



St. Oswald's R.C. Primary School

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# English Policy

## **English Policy**

### **1. Mission Statement**

St. Oswald's is proud to be a Roman Catholic School where every person is helped to do their best to succeed in a place of love, peace and safety, following the teachings of Jesus. In our school family, we are enthusiastic learners and teachers.

### **2. Intent**

At St. Oswald's we aim to develop the skills to enable pupils to become confident and successful communicators, readers and writers.

We strive to enable each pupil to:

Read with fluency and understanding

Read for information and pleasure, developing an interest in books by reading widely and often

Acquire a wide vocabulary, an understanding of grammar, secure use of punctuation, a knowledge of word origins and linguistic conventions

Develop an understanding of a range of text types and genres in order to write in a variety of styles for a range of contexts, audiences and purposes.

### **3. Statutory Requirements**

St. Oswald's School follows the requirements for the teaching of English as laid out in the National Curriculum English document (2014) and Early Years Foundation Stage Statutory Framework (updated 2021).

In the Early Years Foundation Stage children should be given opportunities to:

Take part in regular conversation to develop vocabulary as part of a language rich environment

Become actively engaged in stories, non-fiction, rhymes and poetry to develop a love of reading

Learn to decode unfamiliar words and read familiar words with automaticity

Develop age appropriate skills in transcription and composition

At Key Stage One, children should learn to speak confidently and listen to what others have to say. They should begin to read and write independently and with enthusiasm. Children should use language to explore their own experiences and imaginary worlds.

At Key Stage Two, children should learn to change the way they speak and write to suit different situations, purposes and audiences. They should read a range of texts and respond to different layers of meaning within them. They should explore the use of language and learn how the structure of language works.

The Governing Body

Regular reports are made to the governors on the progress of English provision within the school.

#### 4. **Implementation**

The English curriculum is delivered using support materials from LPDS units of work. The Statutory framework for the Early Years Foundation Stage, alongside Development Matters is followed in the EYFS to ensure continuity and progression from the Foundation Stage to National Curriculum.

English in the main school is taught following a teaching sequence of reading through to writing, which involves creating interest; reading response and analysis of a chosen focus text; planning and gathering ideas for writing; and scaffolded through to independent writing outcomes. Explicit grammar skills are taught as warm ups alongside English lessons and opportunities to apply these skills are then provided.

English lessons are taught each day in the main school. Work is differentiated where necessary and support staff deployed appropriately to ensure learners make the best progress.

Planning documentation records key skills taught for each English unit of work to ensure clear progression for all pupils. In line with the National Curriculum, each class is taught the required grammar, punctuation and spelling requirements for that age group.

KLIPS (Key Learning indicators of Performance) are used to assess reading and writing in years 1-6 as well as the end of Key Stage assessment frameworks in years two and six.

Specific Approaches to Speaking and Listening:

The four strands of speaking and listening: speaking, listening, group discussion and interaction and drama permeate the whole curriculum.

This includes:

- Participating in discussion and debate
- Book talk
- Talk for writing
- Retelling stories and poems
- Expressing opinions and justifying ideas
- Listening to stories read aloud
- Taking part in school performances
- Responding to different kinds of texts
- Listening to ideas and opinions of adults and peers
- Use dramatic techniques, including work in role to explore ideas and texts
- Working collaboratively on an investigation

Specific Approaches to Reading:

St. Oswald's School recognises the importance of reading. Dedicated time is given to the teaching of reading on a daily basis and across the curriculum.

Phonics – children in EYFS (Reception) and Year One receive daily phonics sessions following the school phonics programme: Red Rose Letters and Sounds.

Shared reading – takes place on a daily basis during English lessons and also across the curriculum. In shared reading, the teacher models the reading process to the whole class as an expert reader. Comprehension skills develop by high-quality discussion, oral response and collaboration with the teacher. Texts are rich and challenging, beyond the current reading ability of the majority of the class.

Guided Reading – children work in small groups with a text matched to their ability or recent phonics sounds taught. Specific reading skills, based on the needs of the group, are taught. Guided reading takes place outside of the English lesson. Regular training for guided reading is provided for all staff including teaching assistants who support the delivery of these sessions. The rich texts shared with children offer cross-curricular opportunities with their programme of study allowing pupils to revisit knowledge learned in all areas of the curriculum.

Home Reading – reading books are sent home with all pupils from Reception to Year Six along with a reading record. These books are closely match to pupils' phonics knowledge or taken from the appropriate book band. Pupils are encouraged to read at home as often as possible.

Children also have access to a school library book which they take home to encourage both independent reading and reading for pleasure.

Reading for Pleasure – all classes have access to the school library. Classes also have their own smaller but well stocked libraries for the children to enjoy. Classes in Key Stage One and Two all have a carefully selected class novel which the teacher reads from daily.

#### Specific Approaches to Writing:

##### Emergent Writing

Children in Reception will be encouraged to develop their writing through play. Children are exposed to writing opportunities through continuous provision. Writing is also taught discretely during Literacy lessons.

##### Guided Writing

In response to teacher assessment, the Class Teacher or Teaching Assistant will work closely with a targeted group of children to create a short piece of writing together. This is to move their writing forward and target next steps.

##### Shared Writing

During the writing phase of the English teaching sequence, teachers will model writing for the children at the appropriate level. Other opportunities for shared writing (short writing opportunities) are embedded throughout the English unit and other areas of the curriculum.

##### Independent Writing

At the end of each English unit, all children will complete an independent piece of writing in the same genre/style. This enables teachers to assess what skills they can apply independent of the teacher.

Writing will be reviewed and moderated in staff meetings.

### Grammar and Punctuation

Grammar and punctuation skills are taught through a daily warm up session at the start of each English lesson. Teachers model how to apply these skills through guided and shared writing.

### Spelling

In EYFS and KS1, spelling is taught through systematic, synthetic phonics. Y2 and Y3 use the Red Rose Spelling and Y4 to Y6 use No Nonsense Spelling as a basis for their planning for the teaching of spelling.

### Spelling Homework

Spellings are sent home on a weekly basis linked to the spelling strategies and key words taught in class that week. Spellings are tested weekly and throughout year groups the application of spelling in day-to-day classwork is monitored by the teacher.

### Handwriting

Children in Reception and Year 1 are taught how to form the letters that correspond to the phonics phase they are working at. Letter formation is taught using the letter patten set in the school Red Rose Letters and Sounds phonics programme. In Y2-6, children are exposed to discrete handwriting sessions. Teachers use the Collins Handwriting scheme to support their teaching. It is expected that all members of staff, class teachers and teaching assistants, model the school handwriting style appropriate for their class, when writing on the boards or in books.

## 5. **Assessment and Target Setting**

Assessments are made in line with the school assessment policy. Reading and writing is assessed termly for years 1 to 6 using KLIPs materials, alongside the End of Key Stage Teacher Assessment Frameworks in Years 2 and 6. Assessments are submitted to the assessment lead and Head Teacher.

In EYFS, pupils are assessed against the Development Matters checkpoints. These assessments take place termly.

Phonics Tracker is used to inform teacher assessments in phonics. Phonics assessments are submitted to the Assessment Lead, English Subject Leader and Head Teacher at the end of each half term.

## 6. **Special Educational Needs**

At our school, we teach English to all children, regardless of their ability and individual needs. English forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our English teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, and those learning English as an additional language, and we take all the reasonable steps to achieve this. All teaching in English is in conjunction with the SEND policy.

Intervention Programmes – At St. Oswald's intervention programmes are implemented dependant on the individual needs of the child.

Intervention Programmes used include:

- Black Sheep Speech and Language Programme (recommended by SALT)
- Wellcomm

- Toe by Toe
- Words First
- Bounce Back Phonics
- Tailored intervention throughout school

## 7. **The Role of the Subject Leader**

The Subject Leader is responsible for improving the standards of teaching and learning in English through:

- Ensuring the policy is embedded throughout school
- Keeping up to date with recent developments in English
- Supporting colleagues in their professional development
- Monitoring and tracking progress across school
- Purchasing resources to support teaching
- Keeping all staff up to date with current developments
- Monitoring the teaching of English
- Monitoring the quality of the learning environment
- Monitoring the deployment of support staff

### Monitoring

Monitoring is carried out by the Senior Management Team and Subject Leader. This involves:

- Staff questionnaires
- Pupil voice
- Lesson visits
- Walk throughs
- Book looks
- Internal moderation
- External moderation

## 8. **Impact**

The impact of the English Curriculum as set out in this policy on our children is clear: progress, sustained learning and transferrable skills. Children make excellent progress in Reading and Writing given their starting points and attainment at the end of KS2 is consistently above national average.

Children are fluent, expressive readers with a good understanding of texts and a well-developed vocabulary.

With the high quality CPD provided for staff on the planning throughout the 'phases' to carefully map that reading to writing journey being well established and taught thoroughly in both key stages, children are confident writers and by the time they are in upper Key Stage 2, they are familiar with a wide range of genres and teaching can focus on creativity, writer's craft, sustained writing and manipulation of grammar and punctuation skills.

As all aspects of English are an integral part of the curriculum, cross curricular writing standards are high and skills taught in the English lesson are transferred into other subjects; this shows consolidation of skills and a deeper understanding of how and when to use specific grammar, punctuation and grammar objectives.

We hope that as children move on from us to further their education and learning that their creativity, passion for English and high aspirations travel with them and continue to grow and develop as they do.

## 9. Conclusion

This policy should also be in line with other school policies and should therefore be read in conjunction with the following:

- Phonics and early reading policy
- Teaching and learning policy
- Assessment policy
- Marking and feedback policy
- Special Education Needs policy