

# The Cathedral School of St Peter and St John RC Primary



*Growing together within God's loving family, we support, challenge and inspire each other to become the best that we can be.'*

## **English Policy**

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This policy has been created with regard to the following statutory guidance:

DfE (2013) 'English programmes of study: key stages 1 and 2'

DfE (2017) 'Statutory framework for the early years foundation stage'

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## Whole school curriculum vision

*The aim of our curriculum "is not merely the attainment of knowledge but the acquisition of values and the discovery of the truth."*

*(The Catholic School Sacred Congregation for Catholic Education)*

At the Cathedral School of St Peter and St John RC Primary our curriculum is designed to give all our children the fuel to drive to future successes. Through a broad and balanced curriculum, we provide our children with opportunities to grow as individuals as well as learners. Through a combination of learning techniques, we develop their curiosity, aspiration and resilience to fulfil our mission of

*Growing together within God's loving family,  
we support, challenge and inspire each other  
to become the best that we can be.*

We recognise that all children should be challenged by meeting their specific needs, building on their learning mistakes and celebrating successes. Our curriculum gives the children the confidence to believe they can achieve; enabling them to find their gifts within and fulfil their divine potential.

Whilst we meet the expectations of the National Curriculum, our distinct curriculum design also includes learning opportunities that support our values and reflect our local community. We embrace the flexibility of our curriculum by responding to current issues of the developing world around us.

## English Intent

At The Cathedral School of St Peter and St John we believe that a quality Literacy (English) curriculum should develop children's love of reading, writing and discussion. 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 nurturing a culture where 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 use discussion to communicate and further their learning. A secure basis in literacy 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 and fulfil their divine potential.

English is essential as a subject in its own right, but also fluency in the English Language provides access to the whole curriculum. We aim to have a word rich environment where the children are exposed to high quality texts that will develop their vocabulary and communication skills alongside enhancing the pupils' achievement in writing so that they can consistently achieve their best.

## Aims of the Curriculum – National Curriculum

The overarching aim for English in the national curriculum 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.

The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- 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
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

## Content and organisation

### EYFS

In EYFS, children have daily phonics lessons, following the Little Wandle Revised Letters and Sounds programme, to develop skills like blending and segmenting in preparation for early reading and writing. Children are provided with opportunities to develop their communication, language and literacy skills on a daily basis through whole class teaching, focus groups and child initiated activities. Continuous Provision areas are enhanced to provide children with the opportunity to read and write in a range of contexts. They also have access to a vast range of texts, including fiction and nonfiction. Children enjoy daily 'story time' so they become familiar with stories and authors and begin to develop a love of reading.

All pupils within the EYFS are taught to develop their English skills as an integral part of the whole school day.

All English objectives are underpinned by the areas of learning and development that are required to shape educational programmes in early years settings.

In accordance with the English area of the early learning goals outlined in the 'Statutory framework for the early years foundation stage' (2017), pupils will be taught to:

- Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.
- Answer 'how' and 'why' questions about their experiences and in response to stories or events.
- Use past, present and future forms accurately when talking about events that have happened or are to happen in the future.
- Develop their own narratives and explanations by connecting ideas or events.
- Be confident with speaking in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.
- Work as part of a group or class, and understand and follow the rules.
- Read and understand simple sentences.
- Use phonic knowledge to decode regular words and read them aloud accurately.
- Read some common irregular words.
- Demonstrate understanding when talking with others about what they have read.
- Use their phonic knowledge to write words in ways which match their spoken sounds.
- Write some irregular common words.
- Write simple sentences which can be read by themselves and others.
- Spell some words correctly and others are phonetically plausible.
- Use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.

### **Key Stage 1 and 2**

The children at The Cathedral School of St Peter and St John RC Primary have an English lesson taught on a daily basis. Each unit of work is developed using a teaching sequence, linked to the Lancashire Primary English Support Planning, to meet the reading, writing, grammar needs of the children. The Lancashire scheme has been adapted and personalised to suit each Year Group's needs. They are exposed to a range of texts: narrative, non-fiction and poetry. Progression is ensured by teaching using the yearly objectives set out in the National Curriculum.

A typical teaching sequence will begin with a launch event to engage the children, developing their enthusiasm and provide a final purpose for the topic. A range of texts and vocabulary will be explored relating to the topic; these will focus on children's English targets at both group and individual level. Differing genres, writing styles, grammatical structures and use of vocabulary will be modelled through this exploration of a variety of quality texts. The genres will be taught in three different phases:

**Reading** – This is when the textual structures of the specific genres of writing, will be explored and the children will be immersed in different examples of writing.

**Gathering Content** – Within this section the children break up the text, identifying the key components of the genre and how they are going to develop their own pieces of writing.

**Writing** – Through a series of modelled teacher writing sessions, the pupils start to write their own versions of the genres, based on an adapted plan of the original text.

To ensure that this learning has become embedded, the children will complete a closely linked independent writing task shortly after concluding the topic, to identify their understanding, retention and recall, informing future planning.

Specific grammar and punctuation skills are taught in the Reading and Gathering Content phases, before being applied writing process. Children are expected to edit and improve their work and apply the skills taught in English across the range of curriculum subjects and opportunities for independent writing are incorporated into planning.

**Spelling** – At The Cathedral School of St Peter and St John RC Primary we teach spelling using Spelling Frame and Headstart resources.

A variety of strategies are suggested so that children with different learning styles can find out what works well for them. Spelling practice forms part of the children's home learning for regular testing in class.

**Please see our separate Phonics and Early Reading Policy for more information regarding Reception and Year 1 (and those not yet secure in their phonetic knowledge) daily phonics and reading practise sessions.**

### Reading Intent

We strive for all children to become fluent and effective readers to enable them to access the wider curriculum, develop a rich vocabulary and enjoy reading for pleasure. We encourage all pupils to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, to gain knowledge across the curriculum and develop their comprehension skills. It is our intention to ensure that, by the end of their primary education, all pupils can read fluently and with confidence.

## Reading implementation

At our school, we use a variety of strategies to support the teaching of reading, as all learners are individual and therefore can require different approaches to secure their skills. In recognition of this, teachers use a variety of strategies as required, alongside placing emphasis upon ensuring that children master early reading skills and are able to decode fluently through the systematic teaching of synthetic phonics. Reading is taught as part of the English units of work alongside separate specific reading sessions. These may take the form of Whole Class Reading or as a carousel of Guided Reading activities with small focus groups. This provides pupils with further opportunities to explore challenging texts, discussing their themes to deepen their understanding.

Each class fosters a love of reading by having designated reading areas and sharing a range of texts within class.

In Early Years, children are exposed to a variety of books, which have a focus on patterned language and are linked to their developing phonic knowledge. Children are also introduced to high frequency words which are sent home to enable them to develop their sight vocabulary. Parents are invited to workshops to support early reading development.

As children progress through the school parents are also kept informed about how to support their child's developing phonic knowledge and necessary information such as the phonics screening check.

Independent reading books are taken home daily to support children at an individual level and are carefully chosen by teachers to aid and challenge our pupils. Reading books are closely matched to phonic ability.

Staff identify vulnerable groups and individuals who need additional support in reading by recognising them as priority readers.

Children are encouraged to read at home every night. To begin with, parents are encouraged to write comments to create a log of their progress. Children will then progress on to writing their own reflections in their reading diaries.

## Writing Intent

At The Cathedral School of St Peter and St John RC Primary writing is a crucial part of our curriculum. All children from Foundation Stage to Year 6 are provided with many opportunities to develop and apply their writing skills across the curriculum.

We intend for pupils to be able to plan, record and edit their writing. To be able to do this effectively, pupils will focus on developing effective transcription and effective composition. They will also develop an awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar.

## Writing Implementation

Alongside the daily English lesson, spelling and handwriting are also taught. This may be within the English lesson itself or in discreet lessons, either whole class or in small groups.

We aim for pupils to leave school being able to use joined, fluent, legible and speedy handwriting.

## Vocabulary

To broaden pupils' vocabulary and improve understanding, the following teaching methods are implemented by classroom teachers:

- Spelling lists and key words to take home and practise.
- Using displays of key words linked to topics and subjects.
- Practising using the correct vocabulary orally.
- Dedicating lessons focussed on word patterns and choices.
- Encouraging the use of dictionaries and thesauruses.
- Reading a variety of examples of texts to explore new vocabulary.
- Providing one-to-one support, where necessary.

## Equal opportunities

All pupils will have equal access to the English curriculum.

Gender, learning ability, physical ability, ethnicity, linguistic ability and/or cultural circumstances will not impede pupils from accessing English lessons.

If English is an additional language (EAL), a TA may be able to provide extra help where needed. Additionally, outside support can be offered to the pupil.

Where it is inappropriate for a pupil to participate in a lesson due to reasons related to any of the factors outlined above, the lesson will be adapted to meet the pupil's needs and alternative arrangements involving extra support will be provided where necessary.

Cultural and gender differences are positively reflected in lessons and teaching materials used.

## Assessment

"Here and now" marking is adhered to ensuring that pupils' difficulties and misconceptions are identified and addressed with rapid intervention. Teacher responses are mainly verbal. Assessment for Learning is used in daily teaching to inform Target Tracker as an ongoing assessment record.

Termly summative assessments (Rising Stars) are used to inform future planning and address misconceptions with interventions being set in place as appropriate following their outcomes. This data is also fed into the ongoing Target Tracker assessments.

The Salford Sentence Reading Test is used to inform reading ages.

Ongoing assessment is used to set personalised focused curricular targets that the children are aware of and can aim towards daily.

### Monitoring

This policy will be reviewed on an annual basis by the subject leaders.

The subject leaders will monitor teaching and learning in the subject at The Cathedral School of St Peter and St John RC Primary ensuring that the content of the national curriculum is covered across all phases of pupils' education.

Any changes made to this policy will be communicated to all teaching staff.

Reviewed policy agreed by GB:	
Reviewed policy shared with staff on:	
Policy to be reviewed again on:	
Committee responsible for review:	