



Member of staff responsible: Emily Clarke
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ST ANTHONY'S CATHOLIC PRIMARY SCHOOL ENGLISH AND LITERACY POLICY

1. MISSION STATEMENT

At St Anthony's the teachings of Jesus Christ and the beliefs and practices of the Catholic Church are fundamental to the whole life of the school.

Together with parents, we aim to create a safe, positive, and caring environment, where the uniqueness and essential value of all members of the school community are recognised and there are opportunities for all to realise their full potential.

2. AIMS

To create an English curriculum that encourages children to use spoken and written language to communicate effectively- to listen, speak, read and write both in and for a wide range of contexts, purpose and audiences.

At St Anthony's Catholic Primary School, we strive for children to be a 'Primary Literate Pupil'.

We aim for children to be able to:

- Read fluently and with confidence in any subject. We want them to have a love of reading and to want to read for themselves in order to inspire and enlighten their core values and deepen their understanding.
- Acquire a wide and varied vocabulary to make them eloquent, wise and compassionate in their choice and use of words.
- The children will have grasped a good understanding of grammar in context and to be able to spell new words by applying the spelling patterns and rules they learn throughout their time at St Anthony's.
- Write clearly, succinctly and coherently, adapting their language and style as necessary.

- Understand that all good writers refine and edit their writing thoughtfully and critically. This is part of the writing process which leads to an outcome which is mindful of its purpose and effect upon the reader or audience.
- Take pride in the presentation of their writing and aim to develop a legible, joined handwriting style.

3. STATUTORY REQUIREMENTS

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Document and in the Communication, Language and Literacy section of the Curriculum Guidance for the Foundation Stage.

In the Foundation Stage (Reception) children should be given opportunities to:

- use communication, language and literacy in every part of the curriculum;
- become immersed in an environment rich in print and possibilities for communication.

At Key Stage One (Years 1 and 2), 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. They should use language to explore their own experiences and imaginary worlds and begin to explore non-fiction texts.

At Key Stage Two (Years 3-6), 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 in them. They should explore the use of language in literary and non-literary texts and learn how the structure of language works.

THE GOVERNING BODY

Regular reports are made to the governors on the progress and attainment of English across the school.

This policy will be reviewed every three years or in the light of changes to legal requirements.

4. SUBJECT ORGANISATION

The English Curriculum is delivered using the National Curriculum Programme of Study. The Early Learning Goals are followed to ensure continuity and progression from the Foundation Stage through to the National Curriculum.

Children are taught in mixed-ability classes and work is differentiated by task, outcome, support and resources, depending on the intended outcome for the lesson. All tasks are designed to improve their understanding and further their progression.

Teachers plan in Phase teams drawing upon a variety of resources and weekly plans are written by individual class teachers.

5. APPROACHES TO SPEAKING AND LISTENING

Our aim is to develop pupils' abilities within an integrated programme of speaking and listening, reading and writing. Pupils will be given opportunities to interrelate the requirements of English within a broad and balanced approach to the teaching of English across the curriculum, with opportunities to consolidate and reinforce taught literacy skills. At St Anthony's we want to inspire children to be confident in the art of speaking and listening. We believe that spoken language underpins the development of reading and writing.

In line with the National Curriculum, we believe that speaking and listening is fundamental to children's development and that confidence in this area is essential to be successful in all areas of English. The main strands to speaking and listening are:

1. speaking;
2. listening and responding;
3. group discussion, interaction and debate;
4. drama and performance of poetry.

The National Curriculum for English reflects 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. Teachers, therefore, ensure these oral skills are directly taught, modelled and sensitively encouraged in whole class and small group settings. Opportunities across the whole curriculum are planned for and developed.

Children play an active part in presentations, group discussions, debates and drama activities which are planned for regularly by class teachers. Pupils are supported to develop a capacity to explain their understanding of books and other reading and to prepare their ideas before they write. They are assisted in making their thinking clear to themselves as well as to others and teachers ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. We follow the guidance and ideas from the key learning documents to support the teaching and learning of speaking and listening. There is progression in the skills taught. Key questions are planned into lessons to probe the children to further explain their understanding of concepts and their own ideas before the writing process begins.

The children at St Anthony's are encouraged to develop effective communication skills in readiness for later life. Ways in which we support this include:

- Activities which are planned to encourage full and active participation by all children, irrespective of ability
- Children with specific speech and language and auditory problems will be identified and specialist help sought, where appropriate
- School Plays
- Extra-Curricular groups presenting information
- Participation in school services
- Discussion and participation in Friday mass.
- Events within the community
- School Council
- Philosophy for Children
- Talk partners
- Home Learning showcase celebrations
- Reading Buddies
- Drama / role play activities
- PSHE/RSE and circle time

6. APPROACHES TO READING

Shared Reading

The majority of shared reading occurs during the English lesson. Texts are challenging and appropriate, pitched slightly above what the children can read themselves independently, to offer the greatest opportunities for vocabulary development. The sessions are delivered whole class led by the teacher. The teacher reads aloud to the class, modelling word reading skills: applying phonic knowledge; decoding; using intonation, tone and volume; taking note of punctuation, and fluency etc. Children participate in chorally reading aloud to practise word reading skills. Teacher models strategies in order to develop understanding of the text. This is focused on an identified skill such as prediction, literal retrieval, inference, skimming and scanning, sequencing or exploring vocabulary within the context of the text etc.

All teaching staff will attend training to support their continuous professional development in aid of supporting the children at St Anthony's.

Guided Reading

A guided reading lesson is where a small group of children of similar reading ability, working with an adult, focus on developing a reading skill using a text appropriate to their reading level. The session will include teacher modelling of specific reading skills, including word reading and comprehension. Children will also be given opportunities to read the text independently as the adult monitors their word reading skills. The daily guided reading sessions involve discussions that enable the children to progress in their word reading and comprehension.

In Key Stage One and Two, guided reading sessions take place daily with the children working on a carousel of reading activities throughout the week. Guided reading sessions take place daily with the children working on embedding and consolidating their phonetical understanding from Phonics lessons and therefore fluency, comprehension activities, reading for pleasure and small group/1:1 reading with a class teacher. In EYFS, each group joins in with a weekly guided reading session, initially focusing on guided talk with a picture stimulus and moving onto a variety of texts. Teachers will model, observe and develop phonetical application when reading decodable books, although during these sessions children will be challenged to read books slightly above their assessed ability. Records from guided reading sessions are used to inform planning and termly teacher assessments and written work will be kept in the child's Reading Folder (KS1) and Guided Reading Book (KS2). During Key Stage One's Guided Reading sessions (Ready for Reading) children will record a comprehension linked to their topic learning, phonetically matched task (found on Seesaw or Reading folder), a follow up vocabulary task and follow up comprehension task from their guided reading text that week. Key Stage Two will record a pre read and post read in their Guided Reading books, in addition to any other reading based task they complete during Guided Reading sessions.

All teaching staff will attend training to support their continuous professional development in aid of supporting the children at St Anthony's.

One-to-one Reading

One-to-one reading is where individual children read with a teacher, teaching assistant, or school volunteer. As this involves individual children approaches can be tailored to meet the needs of each child. For example, a child might need to practise reading aloud with intonation, in which case the adult should model this skill before giving the child opportunities to practise. Alternatively, a session with a fluent reader might consist of reading a section of text, taking note of punctuation, followed by strategies to develop understanding.

All teaching staff will attend training to support their continuous professional development in aid of supporting the children at St Anthony's.

All parents will be invited to attend training to support their child.

Independent Reading

There are opportunities during the week for children to read independently. Children are encouraged to read a range of texts and are able to access a range of fiction and non-fiction texts from the school libraries, as well as class reading areas. Children in EYFS and Key Stage One are given constant access to independent reading opportunities in the areas of provision.

Phonics

Phonics is taught using ‘Essential Letters and Sounds’ in order to support the children in decoding the letters and sounds enabling them to read. This scheme also introduces children to a wide and rich vocabulary. In the Early Years, children have whole class daily phonics sessions with opportunities to consolidate learning through planned continuous provision activities and in other areas of the Early Years curriculum. At Key Stage One, children have discrete phonics sessions in class. All our phonics lessons follow the same structure and include independent reading and writing tasks linked to the graphemes taught in each lesson; giving all children the opportunity to become confident readers.

Interventions are organised to help support children in becoming secure within a phase if required. These take place during phonics lessons and throughout the school day. Children are given daily opportunities to use and apply their phonic knowledge through a range of independent and adult-led tasks across the curriculum.

At Key Stage Two, phonic interventions are carefully and precisely planned to support children who do not have secure knowledge and understanding of phonics in order to read.

All key stages promote the use of phonics in order to support the children in decoding letters and sounds independently in order for them to become competent and confident literate readers.

All teaching staff will attend training to support their continuous professional development in aid of supporting the children at St Anthony’s.

All parents will be invited to attend training to support their child.

Resources

A variety of Oxford Reading Tree texts are used as a tool to help children to learn to read in school and at home. All classes have a book area with diverse texts to enthuse all readers. The well -stocked KS1 and KS2 libraries are available to all the children in school and are regularly updated through the School Library Service book exchange.

Reading at home resources

In the academic year of 2022/23 St Anthony’s will implement an interactive Reading approach called Oxford Reading Buddy. The children will have access to this at home, as well as in school. Oxford Reading Buddy contains hundreds of digital books and book-quizzes all matched to each child’s reading ability. Children can earn badges for good reading behaviours, be coached in their understanding by their personal ‘Reading Buddy’, take quizzes and record all the reading they do. This is tracked and monitored by class teachers. All children should be given the opportunity to experience this in school.

All teaching staff will attend training to support their continuous professional development in aid of supporting the children at St Anthony’s.

All parents will be invited to attend training to support their child.

Links to Home

All children throughout school have a reading record book that is used both in school and at home to log reading achievements and next steps. Parents are given guidance on how to effectively read with their child at home.

All parents will be invited to attend training to support their child.

Wider Reading

All class teachers, across the school, ensure reading out loud to their class is a timetabled and planned for. At St Anthony's we recognise the importance of pleasure for reading and listening in order to be inspired. Each class teacher will read to their class at least once a day. Key Stage Two read a class novel on a regular basis. The book may be chosen to fit in with English unit or curriculum topics. Children in EYFS and Key Stage One share a short class novel or picture book daily as a part of their Favourite Five scheme. At St Anthony's Catholic Primary School all of our key stage 1 classes read one of their Favourite five stories at the end of each day. Each class reads and rereads the same five books over the course of the half term, until the children know the words off by heart. The stories are chosen based on reading and writing skills appropriate to their level of understanding. A range of texts are available for children to read in continuous provision in EYFS and KS1, including eBooks.

Children in EYFS, Key Stage One and Key Stage Two have weekly access to the school library and are regularly encouraged to change their library book.

Home Reading

Children are encouraged to read at home on a daily basis. Children at St Anthony's will only bring home a book that is 100% decodable, based on their phonetical ability and in accordance to the sequence of Essential Letters and Sounds. All children will select their own home reading book and are encouraged to re-read books to encourage pleasure, fluency and consolidation. The children are given the opportunity to change their home reading books 2/3 times a week (children are welcome to change more often if necessary). Children are encouraged to use electronic 100% decodable strategies such as Oxford Reading Buddy and Oxford eBooks to consolidate their reading further.

7. APPROACHES TO WRITING

Phonics and Spelling

Children in the Early Years and Key Stage One, learn to spell words that are linked to their phonic knowledge of sounds and graphemes. Children will learn spellings relating to a sound or particular grapheme that has been focused upon during the week in order to support them

in using their learnt knowledge in their wider writing. These will be taken Essential Letter and Sounds. In Year 2, children will begin to learn spelling rules using the ‘No Nonsense Spelling’ resource. These are linked to phase 6 of the ‘Letters and Sounds’ phonic document. Any children who are not secure at phase 5 will not progress on to Phase 6 and will therefore continue to learn spellings at their current phonic phase.

In Key Stage Two, children learn spellings related to specific spelling rules. The ‘No Nonsense Spelling’ document is used to help the children understand the principles that underpin word construction and regular and irregular spelling patterns. If children are working on a phonics intervention programme at Key Stage 2, then their weekly spellings will be directly linked to the intervention and spellings will be taken from Essential Letters and Sounds. A daily five-minute spelling activity is used in Key Stage Two to improve the spelling of high frequency words within wider writing. Children in Year 2 receive a daily twenty-minute spelling session. All children at all stages are encouraged to use their knowledge of phonics and sounds in order to spell independently and teachers encourage the children to adopt different strategies in order to support them in spelling independently not only in English lessons but across the wider curriculum. Fast Forward spelling intervention is used to improve spelling when needed.

Emergent Writing

In Foundation Stage, children are given opportunities to develop their emergent writing in the writing area of continuous provision. This is used to support the development of the writing in more focused sessions and children complete regular guided writing supported by the teacher. All guided/assessed writing opportunities will be recorded in the child’s Writing Book.

Shared Writing

A range of fiction and non-fiction texts are shared and written in lessons. Teachers model the writing of the texts for the children as well as the children sharing ideas for writing and adding to a shared text.

Guided Writing

Children have guided writing sessions with their teacher which will involve discussion about the genre and will explore ways of developing writing skills. These are linked to the text being covered and may include skills relating to both transcription and composition.

Independent Writing

There are opportunities for the children to practice their writing skills through independent writing activities throughout the school. Children are encouraged to write independently and to write a range of fiction and non-fiction texts. Children in EYFS and Key Stage One are given constant access to independent writing opportunities in the areas of provision.

Our blue exercise books are used for independent writing, across all phases. Every year group will complete an independent write at the start of every term, preferably based on their most recent final piece of scaffolded work which will be in English books. These will primarily support the judgements made at moderation meetings throughout the year. Any other independent writing opportunities (cross curricular) are welcome in the independent writing books. All other work should be in English books and/or Writing Folders (KS1).

Extended Writing

Children are encouraged to write extended pieces of writing making cross-curricular links.

Handwriting

Children are encouraged from Foundation Stage to form their letters correctly using a print style. In Key Stage One, children are taught pre-cursive leading to joining their letters together to create a cursive handwriting style. In Key Stage Two, this is consolidated and interventions are in place for those children in Key Stage Two who do not form letters correctly. Please see separate policy.

8. CROSS-CURRICULAR ENGLISH OPPORTUNITIES

Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum. As well as making its own contribution to the school curriculum, English underpins the wider aims of primary education.

Geography

English can provide opportunities for children to develop and apply their geography skills. Reading and writing skills are essential when the children are undertaking geographical enquiry, when collecting information and source material, making notes and following instructions. They need to be able to communicate in ways appropriate for the task and audience, for example, writing to a newspaper about a local issue. Discussion, drama and role play are aspects of the programmes of study as children develop their understanding of different viewpoints and perspectives. Evaluating environmental issues requires children to articulate their ideas and to compare and contrast their views with those of other people. Good oral communication skills can be developed as the children collaborate in fieldwork

History

History provides many opportunities for children to apply their English skills. During tasks involving historical enquiry, reading skills are essential in order to gain a good understanding of the topic, and to be able to evaluate and justify evidence. Children may be asked to communicate ideas through presentations, debates or drama. Understanding can be shown in independent writing through for example: diaries, letters, journalistic writing and persuasive pieces.

RE and PSHE

RE and PSHE promote discussion and give children opportunities to share beliefs and viewpoints with the class, enabling them to practise their spoken language. Children can further develop their empathy skills in RE and PSHE; through exploring different scenarios, they learn to infer thoughts and feelings which can be applied to their reading. As with history, understanding can be shown in independent writing through, for example: diaries, letters, journalistic writing and persuasive pieces.

9. THE USE OF ICT

Opportunities to use ICT to support teaching and learning in English will be planned for and used as appropriate. There are a range of ICT resources available to assist in the teaching of English and it is expected that children will have the opportunity to use a range of media, including ICT to demonstrate their knowledge, skills and understanding in English. The use of ICT can help children's learning in English providing access to e- books and a wealth of information when researching and note-taking. The 'green screen' and Apps such as iMovie can be used in the final presentation of writing pieces e.g. persuasive adverts, play scripts, stories. Word is often used to present work for display.

10. ASSESSMENT AND TARGET SETTING

Work will be assessed in line with the Assessment Policy.

Lancashire KLIPS documents are used in conjunction with the National Curriculum aims for teachers to make their assessment judgements at the end of each term. In Years 2-6, children undertake a formal assessment test in Reading to inform teacher assessment. Writing is assessed by teacher judgement. Assessments in Reading and Writing are submitted by class teachers to the Assessment Lead at the end of each term and the subject leader will have the opportunity to analyse any data.

In Year 2 and throughout Key Stage Two, children complete statutory and optional SATs tests at the end of each academic year. These tests should be analysed thoroughly by class teachers. In Year One, children complete a statutory Phonics Screening Test which is then repeated in Year Two for those children who do not achieve the expected standard in Year One.

For children on the SEN register, the SENCO may require further assessments depending upon the needs of the child. It may be necessary to use the PIVAT assessment tools to track children with SEN or children who make slow progress.

Assessment in English is used to inform future planning and highlight areas for future development by the Subject Leader and SLT.

Writing Targets

EYFS record and track progress with early writing in the front of the child's writing book. The termly writing target template has been developed and implemented from Year 1-6. This is stuck into each child's English book after their first independent writing piece, at the beginning of spring term and then again at the beginning of summer term. When choosing targets teachers will take from either the KILPS and/or PIVATS. These are short term targets that our children monitor as well as the class teacher, teaching assistant and any other teaching staff supporting the writing taking place.

Children's work will be marked in line with the Marking Policy.

11. INCLUSION

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. Gifted children will be identified on the AGT register and suitable learning challenges provided.

INTERVENTION PROGRAMMES

There are several intervention programmes available to support progress in English. Specific support in selecting appropriate intervention programmes can be provided by the Subject Leader and the SENCO.

Intervention programmes are planned by the class teachers and phase leader in each area of the school. Planned interventions may be carried out by teaching assistants or a class teacher. Records of intervention programmes carried out should be kept by the adult leading the sessions.

At the beginning of each term, the subject leader will request a list of planned interventions by each year group and will use the information provided to support data analysis. The subject leader will meet with each team to discuss the progress made by children in the intervention groups.

EQUAL OPPORTUNITIES

All children are provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

12. ROLE OF SUBJECT LEADER:

The Subject Leader should be responsible for improving the standards of teaching and learning in Literacy through:

Monitoring and evaluating English:-

- pupil progress

- provision of English (including Intervention and Support programmes)
- the quality of the Learning Environment;
- the deployment and provision of support staff
- Taking the lead in policy development
- Auditing and supporting colleagues in their CPD
- Purchasing and organising resources
- Keeping up to date with recent developments

13. PARENTAL INVOLVEMENT

Parents have the opportunity to support their child's literacy development in many ways; through reading with children at home, support with home learning and involvement in specific English whole school events. Specific literacy progress is discussed at parents evening and commented upon in the end of year report.

14. CONCLUSION:

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

Teaching and Learning Policy

Assessment and Record Keeping

Marking policy

Handwriting Policy

Special Educational Needs Policy

ICT Policy

Equal Opportunities Policy

Health and Safety Policy