

|  |  |  |  |
| --- | --- | --- | --- |
| **Year 1** | | | |
|  | **Autumn** | **Spring** | **Summer** |
| English Genres | * Traditional tales * Recounts * Non-chronological reports | * Adventure stories * Instructions * Dinosaur stories * Recounts | * Comic strips * Biographies * Fact files * Myths and legends * Non-chronological reports |
| Grammar | * Combining words to make sentences; * Introduction to capital letters, full stops and question marks to demarcate sentences; * Capital letters for names and personal pronoun ‘I’; * Sequencing sentences to form short narratives; * Joining words and clauses using and. | * Introduction to capital letters, full stops, question marks and exclamation to demarcate sentences; * Capital letters for names and personal pronoun ‘I’; * Sequencing sentences to form short narratives; * Joining words and clauses using and. | * Continue to develop use of capital letters, full stops, question marks and exclamation to demarcate sentences; * Capital letters for names and personal pronoun ‘I’; * Sequencing sentences to form narratives; * Joining words and clauses using and. |
| **Year 2** | | | |
| English Genres | * Recounts * Stories with familiar setting * Poetry * Instructions * Narrative – story structure * Non- fiction – information leaflets | * Narrative –character description * Poetry * Biographies * Narrative - adventure stories * Persuasion * Instructions | * Narrative – traditional tales * Non chronological report * Diary * Explanation – * Poetry * Narrative – play scripts |
| Grammar | * Correct choice and consistent use of the past tense. * Use of capital letters, full stops, exclamation marks and question marks. * Use commas to separate items in a list. * Use conjunctions for co-ordination and subordination. * Use words and phrases to show the passing of time. | * Use expanded noun phrases for description. * Use adverbs to describe verbs. * Use the correct use of the past and present tense. * Use the progressive forms of verbs in the present and past tense to mark actions in progress. * Use capital letters, full stops, exclamation marks and question marks. * Commas to separate items in a list. | * Use ? and ! * Use apostrophes to mark singular possession of noun. * Use the correct use of the past and present tense. * Use the progressive forms of verbs in the present and past tense to mark actions in progress. * Use capital letters, full stops, exclamation marks and question marks. * Commas to separate items in a list |
| Year 3 | | | |
| English Genres | * Explanation Texts * Instructions * Persuasion Texts * Newspaper Reports * Adventure Narrative | * Non-Chronological Reports * Narrative (Setting and Character description- arts week) * Balanced Arguments * Narrative | * Narrative Myths * Poetry Biographies * Narrative- Fantasy. |
| Grammar | * Use the forms a/an. * Inverted commas. * Possessive and contraction apostrophes. * Linking Adverbs * Adverbials of direction. * Adverbials of time. | * Expressing time, place and cause using conjunctions, adverbs and prepositions. * Coordinating and subordinating conjunctions. | * Inverted commas. * Adverbials of place, frequency and manner. * Similes and Metaphors. * Non-finite clauses. |
| **Year 4** | | | |
| English Genres | * Poetry * Narrative * Play scripts * Biography | * Diary * Historical narrative * Persuasion * Recount | * Autobiographies * Report * Explanations * Non chronological report |
| Grammar | * Use unusual synonyms * Use a variety of poetic features, similes, metaphors and alliteration. * Use fronted adverbials * Write in the present tense. * Identify and use adverbs. * Identify and use verbs and nouns * Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition * Use and punctuate direct speech | * Expand noun phrases modifying with an adjective or prepositional phrase * Use the apostrophe to mark plural possession. * Use the apostrophe to mark missing letters and singular possession. * Identify and use determiners | * Identify and use causal connectives (however, because, so, in order to...) * Identify and use relative pronouns within my writing (who, which and that) * Identify and use relative clauses within my writing. * Use devices that build cohesion with paragraphs |
| **Year 5** | | | |
| English Genres | * Biography * Narrative (adventure story) * Mini saga * Explanation | * Narrative setting and a character description * Non-chronological report * Newspaper report * Performance poetry | * Instructions * Narrative (Mystery story) * Autobiography * Playscript |
| Grammar | * Relative clauses marked with commas * Fronted adverbials   followed by a comma   * Adverbial clauses with subordinating conjunctions * Punctuating direct speech * Linking adverbs * Brackets for parenthesis * Non-finite clauses * Use of standard English * Homophones | * Brackets, hyphen or commas for parenthesis * Use of commas to clarify meaning * Modal verbs to indicate degrees of possibility * Question tags * Revisit non-finite clauses * Use of standard English * Homophones * Using a colon to introduce a list * Expanded noun phrases | * Use of standard English * Homophones * Using semi-colons, colons or dashes to mark clauses * Passive verbs * Perfect form of verbs * Revisit objectives |
| **Year 6** | | | |
| English Genres | * Biography & Autobiographies; * Historical Fiction; * Explanation texts. | * Persuasion: Letter Writing; * Narrative: Using Figurative Language; * Discussion. | * Recount: Diary Writing |
| Grammar | * To be able to use a range of conjunctions to create compound and complex sentences. * To be able to use non-finite clauses to add detail and description to sentences and to vary openers. * To be able to use the passive form to present information. | * To be able to use apostrophes correctly. * To be able to use a range of sentence starters to create specific effects. * To be able to use modal verbs to express possibilities. | * To be able to use expanded noun phrases to convey complicated information concisely. |

**Rainbow Grammar**

All staff teach spelling, grammar and punctuation following the Rainbow Grammar programme. Each class has a Rainbow Grammar display, which enables to refer to this in order to support their independent writing. Staff should refer to the Rainbow Grammar guidance document for specific information.

Each class has an English Working Wall displaying key features and good quality examples of a text within the genre currently being taught. Spelling, Punctuation and Grammar examples may also be on display for pupils to refer to.

Pupils are given the opportunity to develop their sentence level work, plan texts and draft work in their English books and write more lengthy pieces that have been improved in their extended writing books.

**Reading as a Writer and the 7 ects**

Across the three week block for non-fiction, lessons will incorporate the use of the following Jason Wade initiatives. Each non-fiction unit with focus on using high quality texts to engage and stimulate the children. Texts should be carefully selected so that they are at a higher level than children would be able to access independently. Work across the unit will be based on the chosen text.

**Reading as a writer**

**Week 1**

|  |  |
| --- | --- |
| **Day One** | Text Marking – identifying grammatical features. Need to provide chn with the opportunity to recognise the **purpose** of the writing: what is the writer aiming to achieve? Who is it for? Use Extract from focus text. (To make….) |
| **Day Two** | Use Extract from focus text to identify the structure (Boxing up). Teacher to model with an additional extract (but from the same text). Begin to ask how questions. How is the writing structured and sequenced? How does the writer direct the reader? What has the writer chosen to include and why? Model text and bare bones. |
| **Day Three** | SPAG Techniques. Using the extract (or maybe a different extract from the same book), identify the techniques used e.g. fronted adverbials, position of subordinate clauses etc. Zoom in on single sentences or paragraph; chn can practise using this technique. Then, collect, classify and analyse the technique. Complete grid. Teacher can begin this for the chn or complete a similar grid using a shared/modelled text or extract. |
| **Day Four** | Guided Reading |
| **Day Five** | Repeat Day Three and/or Day Four if there is another technique to focus on or if Vocabulary needs to be analysed. Wherever possible, aim to cover vocabulary work. |

**Week 2**

|  |  |
| --- | --- |
| **Day One** | Shared writing – boxing up. Teacher to model how to plan using the original extract, identify bare bones use this to create a shared plan. Chn to use this model to create their own plan. |
| **Day Two** | M/O Starter: Vocabulary. Re-read the opening extract from Week 1. What is the mood? What is the effect of the vocabulary used? Shared writing of the opening. Chn to use this model to write their own opening. (LI focusing on one of week one’s SPAG LI) |
| **Day Three** | M/O Starter: Vocabulary. Re-read the build-up extract from Week 1. What is the mood? What is the effect of the vocabulary used? Shared writing of the build-up. Chn to use this model to write their own build up. (LI focusing on one of week one’s SPAG LI) |
| **Day Four** | M/O Starter: Vocabulary. Re-read the dilemma extract from Week 1. What is the mood? What is the effect of the vocabulary used? Shared writing of the dilemma. Chn to use this model to write their own dilemma. (LI focusing on one of week one’s SPAG LI) |
| **Day Five** | M/O Starter: Vocabulary. Re-read the resulting events extract from Week 1. What is the mood? What is the effect of the vocabulary used? Shared writing of resulting events. Chn to use this model to write their own resulting events. (LI focusing on one of week one’s SPAG LI) |

**Week 3**

|  |  |
| --- | --- |
| **Day One** | M/O Starter: Vocabulary. Re-read the resolution and ending extract from Week 1. What is the mood? What is the effect of the vocabulary used? Shared writing of resolution and ending. Chn to use this model to write their own resolution and ending. (LI focusing on one of week one’s SPAG LI) |
| **Day Two** | Independent planning of own story (using bare bones structure) followed by independent writing of opening. |
| **Day Three** | Independent writing of build-up. |
| **Day Four** | Independent writing of dilemma. |
| **Day Five** | Independent writing of resulting events and ending. |

**The 7 ECTS**

This Jason Wade initiative will be incorporated within the three week non-fiction units being taught. See the table below for guidance on how this this will be applied in the classroom.

|  |  |
| --- | --- |
| **Drafting** | * Alterations are to be made to shared writing. This should be modelled to the children in week 2. Alterations are to be made by crossing through the word/section in a different colour pen and then making the alteration above. This should be on the main whiteboard where all children can see clearly. * The other whiteboard/flipchart in the classroom should be used for collecting and rejecting. |
| **Structure** | * We will break down the bare bones plan further. This will be modelled to the children in week 2. * The structure break down can be used to support children who are missing out sections of the text. |
| **Collect, select and reject** | * To be done on large paper. Children can then refer to this during independent writing. Display on the working wall. * Word banks to be provided to support LAPs and those lacking in imagination. |
| **Direct, connect effect, correct** | * Other ects are ongoing and referred to as the writing progresses. * Model stays up with LI evidence met. |

**Handwriting**

In Reception and Key Stage 1, children will learn the pre-cursive style of handwriting in preparation for being able to join their letters. Children in KS1 will have a handwriting book for this. Handwriting is to be taught daily in KS1. In Year 1, children should learn which letters belong to which handwriting families. In KS1, children should build on their fine and gross motor skills by using different resources to strengthen their muscles. This should be built into handwriting sessions. E.g. using tweezers to pick up beads and threading.

In KS2, children will learn the cursive style of handwriting, where they will join their letters. Children in KS2 will use the back of English books for handwriting lessons. Interventions in KS2 may require handwriting books. Handwriting is to be taught weekly or more if needed. Children in KS2, will be expected to use black pen when completing written work across the curriculum.

All displays and resources in classrooms and across school are to use the pre-cursive font in KS1 and the cursive font in KS2 to model to the children.

Across all Key Stages, English starters can be used to teach handwriting. Teachers follow the progression of skills document for handwriting, which groups the letters according to their families.

**Impact**

Progress is measured through the use of Post Learning challenges at the end of each unit of learning and through Friday SPAG Challenges along with summative tests. Children are also given opportunities to apply their English skills across other areas of the curriculum by writing at length. For each unit, children will write a piece linked to their topic in history/geography, RE or Science. This application of learning further supports teachers’ assessment information of Writing.

We also continually measure the impact of our English curriculum by conducting a range of monitoring exercises. These include lesson observations, work scrutiny and pupil interviews.

**Friday Challenge**

Each week, children are provided with a Friday Challenge to ensure prior learning has been retained and embedded. Questions are asked under the following headings:

* Spelling
* Grammar
* Punctuation

Where misconceptions are identified, children will be provided with impact sessions to fill in any gaps in knowledge. These questions will be asked again the following week to evidence progress.

**Testing**

At the end of each term, children in Year 3, 4 and 5 will complete the Cornerstones tests in Reading, Spelling and Grammar and Punctuation. In Year 1, children will be tested in the Spring and Summer terms. In Year 2 and 6, children will be tested using previous SATs papers on a rotation system. The results of these tests will be used to inform summative and formative assessment data and give supporting evidence for these.

**Roles and Responsibilities**

The Executive Headteacher has the responsibility for the leadership of the curriculum and delegates responsibility to key staff:

* the Head of School co-ordinates the work of the subject leaders and ensures that the curriculum has progression and appropriate coverage;
* Subject leaders are responsible for the medium term plans and liaising with class teachers over the content and delivery of the units of work. They evaluate and monitor standards in their subject;
* Class teachers ensure that the curriculum is taught and that the aims are achieved for their class. They plan collaboratively to ensure parity across the year group;
* The Executive Headteacher and Head of School ensure that the progress of each pupil is tracked and that there is appropriate challenge support and intervention;
* Governors monitor the success of the curriculum at whole Governing Body meetings through the Executive Headteacher’s report and reports from subject leaders.

**Reviewed**: January 2020

**Review Date**: January 2022