

St Leo's and Southmead Catholic Nursery and Primary School



Nurture, Inspire, Succeed

English Policy 2022-2023

As part of the St Leo's and Southmead family; our children are happy, resilient and successful. Our school community is enriched by positive role models who nurture and support; delivering a curriculum which embraces memorable opportunities and lifelong skills.

Our Promise

Nurture



We will provide a safe, warm and welcoming environment where everybody is valued

We will develop the whole child through our pastoral approach where inclusive attitudes are modelled every day

Inspire



We will celebrate the skills, talents and natural abilities of everybody in our school community

We will deliver exciting and memorable learning opportunities through our creative curriculum in order to provoke thoughts, dreams and life-long goals

Succeed



We will guide our children so that they are eager to exceed their full potential in all that they do

We will encourage confidence and risk taking through quality first teaching, effective feedback and challenge

Our Values

*Everybody is valued
We are all role models
Talents are celebrated
We never give up*



St. Leo's and Southmead Catholic Primary School

To be reviewed September 2023

Vision

*In our school, we want to celebrate God's gift of life together;
by inspiring, enhancing and developing tomorrow's talent, today!*

We respect all; aiming to achieve and live our values.

A place to allow humanity to flourish!

Spiritual, Moral, Social and Cultural Development

St Leo's and Southmead Catholic Primary School is committed to developing pupil's spiritual, moral, social and cultural awareness. English makes a major contribution to pupils' SMSC development through developing confidence and expertise in language, which is an important aspect of individual and social identity.

- * Enabling pupils to understand and engage with the feelings and values embodied in high quality poetry, fiction, drama, film and televisions.
- * Developing pupils' awareness of moral and social issues in fiction, journalism, magazines, radio, television and film.
- * Helping pupils to understand how language changes over time, the influences on spoken and written language and social attitudes to the use of language.
- * Helping pupils to engage in emotional literacy through differing genres.

The pupils will have the opportunity to explore and develop their own values and beliefs, their own spiritual awareness and will become more aware of different cultures

"Literacy arouses hopes, not only in society as a whole but also in the individual who is striving for fulfilment, happiness and personal benefit by learning how to read and write. Literacy... means far more than learning how to read and write... The aim is to transmit... knowledge and promote social participation."

UNESCO Institute for Education, Hamburg, German

Introduction

At St. Leo's and Southmead Catholic Primary School, we believe that reading, writing and communication are key life skills. Through the English curriculum, we will help children develop the skills and knowledge that will enable them to communicate effectively and creatively through spoken and written language and equip them with the skills to become lifelong learners. We want children to enjoy and appreciate literature and its rich variety.

English is at the heart of all children's learning. English enables children both to communicate with others effectively for a variety of purposes and to examine their own and others' experiences, feelings and ideas, giving these order and meaning. Because English is central to children's intellectual, emotional and social development it has an essential role across the curriculum and helps pupils' learning to be coherent and progressive.

Aims

By the age of 11 we aim to ensure that all children:

- 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
- 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.

English Curriculum Organisation

The minimum time allocation for English is 5 hours per week (1hour each day).

Additional time within the curriculum timetable is allocated by the class teacher for:

- spelling (phonics work, learning/practising spelling rules and undertaking regular weekly spelling practice and tests)
- SPAG
- Extended creative writing
- Handwriting
- Guided reading
- Shared reading
- Whole Class Reading
- Teacher reading to the class.
- Reading for pleasure
- Group reading - Class Reader

Reading

Aims

To enable children to:

- develop positive attitudes towards reading so that it is a pleasurable and meaningful activity;
- use reading skills as an integral part of learning throughout the curriculum;
- read and respond to a variety of texts whilst gaining increased level of fluency, accuracy, independence and understanding
- develop different strategies for approaching reading and be able to orchestrate the full range of strategies

Entitlement

Pupils have access to a wide range of reading opportunities that include:

- Guided reading
- Shared reading
- Regular independent reading
- Home/school reading
- Hearing books read aloud on a daily basis
- Selecting own choice of texts including ICT texts
- Reading in other subjects including ICT texts

Much of the Programme of Study will be taught through English lessons. Additional time is provided on a regular basis for reading at other times. There is time set aside for independent reading, using the library, listening to whole class stories and research linked to other subjects.

Teaching and Learning

Teachers promote and value reading as an enjoyable activity and a life skill. Teachers plan for a range of comprehension strategies that allow pupils to engage with text in a variety of ways to suit different learning styles.

In shared reading the teacher models the reading process to the whole class as an expert reader providing a high level of support. Teaching objectives are pre-planned and sessions are characterised by explicit teaching of specific reading strategies, oral response and collaboration. Texts are rich and challenging, beyond the current reading ability of the majority of the class.

In guided reading sessions, texts are chosen to match the ability of the group but still provide an element of challenge. Guided reading provides a forum for pupils to demonstrate what they have learned about reading; the focus for the reading is concerned with extending strategies/objectives taught in shared reading. Teachers use the agreed planning format for guided reading sessions.

In whole class reading sessions, high-quality, engaging texts are chosen which challenge the children enabling them to take part in extended questioning and discussion sessions. Through this the children will develop their vocabulary and comprehension skills.

Teachers plan for independent reading activities. Texts are selected so that pupils can access them without support. The focus for the reading is to provide practice and develop personal response to text.

Many other opportunities are provided for pupils to practise and extend reading in other subjects. Pupils select texts under the guidance of the teacher for independent and home/school reading. Teachers monitor independent reading and discuss progress with individual pupils on a regular basis. Where pupils are working below age appropriate objectives they teachers plan targeted intervention activities to ensure all pupils make progress within reading. Resources within the Read Write Inc and Fresh Start programme are utilised to support and develop phonetic knowledge and develop comprehension skills and abilities. All teachers are responsible for providing a stimulating reading environment, promoting book ownership and recommending books to pupils. Classroom and central displays are language rich and special displays should promote authors and books.

Reading at home is regarded as an important part of reading development. Parents are encouraged to hear their children read regularly and respond to their child's reading through Home-School Link Books.

Reading Frequency

All children will be heard read by an adult at least once per week and targeted children in each class will be listened to more frequently.

Resources

All classrooms have a well-stocked book area with a range of fiction and non-fiction. Pupils also have opportunities to read magazines, information leaflets and ICT texts. The school library is an important resource and pupils are taught how to use it appropriately. Our school reading scheme, for both Key Stages, contains a wealth of books, including phonic readers and books covering a range of genres, in a variety of formats. The children are monitored regularly, as they progress through the scheme, to ensure that the stage they are on offers appropriate reinforcement as well as a level of challenge. In addition the children have access to the following resources:

Oxford Reading Tree texts

Tree Tops texts

Read Write Inc

Fresh Start

Writing

Introduction

Our goal is for the children to not only enjoy writing but to also understand how to become better writers. The understanding of the purposes of writing is of a high priority, and we embed the teaching of the crucial technical and grammatical features of writing in a context where the children can see why they are learning about them. This context regularly involves the use of quality shared texts as starting points, with the fundamental skills and features being systematically taught. The functions of language are emphasised and as the teachers model the processes of reading and writing they also explain the thinking behind these processes.

In the important early years of school, the children are taught to use their oral language and their growing knowledge of phonics to draw letters to match the sounds. From this emergent writing, the

children progress through Key Stage One, learning the mechanics and basic conventions of the written word.

In Key Stage Two the children are taught higher order composition skills, using planning, drafting, evaluating and revising as important parts of the process. They are actively engaged in learning how language works and are taught how to improve and refine their writing skills.

Writing instruction takes place in the classrooms, either with the whole class engaged in shared or independent writing activities, or in smaller guided writing groups or as additional individual support.

Strategies, methods and resources are tailored to suit the needs of the particular children in each class. In some cases, groups of children are withdrawn from the classroom to receive their literacy teaching in smaller intervention groups. Here, the teacher is able to focus on the next steps the particular children need to attain in order to become better writers.

We have high expectations regarding the quality and quantity of writing the children are producing and their progress in writing is frequently monitored as part of a whole school process.

We are very proud of the children's attainment and progress in English at St.Leos and Southmead Catholic Primary. The children are encouraged to take a pride in their work and to always do their best. Their English books are a testament to how hard both the staff and children work at this school.

Aims

Children should learn to:

- write in different contexts and for different purposes and audiences
- be increasingly aware of the conventions of writing, including grammar, punctuation and spelling
- plan draft and edit their writing to suit the purpose
- use ICT as a literacy medium for presenting work and manipulating text
- form letters correctly, leading to a fluent joined and legible handwriting style, giving increasing regard to presentation

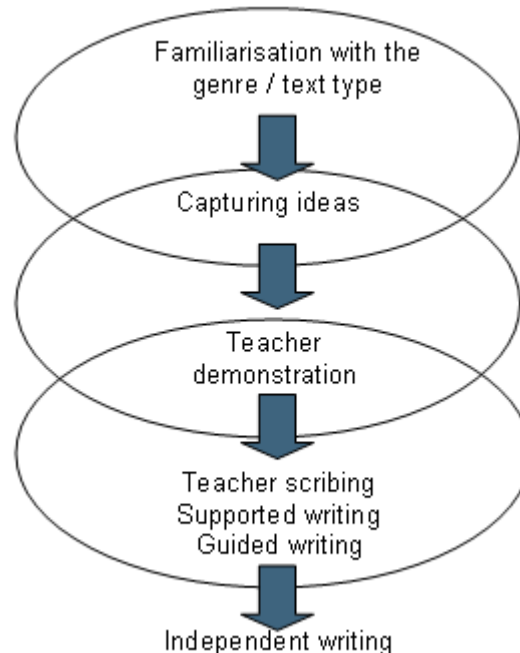
Entitlement

Pupils have access to a wide range of writing opportunities that include:

- shared writing
- guided writing
- Creative Writing
- independent writing
- writing different text types and narrative styles
- writing in different curriculum areas
- handwriting practice
- collaborative writing
- writing related to own experiences and enjoyment
- writing from a variety of stimuli
- planning, drafting, editing and presenting
- using ICT

Teaching and Learning

Teachers promote writing and look for ways to inspire and motivate pupils so that they see themselves as 'writers'. Teachers establish the purpose and audience for writing and make teaching objectives explicit to pupils so they know why they are studying a particular text type, the kind of writing activities they need to undertake and what the expected outcome will be. The following teaching sequence for reading and writing will be used as a framework:



The writing process breaks down into a number of steps that will need to be taught and practised regularly:

1. Planning
2. Drafting and Writing
3. Evaluating and Editing
4. Proof-Reading
5. Reading Aloud and Sharing

Subject-specific texts that link to work being undertaken in other areas should also be used in literacy lessons to support the wider curriculum. Teachers use shared writing to model the writing process. Shared reading and writing provide a context for discussion and demonstration of grammatical features at word level, sentence level and text level. Activities are differentiated through the use of writing frames, spelling banks, collaborative work and peer or adult support. Teachers encourage 'talk for writing' as an integral part of the process.

Handwriting

It is paramount that children are rigorously taught correct letter formation from the very beginning of their time in school. As soon as the children are ready, they should be taught to sit properly in order to have the correct posture for writing, hold a pencil in the correct tripod grip and develop a legible and

joined handwriting style. The school follows a cursive handwriting programme. A mixture of whole class, small group and individual teaching is planned for and delivered.

It is expected that all members of staff, class teachers and teaching assistants, model the school handwriting style at all times i.e. when writing on the board or in children's books.

By the end of Key Stage Two, all children should be displaying an efficient, quick, neat and legible handwriting style that is effective in recording their ideas.

Resources

Each class has a range of materials to support the writing process. Writing materials are kept accessible and organised and pupils are encouraged to take care of the equipment and return it to where it belongs.

Each class also has a set of age appropriate dictionaries, thesaurus and word banks. Teachers use National Curriculum 2014, Language and Literacy and NLS resources to support writing. These include:

Literacy Tree

Read Write Inc

Rising Stars SPAG resources

Nelson SPAG resources

Alan Peat Exciting sentences

Alan Peat Punctuation

I -Visulisers

I PAD APPS

Talk for Writing materials

Developing Early Writing

Grammar for Writing

Improving Writing Fliers

Target statements for writing

Other teacher resources are kept in classrooms and shared between parallel year groups.

Spoken Language

Aims

Children need to be able to:

- Communicate effectively, speaking with increasing confidence, clarity and fluency
- Participate in discussions and debate in a variety of contexts
- Listen to the views, opinions and ideas of others with increased interest
- Articulate ideas and thoughts clearly with appropriate tone and vocabulary recognising audience
- Respond to questions and opinions appropriately
- Retell stories and poems which are known by heart
- Ask questions with increasing relevance and insight

Entitlement

Pupils have access to a wide range of speaking and listening opportunities that include:

- Talking about their own experiences, recounting events
- Participating in discussion and debate
- Talk for writing
- Retelling stories and poems
- Expressing opinions and justifying ideas
- Listening to stories read aloud
- Presenting ideas to different audiences
- Taking part in school performances
- Responding to different kinds of texts
- Talking to visitors in school
- Listening to ideas and opinions of adults and peers
- Role-play and other drama activities across the curriculum.
- Use dramatic techniques, including work in role to explore ideas and texts
- Create, share and evaluate ideas and understanding through drama

Teaching and Learning

Teachers provide a wide range of contexts for spoken language throughout the school day. Teachers and other adults in school model speaking clearly. This includes clear diction, reasoned argument, using imaginative and challenging language and use of Standard English.

Listening is modelled, as is the appropriate use of non-verbal communication, respecting the views of others. Teachers are also sensitive in encouraging the participation of retiring or reticent children.

Spoken Language outcomes are planned for in all areas of the curriculum. Roles are shared amongst pupils: sometimes a pupil will be the questioner, presenter, etc.

Learning takes place in a variety of situations and group settings. For example, these could include reading aloud as an individual, working collaboratively on an investigation, reporting findings as a newscaster, interviewing people as part of a research project, acting as a guide for a visitor to school or responding to a text in shared or guided reading.

Spoken Language will be a focus across the curriculum and across the school day in a variety of settings.

Resources:

Teachers have access to a range of resources for Spoken Language activities. These are kept in classrooms.

Spelling and Phonics

Aims

Children should be able to:

- Blend and segment sounds easily
- Learn that segmenting words into their constituent phonemes for spelling is the reverse of blending phonemes into words for reading
- Spell words accurately by combining the use of grapheme-phoneme correspondence knowledge as the prime approach, and also morphological knowledge and etymological information
- Use a range of approaches to learn and spell irregular words.

Entitlement

Pupils have access to a range of phonics opportunities that include at FS and Key Stage One:

- Whole class teaching of specific spelling patterns
- Daily discrete phonics teaching
- Using phonics knowledge in real life contexts
- Applying skills in cross curricular contexts

Pupils have access to a range of phonics opportunities this includes at Key Stage Two:

- Whole class teaching of specific spelling conventions and rules
- Discrete phonics teaching as part of an intervention group where gaps in phonological knowledge have been identified
- Using phonological knowledge in real life contexts
- Applying skills in cross curricular contexts

Teaching and Learning

Teachers provide a wide range of contexts for reinforcing spelling patterns and tricky words throughout the school day. All teachers use multi-sensory phonics materials based on Letters and Sounds and / or Support for Spelling as a basis for their planning for the teaching of spelling.

Learning takes place in a variety of situations and group settings. For example, these could include working independently to practise tricky words, possibly using ICT; working collaboratively on an investigation and participating in short, focused whole class activities.

Children are expected to spell high frequency words correctly and the word lists for their particular year group.

Spelling Homework

KS1 - ten spellings per week

LKS2 - ten - twelve spellings per week

UKS2 -10 to 15 spellings per week

SEND - 6 - 8 spellings per week

Spellings may be taken from the Letters and Sounds Document, the differentiated lists from Weekly Spelling Lists or based on spelling patterns being learnt in class. It must be stressed that spellings should be based on prior attainment and phonological need and children's learning should be tested regularly to ensure that spellings are fit for purpose.

Resources

Read Write Inc
Spelling Shed
Support for Spelling
Weekly Spelling Lists
Spelling Made Easy
Education City

SAFE GUARDING

Safeguarding and promoting the welfare of children is defined for the purpose of this guidance as:-

- Protecting children from maltreatment
- Preventing impairment of children's health or development.
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes.

PROMOTING BRITISH VALUES

At St Leo's and Southmead Primary School we aim to help, guide and prepare our children as future citizens. As our Mission Statement says, our school is "A place to allow humanity to flourish!" This statement permeates everything that we do in school and captures what British Values are about:-

- Democracy
- The Rule of Law
- Individual Liberty
- Mutual Respect
- Tolerance of those of different faiths and beliefs.

We grasp every opportunity throughout the school day to teach, model and show by examples all of the above. We have provided further information on our school website. We are proud of our school and are proud of the British Values that we live and learn about.