



'A unique family in faith, love and learning'

ENGLISH POLICY 2022

St Bernard's RCP School
Curriculum 2022 English Policy



This policy also should be read alongside the new National Curriculum in England and other documents from the Standards and testing Agency.

Rationale:

The National Curriculum (2014) clearly states that teaching the English language is an essential, if not the most essential role of a primary school.

At St Bernard's we recognise that without effective communication, little achievement can be made. We know that we have a duty to ensure that English teaching is a priority and we recognise that this is cross-curricular and a constant through-out school life and beyond. It is part of the 'essential knowledge' that is needed in society:

Teachers should develop pupil's spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching. For pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.

We are an inclusive school, we set high expectations and recognise the importance of accurate and regular assessment in order to support individuals at every part of their learning journey and in whatever circumstances. We use one to one support, small groups and cross-phase work to help with this. We plan teaching opportunities to help those for whom English is an additional language and those with disabilities outlined in the SEND code of practice. We agree with the statement of the National Curriculum, that 'pupils...who do not learn to speak, read and write fluently and confidently are effectively disenfranchised'.

Spoken Language

The National Curriculum states that pupils should be 'taught to speak clearly and convey ideas confidently in Standard English'. They should:

- Justify ideas with reasons
- Ask questions to check understanding
- Develop vocabulary and build knowledge
- Negotiate
- Evaluate and build on the ideas of others
- Select the appropriate register for effective communication
- Give well-structured descriptions and explanations
- Speculate, hypothesise and explore ideas
- Organise their ideas prior to writing

Our intent

At St Bernard's we encourage our pupils to speak clearly and confidently and articulate their views and opinions. We teach that children need to express themselves orally in an appropriate way, matching their style and response to audience and purpose. Listening and responding to literature, giving and receiving instructions, they develop the skills of participating effectively in group discussions.

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, when appropriate
- School Plays
- Class debates
- Weekly assembly
- Events within the community
- School Council
- Talk partners
- Drama / role play
- Gift Team
- House Captains / House Afternoons
- Sports Leaders

Reading:

The National Curriculum states that pupils should be taught to read fluently, understand extended prose and be encouraged to read for pleasure. Reading is singled out as of extreme importance since through it 'pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually'. Reading allows pupils to 'acquire knowledge' and to 'build on what they already know'. Schools are expected to have library facilities and support and encourage reading at home.

The 2014 Curriculum divides reading skills into two dimensions:

- Word reading/ decoding
- Comprehension

We recognise that both these elements are essential to success and we support the acquisition of both sets of skills through various methods. We recognise that these areas are clearly linked to the other aspects of English learning: speaking and listening, writing, grammar and vocabulary. We also understand that reading is a developmental process and part of life-long learning and we encourage and praise children at every stage of it.

Our intent and provision

- Pupils learn to read easily and fluently through daily phonics in Reception and Year One, through regular reading to adults in school, reading partners and incentives to read at home.
- A Literacy Spine is in place and pupils read and study this book during Literacy lessons. Each class in KS1 has identified 10 books which they will cover through Literacy lessons. In KS2 this is slightly less as the content is greater. All pupils use the novels as the basis for reading, writing, speaking and listening tasks.
- Pupils are encouraged to read widely, through our use of differing class texts, high quality attractive library areas within classrooms.
- Pupils are encouraged to read for pleasure using quiet reading time, listening to an adult read.
- Pupils also need to read to find information in all lessons and comprehension is assessed in a formally every term.
- In KS1 Pupils follow the Read, Write, Inc scheme.
Y2 pupils also complete an additional reading comprehension.
In KS2 whole class guided read sessions take place and pupils respond both orally and in written format.

Writing:

The National Curriculum states that pupils should:

- Develop the stamina and skills to write at length
- Use accurate spelling and punctuation
- Be grammatically correct
- Write in a range of ways and purposes including narratives, explanations, descriptions, comparisons, summaries and evaluations
- Write to support their understanding and consolidation of what they have heard or read.

The 2014 Curriculum divides writing skills into two dimensions:

- Transcription (spelling and handwriting)
- Composition (articulating ideas in speech and writing)

We recognise that both these elements are essential to success and we support the acquisition of both sets of skills through various methods. We recognise that these areas are clearly linked to the other aspects of English learning: speaking and listening, reading, grammar and vocabulary.

Our intent and provision

- We teach grammar as a separate lesson where necessary
- We correct grammatical errors in oral and written work
- We have a systematic approach, we revisit key learning and build upon it in all areas from phonics, through to grammar and spelling
- We use high quality texts for modelling and shared/ collaborative writing to demonstrate good practice
- We encourage and promote 'Talk for Writing' in KS1 classes. In KS2 classes we model writing and share good examples
- We provide writing frames to support the lower confidence children
- We provide time for planning, editing and revising written work
- Work is marked in-depth and provides pupils with "Next Steps"
- We use checklists for pupils to self-assess or peer-assess, when appropriate, so they can evaluate effectively
- We encourage older classes to devise and develop their own checklists and therefore promote independence
- We encourage joined handwriting from Y2 to support spelling and speed. Regular handwriting practice sessions are planned for.
- We use drama and hot-seating to help pupils to think about another point of view
- Support is provided for pupils with learning and motor difficulties
- Meetings are arranged for parents to help them support their child in their learning.

Vocabulary Development:

The National Curriculum makes clear that learning vocabulary is key to 'learning and progress across the whole curriculum', since it allows pupils to access a wider range of words when writing and for them to understand and comprehend texts efficiently.

Vocabulary teaching needs to be:

- Active
- Progressive/ systematic
- Making links from known words
- Develop understanding of shades of meaning
- Include 'instruction verbs' used in assessments
- Subject specific- accurate mathematical and scientific words

We encourage our pupils to have a wide and growing vocabulary in a number of ways, these include:

- Spelling lists/ key words to take home and learn
- Display of key words linked to topics and subjects
- Using the correct vocabulary orally
- In-depth word based lessons looking at patterns
- Using dictionaries, thesaurus and similar programmes
- Carrying out systematic testing and providing feedback to pupils
- Targeted one to one/ small group support, where appropriate

Planning and Assessment:

Planning:

- Long term overviews can be found online for Key Stages One and Two
- Pupils are taught in single year group classes and planning shows differentiation by ability
- English is planned for separately to other subjects using an agreed form
- Schemes of work for phonics and grammar and spelling are used to ensure developmental learning building on prior knowledge
- Pupils entitled to Pupil Premium / EAL are tracked separately and where additional English support is needed, it is delivered by small group or 1:1 intervention programmes.

Assessment:

- Staff assess pupils learning during and as part of every session, they adapt their practice accordingly
- Formal assessments of Reading Comprehension ability are carried out, tracked and monitored termly
- Writing levels are assessed using school assessment materials to create a best fit. These are carried out termly.

- Staff attend moderating sessions within the BOSCEP (Catholic Schools Partnership) group and Cluster groups
- LA Moderation is also attended for EYFS, Y2 and Y6.
- End of Year Assessments and Key Stage Assessments are analysed by the Co-ordinator and Head teacher and fed into the school SEF, development plan and performance management

Professional development:

- The English Co-ordinator attends training when available and reports back to all staff
- Staff are expected to attend relevant courses during the school year
- Moderation takes place in house, through BOSCEP, Cluster Moderation and the local authority
- A writing moderation file is held for consultation

Specific groups:

- Analysis of English achievement is carried out termly, pupils who are slow moving or making little or no progress are discussed and actions identified as to how further progress can be made
- Trackers are in place for Special Educational Needs, Looked After Children, English as an Additional Language and Pupil Premium children
- Pupils with SEND have English based targets on their provision map. These are reviewed termly.

Policy drawn up by J Grant
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