



English Policy

Christ the King Catholic Primary School

2019/20

Contents

1. Introduction
2. Our Intent
3. Speaking & Listening
4. Reading
 - 4.1. Phonics
 - 4.2. Guided Reading
 - 4.3. Home Reading
5. Writing
 - 5.1. Transcription
 - 5.2. Spelling
 - 5.3. Handwriting
 - 5.4. Composition
 - 5.5. Writing different text types
6. Assessment in English
 - 6.1. Reading
 - 6.1.1. Assessment in Reading
 - 6.1.2. Formative Assessment in Reading
 - 6.1.3. Summative Assessment in Reading
 - 6.2. Assessment in Writing
 - 6.2.1. Pupil self-assessment and editing
 - 6.2.2. Formative Assessment in Writing
7. Grammar
8. Planning
 - 8.1. Long Term Plan (Yearly Overview)
 - 8.2. Medium Term plan (Every Short Term)
 - 8.3. Short term Plan (Weekly)
9. Expectations of presentation in workbooks
 - 9.1. English Writing
 - 9.2. Guided Reading Journals
10. Expectations of Classroom Display in English
 - 10.1. KS2
 - 10.2. KS1

1. Introduction

At Christ the King Catholic Primary School, we aim to help children to develop a love for the English language through spoken and written word. We recognise that English is a core subject within the National Curriculum and a prerequisite for education and social progress. It enables children to express themselves creatively and imaginatively. They become enthusiastic and critical readers of stories, poetry and drama. Through the use of non-fiction and media texts the pupils begin to learn more about the world of which they are a part. Pupils gain an understanding of how language works by looking at its patterns, structures and origins. They use their knowledge, skills and understanding in speaking and writing across a wide range of situations.

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

National Curriculum 2014

2. Our Intent

The overarching intent 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. We aim to develop pupil's abilities within an integrated program of Speaking and Listening, Reading and Writing. We believe that this can be best achieved by weaving all strands of English throughout a broad and balanced curriculum and providing opportunities to apply, consolidate and practise their literacy skills in all of their learning.

At Christ the King school we aim to ensure that all pupils in our school:

- Read easily, fluently and with good understanding
- Develop the habit of reading widely and often, for both pleasure and information.
- Acquire a wide range of 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.

3. Speaking and Listening

At Christ the King we recognise the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Our teachers plan many opportunities in all subjects to ensure the continual development of pupils' confidence and competence in spoken language and listening skills so that they may develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. Through careful questioning, discussion, partner talk and the use of the "Learning to Learn" language", pupils progress towards a confident and competence use of language and enhance their listening skills throughout their primary years. We encourage them to make their thinking clear to themselves as well as to others and help them to build secure foundations by using discussion to probe and remedy their misconceptions. Our pupils are also taught to understand and use the conventions for discussion and debate.

We understand the importance of drama and discussion in gaining knowledge, skills and understanding. We guide them to be able to adopt, create and sustain a range of roles, responding appropriately to others in role. We give them opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.

The statutory requirements which underpin all aspects of speaking and listening are reflected and contextualised within the reading and writing and across the whole curriculum.

4. Reading

In the National Curriculum (2014) the programmes of study for reading at key stages 1 and 2 consist of two dimensions:

- word reading (Phonics)
- comprehension (both listening and reading).

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. Comprehension skills include; inference, vocabulary, prediction and retrieval. All pupils must be encouraged 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, and to gain knowledge across the curriculum. Reading widely often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds.

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education

4.1 Phonics at Christ the King

At Christ the King children will be taught phonics according to the stages of Letter and Sounds discretely during daily 30 minutes sessions until they have successfully mastered Stage 6. They will be taught in small phonics groups either by a teacher or TA and are assessed every half term by the class teacher. In discussion with the English Leader, teachers will re-stream the phonics groups after every assessment.

Phonic sessions are planned by the teachers and each lesson follows the revisit, teach, practice and apply structure. Teachers will ensure that children's phonics lessons are pacy, fun and interactive. They will take into consideration children's different learning needs.

At the beginning of every new phase, children will take home a phonics booklet so that parents know the new sounds the children are learning.

Throughout the phonics sessions children will be taught the common exception words for each of the phonics phases.

4.2 Guided Reading

Good comprehension draws from linguistic knowledge and on knowledge of the world. Comprehension skills develop through pupil's experiences of high-quality discussion with the teacher, as well as from reading and discussing a wide range of stories, poems and non-fiction. Children should be taught a range of comprehension skills throughout their primary years.

To help children understand the different comprehension skills they need to understand a wide range of texts successfully, we use a range of Socratic symbols. Teachers will all use the Socratic symbols to help children identify the skills they need to answer certain comprehension questions correctly. The Socratic symbols match the Assessable Elements of the National Curriculum.

At Christ the King Guided Reading is taught daily (between 9.15 – 9.45) and needs to include fiction, non-fiction and poems. Teachers ensure that their planning gives opportunities for independent and guided work and is differentiated according to the children's individual needs. Therefore the lessons integrate groups of pupils with special educational needs, gifted and talented as well as pupils with English as an additional language. Three of the five activities will have to produce written evidence which will be recorded in their Guided Reading book. The focus of the activity is determined by the individual needs of the children, but should include a range of reading assessable elements. Especially in Key Stage 2, one of the written activities should produce a longer piece of writing.

The learning objectives and banded guided reading books will form the evidence for teachers to update the assessable elements on their assessment grids. Teachers will have to continually update the assessment grids to ensure progress can be measured throughout the year. The Assessment Leader will inform teachers about cut off points that SLT can monitor the progress and pupil progress meetings can take place.

Formal reading assessments will be handed out by the English Leader three times a year. (Pira Tests) These tests are designed to confirm the continual formative assessment and should match the assessment grids. Where discrepancies appear the guided reading books and assessment grids will build the basis for assessment. These results will have to be put into the assessment tracker on the shared drive.

4.3 Home Reading/ Individual Class teacher Reading

At Christ the King we expect all children to read every night at home. Parents need to record that they have read with their child in their school reading record. Class teachers must talk to parents who are not reading with their children. It is the class teacher's responsibility to ensure that books are changed when the children have finished.

In EYFS and Year 1 the children must be heard read individually by an adult every day with children being heard at least 2 times a week by the class teachers. Children who are having difficulties with reading in other classes also should be heard daily. Volunteers can be used for this but they need to have a clear focus to ensure gaps are closing.

5. Writing

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing).

It is essential that teaching develops pupils' competence in these two dimensions. In addition, pupils are taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition.

Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting. The program of study for writing consists of two dimensions:

- Transcription (Spelling and Handwriting)
- Composition (grammar, purpose)

It is essential that teaching develops pupils' competence in both dimensions. Additionally, pupils should be taught how to plan, revise and evaluate their writing.

5.1 Transcription

Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Writing also depends on fluent, legible and eventually, speedy handwriting.

5.2 Handwriting

At Christ the King we follow the statutory requirements of the National curriculum. All children will be taught the same cursive handwriting font. In EYFS and Year 1 children should be taught handwriting daily. In Year 2 the children will have a taught handwriting session at least twice a week and daily ten minutes practice sessions. In KS2 children will have a taught handwriting session and two practice session. Further booster session might be required for children with particular needs. For the correct letter formation please follow the handbook.

5.3 Spelling

The spelling program at Christ the King follows the requirements of the National Curriculum. Children who have completed stage 5 of the letters and sounds successfully will follow Christ the King's Spelling program. The spelling rules for the week will be explicitly taught during a session and practice activities will be built into the guided reading carousel. Teachers will carry out a spelling test on Friday. The spelling test should be done through dictation of sentences. The result of the spelling test will be recorded weekly on the spelling spread sheet and checked by the English Leader.

Teachers will assess if children apply the spelling rules in their writing across the curriculum and incorporate this in their writing assessment. It is the teacher's responsibility to identify gaps and provide children with learning opportunities to close them.

5.4 Composition

Composition involves articulating and communicating ideas and then organising them coherently as a reader. This requires clarity, awareness of the audience, purpose and context and an increasingly wide knowledge of vocabulary and grammar.

5.5 Writing in different text types

At Christ the King we are teaching five hours of writing a week, which includes both grammar and purpose. Teachers will expose children to a wide range of genres to ensure that they enrich their understanding of the English language. Wherever possible the teacher will provide cross-curricular opportunities for writing.

6. Assessment in English

6.1 Assessment in Reading

6.1.1 Formative Assessment (Teacher Assessment) in Reading

During the Guided reading sessions the teacher will become aware of the level at which the pupils are working in reading. The guided reading planning uses statements from the National Curriculum which are matched to the assessment grids at the front of the book. At regular intervals the teacher will update the assessment grids to reflect progress in the guided reading sessions. These assessment grids will need to be kept and given to the following class teacher.

6.1.2 Summative Assessment in Reading

Each term the children will complete a short assessment task from the Rising Stars Reading Assessment suite of materials (Pira) which will be provided by the English leader. These will give a broad overview of children's attainment in Reading. The tests are progressive – they become harder as the year progresses to reflect their learning. Our aim is that all children will achieve the age expectations for their year group with the exception of those pupils who have an identified additional need in reading. There is a minimum expectation that 85% of pupils will reach expected standards and that a further 30% of pupils should be working at a standard in excess of their age expectations. We acknowledge that in some cohort this may be a challenging expectation and that in others these minimum expectations will be easily achieved and indeed exceeded. Where these expectations are not being met then the teacher should, as a part of their quality first teaching, put additional interventions in place to support children to close the gap. Where these interventions

are insufficient to close the gap the Inclusion leader will offer support and, where appropriate further assessment to identify and cater for the child's additional needs.

6.2 Assessment in Writing

6.2.1 Pupil self-assessment and editing

Self-assessment and editing are an important part of helping children understand the different features of genres. At Christ the King we use purple pens to edit and self assess.

The teacher will give children regular opportunities (at least twice a week) to use their self and teacher assessment to edit their work.

6.2.2 Formative (Teacher) Assessment in Writing

The teacher uses the assessment grids to update the composition elements on the assessment tracker 3 times a year. The assessment grids are dated and only when the children meet the objectives three times can it be classified as met.

Three times a year a whole school writing task will be handed out by the English Leader. This writing task and all writing books will be used to moderate the writing across the year groups and should confirm the formative assessment on the assessment grids. This will then be uploaded onto the Assessment Tracker.

7. Grammar

At Christ the King Grammar is taught explicitly and incorporated within our Literacy lessons. We follow the statutory requirement of the National Curriculum to ensure that we are covering the expected standards for each year group. Teachers assess the children's understanding of grammar through their writing across the curriculum and update the target cards to reflect the children's learning.

Summative Spelling, Punctuation and Grammar (SPaG) assessments are completed in the Autumn, Spring and Summer Terms using the Rising Stars materials as provided by the English leader. These tests are designed to confirm the continual formative assessment and should broadly match the formative teacher assessments which have been recorded on the assessment grids. However, we acknowledge that a written test only tests a finite range of skills and cannot reflect all of the learning throughout the term. Where discrepancies appear, books across the curriculum will be used to make a final assessment of how well children apply their SPaG skills. These summative tests are **not** intended to give a final assessment outcome or to lead the outcomes reported to the senior leadership team or governors; they merely provide a further source of evidence to confirm teacher assessment.

8. Planning

8.1 Long term plan (Yearly Overview)

All teachers have been provided with a long term plan for writing. The long term plan is designed to ensure that genres of fiction and non-fiction are covered and that the writing outcome will be progressive and age appropriate with a good level of challenge. It is the responsibility of the teacher to ensure that all of the objectives of the long term plan are met. Every half term the Long term plan allows for one or two weeks of Take a book/cross-curricular writing. This ensures that

children are given a literacy rich diet in all areas of the wider curriculum and that our evidence base of the progression and improvement in writing year on year reflects this.

8.2 Medium Term plan (Every Short Term)

At the beginning of each half term teachers provide the English Leader with a medium term plan, which includes the grammar elements taught throughout this term.

8.3 Short Term Planning (Weekly)

Short Term are to be completed weekly. Throughout each genre taught, children should be able to recognise the features of the text, complete sentence work, plan, write and edit their writing. Please refer to our “How to plan an effective unit of writing” document.

9. Expectations of presentation in workbooks

9.1 English Writing:

- Every piece of work will be dated
- Every piece of work will include the differentiated learning ladders. These will be shrunk to a maximum of A5 and printed in black and white to save on reprographic costs.
- Show photo evidence in the case of a drama lesson or debate but ensure that children evaluate the impact of that choice of learning style.
- Teachers will use the Learning Ladders to mark and evaluate the work as follows.
(Appendix 15)

- o Pink for think
- o Green for seen
- o For next step in writing/ refer back to the learning ladder
- o Objective met / sign of assessment grid with date.



9.2 Guided Reading Journals:

- 3 pieces of evidence per week
- Use of symbols for different skills. Children need to be able to articulate the skills.
- Pink for think, Green for seen, tick and flick and one next step per week.
- Sign off assessment grids.

10. Expectations of Classroom Display in English

10.1 KS 2

- Watch Our Writing Grow
- Spelling rule of the week
- Learning to Learn Language
- WOW Words display
- Reading Display / Symbols
- Reading and Writing Challenge

10.2 KS1

- Watch Out Writing Grow
- SPaG– display (Year 2)
- Spelling rule of the week
- Learning to Learn Language
- Reading Display/Symbols
- Phonics sounds
- WOW Words display
- Reading and Writing Challenge
- Letter formation display