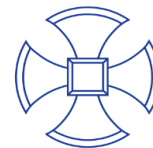
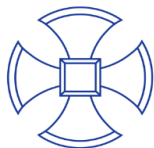


English Policy 2023-2024

At St Augustine of Canterbury, we believe that the English curriculum prepares all pupils to lead an enriched, fulfilling life by teaching the skills they need to communicate effectively and confidently with others, through spoken and written language.

Curriculum Statement

<p>Intent</p>	<p>We aim to promote a love for reading that develops their cultural, emotional and intellectual awareness so they can participate fully in the world around them. When our children leave St Augustine’s we expect them to be avid readers, who read fluently and widely and are able to express opinions and preferences about what they read.</p> <p>We aim to have a language rich environment that promotes a culture of reading and writing, whilst also ensuring that children are taught the basics of grammar, punctuation and spelling.</p> <p>We aim to teach children the craft of writing and give them the skills to write with confidence and accuracy for a variety of purposes and audiences whilst developing their own individual flair. We want to give them opportunities to interrelate the requirements of English within a broad, balanced and progressive approach to the teaching of English across the curriculum, with opportunities to consolidate and reinforce taught skills.</p> <p>How will we do this?</p> <ul style="list-style-type: none"> ✓ High expectations – All children are expected to succeed and make progress from their individual starting points. ✓ Modelling – Teachers will model the skills needed to succeed in English providing examples of good practice and high expectations for all. ✓ Fluency – Give children opportunities to practice and apply English skills across the whole curriculum ✓ Vocabulary - Ambitious vocabulary is taught explicitly and encouraged across all subjects so they can be applied in everyday situations.
<p>Implementation</p>	<ul style="list-style-type: none"> ✓ Assessment – Our marking and assessment strategies ensure that children are being exposed to suitably challenging learning. ✓ Target setting – Setting targets through independent writes and feedback within lessons ensures children understand where they are at in their learning journey and what steps they need to take to improve further. ✓ Teaching sequence – Ensuring that English is taught through a high quality text teaches children to imitate and innovate writing before becoming independent writers with their own writing style. The teaching sequence consists of: creating interest, reading response and analysis, gathering content, writing and presentation. ✓ GPS and Handwriting – Grammar warm ups (I-model), No Nonsense Spelling and Letter Join are used for clear progression of skills. ✓ Reading domains – Teachers model how to teach reading skills at all levels, which are then practised and applied independently. ✓ Phonics – Essential Letters and Sounds (ELS) is our chosen Phonics programme. The aim of ELS is ‘Getting all children to read well,



	<p>quickly'. Children have access to daily phonics sessions and take home a reading book, linked to the sound covered in class. In addition, children have access to Oxford Owls Online and Swap a Book (books to enjoy with adults).</p> <ul style="list-style-type: none"> ✓ Accelerated reader – Every child from Y2-Y6 has an accelerated reading book, which is at their reading level. These books are chosen by the children to promote reading for pleasure. ✓ Cross-curricular – Reading and writing is taught across the curriculum ensuring that skills taught in these lessons are applied in other subjects.
Impact	<ul style="list-style-type: none"> ➤ Pupil voice – Through discussion and feedback, children will talk enthusiastically about reading and writing and will understand the importance of the subject. ➤ Evidence in knowledge – Children understand the reading and writing process and can make links between texts and a wide range of genres. ➤ Evidence in skills – Children are taught reading and writing skills linked to National Curriculum objectives, which are progressive and meet the individual needs of each child. ➤ Outcomes – Assessments during pupil progress meetings, moderation, end of Key Stage data and analysis of the key learning documents will provide evidence of standards across school and areas for development.

Statutory Requirement and Curriculum Entitlement

The structure of English teaching at St Augustine of Canterbury is based upon the English National Curriculum and the Early Years Framework guidelines and covers all the recommended objectives to ensure that children have access to a broad and balanced English curriculum.

The structure of the day in EYFS, KS1 and KS2 ensures that children have adequate time to develop knowledge and skills for their given year group. The English skills that the children develop within English, phonics and guided reading lessons are utilised and supported in all areas of the curriculum. We strive for children to be 'Primary literate' before they leave to continue their educational journey at secondary school.

Aims and Approaches

Speaking and listening

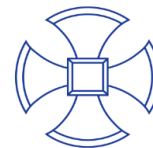
Children need to be able to:

- ✓ Listen and respond appropriately to adults and their peers
- ✓ Ask relevant questions to extend their understanding and knowledge
- ✓ Use relevant strategies to build their vocabulary
- ✓ Articulate and justify answers, arguments and opinions
- ✓ Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- ✓ Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- ✓ Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- ✓ Speak audibly and fluently with an increasing command of Standard English
- ✓ Participate in discussions, presentations, performances, role play, improvisations and debates
- ✓ Gain, maintain and monitor the interest of the listener(s)
- ✓ Consider and evaluate different viewpoints, attending to and building on the contributions of other
- ✓ Select and use appropriate registers for effective communication



St Augustine of Canterbury Roman Catholic Primary School

Christus Heri, Hodie, Semper



Teaching and learning

As an attachment and trauma sensitive school, we understand the importance of developing communication skills. Teachers provide a wide range of contexts for spoken language throughout the school day. Teachers and other staff in school aim to model speaking clearly, which includes clear dictation, imaginative and challenging language, the use of Standard English and reasoned arguments. Listening is modelled, as is the use of non-verbal communication. Spoken language outcomes are planned in all areas of the curriculum, so learning takes place in a variety of situations and group settings, which are taught following a range of approaches:

- Questioning
- Debating
- Presenting in front of others
- Drama and role play
- Book talk
- Reciting and reading aloud
- Collaborative work
- Social communication groups
- Listening and responding to texts and ideas from others
- Makaton/BSL
- Visual representations to support speaking

Reading

Children need to be able to:

- ✓ Read accurately and fluently
- ✓ Understand strategies needed to read unfamiliar words (phonics/ tricky words)
- ✓ Develop positive attitudes towards reading
- ✓ Use reading skills as an integral part of learning throughout the curriculum e.g. vocabulary, inference, prediction, explaining, retrieving and summarising.
- ✓ Develop different strategies for approaching reading and be able to orchestrate the full range of strategies

The National Curriculum and the Key Learning documents outline the statutory requirements for each year group.

Teaching and learning

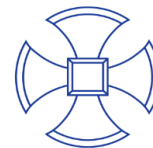
At St Augustine's we understand that teaching children to read is essential for their future progression, so we strive to create a love for reading. As children begin to read, we focus on decoding, primarily through phonics in addition to other strategies. As children build fluency, comprehension skills become our main area of focus. We use reading domains to question the children through explicit guided reading and within other areas of the curriculum. We believe the use of high-quality literature through English, guided reading, independent reading and across other curriculum subjects is essential to motivating children to read and instilling a love of reading.

Reading is an integral part of the curriculum and skills developed through daily teaching is developed within lessons and across the curriculum using the following approaches:

- Shared reading
- Whole class reading in KS2
- Guided reading (pre read, guided read, respond to guided reading)
- Independent reading
- Home reading (KSI phonetically decodable books and KS2 Accelerated reader)



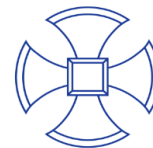
St Augustine of Canterbury Roman Catholic Primary School



Christus Heri, Hodie, Semper

- Phonics (Taught across KS1 and through interventions where necessary)
- Reading phase within the English teaching sequence
- Reading comprehensions
- MyOn (online books and projects)
- Library (100% on accelerated reader prize draw)
- Access to a wide variety of topics, texts and genres within other subjects
- Reading domains
- Use of the reading LAPS
- Collecting vocabulary
- Fantastic Book Award
- IDL and other interventions

Reading	
EYFS	<ul style="list-style-type: none"> ➤ Phonics is taught systematically using Essential Letters and Sounds. ➤ Phonics is taught daily using a whole class approach. This approach is adapted through group support and interventions to ensure we meet the needs of all learners. ➤ Children take reading books home to suit their phonic ability. To begin with, children have access to lilac books – pictures/CVC words (phase 1), before moving on to fully decodable reading books. Parents/carers are encouraged to read with their children at home. ➤ Teachers and teaching assistants listen to children read within class. ➤ Stories are enjoyed and shared daily with the whole class. ➤ Children are grouped in guided reading groups to practice their word recognition and understanding. ➤ Children have access to books in class to promote reading for pleasure
KS1	<ul style="list-style-type: none"> ➤ In KS1, phonics is taught systematically using Essential Letters and Sounds. ➤ In Year 1, phonics is taught daily using a whole class approach. This approach is adapted through group support and interventions to ensure we meet the needs of all learners. ➤ In Year 1, the children complete a statutory phonics screening check and are regularly checked by staff in the class throughout the year. Those who do not pass the screening check, continue to access phonics teaching in Year 2 ➤ In Year 2, children progress from Essential Letters and Sounds phonic scheme to Essential Letters and Sounds Spelling. ➤ Children in Year 1 take home fully decodable books linked to Essential Letters and Sounds. In Year 2, children progress to accelerated reader books linked to their ZPD and complete online quizzes to assess their understanding. ➤ Teachers and teaching assistants listen to children read within class and prioritise reading with the bottom 20%. ➤ A whole class guided reading approach is used to instil a love for reading, practice word recognition, improve fluency for reading and develop an understanding and of different genres. ➤ Stories are shared for pleasure as a whole class. ➤ Reading is taught within English lessons through the teaching sequence. ➤ Vocabulary is collected and explored across the curriculum.
KS2	<ul style="list-style-type: none"> ➤ In KS2, children participate in guided reading lessons. Children are taught using a whole class approach and are assessed using the LAPS. Accelerated Reader is also used to identify whole class targets for guided reading. Children may be grouped or given extra support to meet the needs of all individuals. ➤ Vocabulary is collected and explored across the curriculum. ➤ Reading is taught within English lessons through the teaching sequence. ➤ Children have access to high-quality literature through text-based English lessons.



	<ul style="list-style-type: none"> ➤ ELS interventions and precision teaching are used to fill any gaps in learning from KSI. ➤ Children take home reading books linked to their ZPD and complete online quizzes. ➤ Stories are shared together as a whole class.
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Writing

Children need to be able to:

- ✓ Write in different contexts and for different purposes and audiences
- ✓ Be increasingly aware of conventions of writing, including: grammar, punctuation and spelling
- ✓ Plan draft and edit writing to suit different audiences, text types and purposes
- ✓ Use computing 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.

The National Curriculum and the Key Learning documents outline the statutory requirements for each year group.

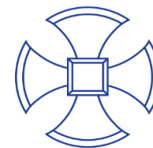
Teaching and learning

At St Augustine's children are given opportunities to develop the following: stamina and skills to write at length, the use of grammar, punctuation and spelling, the ability to write in a range of genres for different audiences and purposes, to be able to write to portray their understanding and views and to be able to edit and improve writing for effect.

Writing skills are split into: transcription (spelling and handwriting) and composition (articulating ideas in speech and writing). Children are given opportunities to succeed in both elements using the following approaches:

- Shared writing
- Guided writing
- Lesson objectives and assessment linked to LAPS
- Clear teaching sequence
- Grammar warm-ups
- Cross curricular writing opportunities
- Focus on vocabulary across all subjects and creating a language rich environment
- No-nonsense spelling
- Fast forward grammar and spelling interventions
- Handwriting practice using Letter Join
- Talk for writing
- PALS (purpose, audience, language and structure)
- Story maps and other visual aids
- Editing and improving writing through the use of writing aids/dictionaries

Writing	
EYFS	<ul style="list-style-type: none"> ➤ Letter recognition and formation are explored in groups and through continuous provision. ➤ Children move on to segmenting CVC words. ➤ Children are encouraged to use their phonic knowledge to blend and segment words to write captions, labels and sentences. ➤ Children are encouraged to use writing skills across the curriculum
KSI	<ul style="list-style-type: none"> ➤ Children's writing objectives are taken from the LAPS and key learning documents ➤ The teaching sequence is used to ensure children can use skills taught to produce a final



	<p>outcome.</p> <ul style="list-style-type: none"> ➤ Children have access to phonics and tricky word mats etc. to support their learning ➤ Spellings are sent home weekly. ➤ Writing is modelled and shared using relevant strategies. ➤ Talk for writing (Talk program strategies) are used ➤ Story maps and other visual prompts aid understanding ➤ Children are encouraged to use writing skills across the curriculum
KS2	<ul style="list-style-type: none"> ➤ Children’s writing objectives are taken from the LAPS and key learning documents ➤ The teaching sequence is used to ensure children can use skills taught to produce a short and long writing outcomes. ➤ Grammar warm-ups are incorporated into English lessons. ➤ Children have access to writing aids, dictionaries, thesaurus and wordhippo to improve their writing. ➤ Spellings are sent home weekly. ➤ Writing is modelled and shared using relevant strategies. ➤ Talk for writing (Talk program strategies) are used. ➤ Story maps and other visual prompts aid understanding. ➤ Children are encouraged to edit and improve their writing using their green pen ➤ Children are encouraged to use writing skills across the curriculum

Assessment

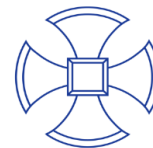
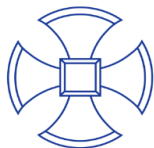
Assessment is an essential part of developing the children’s knowledge and understanding in English. It allows us to analyse the impact teaching has had on the children’s progress, informs future planning and identifies ways we can further improve children’s outcomes.

EYFS	Children in EYFS have their attainment on entry assessed by observations and their progress is tracked and monitored using continuous observation and assessment of individual children using Tapestry and data being logged termly onto the Lancashire Tracker.
KS1 KS2	In Key Stage 1 and Key stage 2, children are assessed against the key learning objectives for their year group, work produced, observations and discussions. Targets are set with children based on independent work and NFER tests to ensure they understand how to improve their skills. Interventions are planned to close gaps and challenge children to ensure they reach their full potential. The marking and feedback policy outlines how it is used in school for maximum impact on children’s outcomes.

Approaches

The marking and feedback policy outlines how teachers can give feedback and assess children to have maximum impact on attainment.

Reading	Writing
<p><u>Formative</u></p> <ul style="list-style-type: none"> ➤ In EYFS, children are assessed in their early literacy development against the Early Learning Goals. ➤ In EYFS, Year 1 and Year 2 phonics understanding is checked regularly. ➤ Guided reading plans and the use of LAPS are used across the school to monitor children’s reading understanding. 	<p><u>Formative</u></p> <ul style="list-style-type: none"> ➤ In EYFS, children are assessed in their early literacy development against the Early Learning Goals. ➤ Lesson objectives are used to outline the expectations for the lesson and are ticked when completed. ➤ Success criteria or tool kits are used to help children reflect on the purpose, audience,



<ul style="list-style-type: none">➤ Accelerated Reader quizzes produce a report of ability, fluency and comprehension and suggest targets for improvement <p><u>Summative</u></p> <ul style="list-style-type: none">➤ The ELS phonics tracker is used to track phonics data for all children who access phonics teaching/interventions.➤ Year 1 take the end of year Phonics screening check in June. Children who do not pass in Year 1, resit this in Year 2.➤ Children in Year 2 and Year 6 take end of year Key Stage national tests which examine a range of reading comprehension skills.➤ STAR reading tests (part of Accelerated Reader) are taken every half term to generate a reading age and ZPD.➤ NFER reading tests are used each term.➤ KLIPS are used to assess all children Y1-Y6.➤ Teacher assessments are recorded using Insight tracker. This tracks if children are: below, working towards, on track or above year group expectations.	<p>language and structure of their writing.</p> <ul style="list-style-type: none">➤ Independent writing is completed at the end of each unit and marked against a checklist.➤ Target setting is used to improve children's writing and identify progress. <p><u>Summative</u></p> <ul style="list-style-type: none">➤ Final grades for the end of Key Stage 1 and 2 in writing are teacher assessed. These are monitored internally by SLT and externally with other schools and a moderation process.
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Curriculum overview 2023- 2024

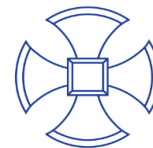
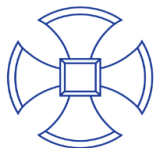
Please see the Curriculum Overview on our school website for English coverage.

Partnerships

- Teachers support each other to develop strategies and provision for English
- The subject leader provides support with planning, assessing and moderating standards within English. They will oversee the English curriculum and monitor using a range of strategies.
- External resources are used where appropriate to enhance the teaching within school
- The subject leader works with other subject leaders within the Romero Academy to develop the English curriculum.
- Links with local high schools support the transition to KS3
- All stakeholders are involved in developing the curriculum.
- Parents are encouraged to support their children's learning at home through reading and spelling practice.

Equal opportunities and Inclusion

- All children are given access to a broad and balanced English curriculum regardless of gender, ability, race or religion.
- Provision will be made for individual needs in IEP's and planned interventions
- Equal opportunities are provided for all children including those with special educational needs or gifted and talented children.
- Children with EAL will be given additional resources and teaching to support their learning.
- A feeling of self-worth will be engendered throughout the activities.



SEND

- Children with special needs will be identified and work within their individual level. If needed, they will have an IEP and work with support under direction of the class teacher. A range of intervention programs are available across school e.g. IDL and Fast Forward Spelling.

This policy also needs to be in line with other school policies and therefore should be read in conjunction with other school policies found on our website.

Update to Policy Record Sheet

Date	Reference / aspect of policy to update	Suggested amendments to consider at next review.
29.04.2021	Full update using the 2019 policy for guidance	
14.04.2022	Whole class across KS2 added and overview examples	
15.06.2022	English policy checked by governing body	
07.07.2022	Update policy for 2022-2023 with reference to the new phonic scheme	
10.02.2024	Policy amendments – ESL phonics scheme and whole class guided reading across school	Update spelling scheme in the next academic year