SS Peter and Paul’s Catholic Primary School

English Policy

Our intentions:

* Our aim is to ensure that every child becomes a confident reader, writer and speaker by the time they leave SS Peter and Paul’s Catholic Primary.
* To promote and instil a love for reading, writing and high-quality literature into pupils at all ages.

The National Curriculum for English aims to ensure that all pupils:

• 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.

• 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.

Implementation:

Our English curriculum is derived around a sequence of high quality age-appropriate texts. We use each book to create opportunities to develop reading fluency and comprehension with a focus on key reading strategies and skills; develop grammar and punctuation knowledge and understanding to use and apply across the wider curriculum; explore the writing structure and features of different genres, identify the purpose and audience; plan and write an initial piece of writing with a clear context and purpose before evaluating the effectiveness of writing by editing and redrafting.

Impact:

We strive to ensure that our children's attainment is in line with or exceeds their potential when we consider the varied starting points of all our children. We measure this using a range of materials, whilst always considering the age-related expectations for each year group. Children will make at least good progress in Reading, Writing and Speaking and Listening from their last point of statutory assessment or from their starting point in Nursery. We intend that the impact of our English curriculum will ensure our pupils are academically prepared for life beyond primary school and throughout their educational journey.

Reading

Reading is a high priority area of our English curriculum at SS Peter and Paul’s Catholic Primary School. Reading is a fundamental skill, used to stimulate children’s imaginations and to learn to acquire a love for books. A centralised aspect of our Book-Led Curriculum across the school, reading influences the thoughts, feelings and emotions of our learners.

Guided Reading

Guided reading is an integral element of our reading curriculum at SS Peter and Paul’s Catholic Primary School. Guided reading takes place in each class, where pupils are taught and provided with opportunities to apply their understanding of reading strategies, skills and conventions.

In Key Stage 1, Guided Reading is taught in small groups and as whole class sessions in Key Stage 2. If children are working below their chronological reading age, targeted intervention and support is put in place. Children in all classes have access to story time and have a class book; this ensures that reading is correctly modelled using a ‘performance voice’ as well as giving them the opportunity to enjoy being read to. We use the Schools Library Service to expose pupils to topic-specific vocabulary and content within the wider curriculum.

## Pupils in Early Years and Key Stage One are taught to read daily within phonics lessons, guided reading and within English lessons. Home-school books are closely matched to pupils’ phonic ability so that they are able to enjoy books at both school and at home whilst applying their phonics to decode accurately. Children who are just beginning to learn the letter/sound correspondences are learning at the same time to tell stories using books which do not have words to begin with.  This is crucial in the development of spoken language and vocabulary. It is a necessary stepping stone towards becoming an accomplished reader and writer.

Reading for pleasure

Each week, we spend time enjoying reading for pleasure in our classrooms. When we read for pleasure, pupils are able to choose the books they wish to read and enjoy, can choose to share a book with a peer, choose to read topic books related to our wider curriculum or listen to an adult in the classroom reading aloud to the children.

Around school, you will find displays which celebrate reading - inspiring reading corners and spaces, children’s favourite books and recommended reads. We celebrate reading throughout every phase in the school, reading café sessions, reading buddies as well as implementing a book-led curriculum across all phases.

In addition, throughout the school year the importance of reading is enhanced through World Book Day, National Poetry Day, Library visits and sponsored reading events to further enrich our English curriculum.

Reading at home

 It is essential for our pupils’ development that children are enjoying reading at home; this improves pupils’ understanding of the wider world, provides exposure to high quality language, develops the imagination and stimulates pupils to become lifelong readers. At SS Peter and Paul’s Catholic Primary School, we provide pupils with reading records to be filled in at home – this is an effective communication tool to enable class teachers to see the reading taking place outside of school. The frequency of reading at home is essential; pupils who read regularly develop their fluency, accuracy and understanding of language used within books. As class teachers, we carefully monitor the children’s reading at home, encourage parents to be fully active, and engaged with us in this in order to support their child’s ongoing development.

We advise our parents of the importance of discussing the books the children have read and encourage them to not just read the words but to find out about what lies beneath the text. We provide them with prompt questions to ask their children to enable them to facilitate the progress of their children. Children are regularly assessed to ensure they are reading a stage suitable to their ability.

Each week we send home:

* + One or Two ‘practise’ books that are fully decodable books and match the children’s phonic ability for the children to read (2x each week YR & Y1 & 2, 1x each week Y2 & 3, books are changed as needed Y4 upwards.
	+ One challenge / ‘enjoyment’ book. Reception – Until off reading scheme – As well as their phonics book children take home a picture book / free reader (library book) to share with parents book weekly.

Language Acquisition & Vocabulary Development

We endeavour to ensure we provide our pupils with a 'language rich' environment; we do this with our links to the School Library Service, which ensures we have a wide range of texts displayed around our school, to correlate with our wider curriculum. Within our classrooms, we explore ambitious vocabulary across the wider curriculum to ensure we acquire an understanding of complex language.

During guided reading sessions we explicitly teach language and new vocabulary that ensure children have the knowledge and understanding to fully access the texts we read.

At SS Peter and Paul’s Catholic Primary School, we aim to share our vision of high aspirations for all of our pupils through our high expectations across the wider curriculum; by setting these high expectations, our pupils are aware of the standards we expect in all lessons and learning opportunities.

Spoken Language

As stated in the National Curriculum, English reflects the importance of the spoken language in pupils’ development across the whole curriculum - socially, cognitively and linguistically. Spoken language underpins the progress of reading and writing. At SS Peter and Paul’s Catholic Primary School, spoken language is taught and developed through a wide range of opportunities such as performance poetry, discussions and debates, drama productions and in the classroom and provision through role-play activities.

Book Led Curriculum

From Early Years, we introduce children to the conventions of books: reading from left to right, turning pages and identifying key features of certain texts. Whilst we follow the Letters and Sounds programme for phonics, children also build a sight vocabulary. It is of high importance to us to teach the children how to decode through daily teaching of phonics sessions.

In Early years the Book-led curriculum is followed by linking a focus text to a topic, class teachers then carefully plan around the chosen text to ensure they are exposed to a range of high-quality texts.

In Key Stage 1, each of our English units of work is based around a specially chosen text; by placing reading at the centre of our English curriculum, pupils are frequently exposed to high quality texts and as a result, develop a cohesive understanding and enjoyment for reading. In each of our classroom environments, reading areas are created as a stimulating and exciting space to develop the delight of reading.

Key Stage 2 Throughout our Key Stage 2 phase, careful and considered planning implements the core skills required of a child in upper school. Through our book-led curriculum, children are provided with an enriched and fulfilling English curriculum, which enables all pupils to achieve and access high quality texts. Across the academic year, children will read and enjoy age-appropriate texts, ranging from a variety of different genres. Our book-led curriculum incorporates all aspects of speaking and listening, comprehension, writing and composition through a sequence of well-structured teaching opportunities. Pupils build their knowledge and understanding through a unit of work and incorporate newly-acquired techniques and skills into their independent practice. Throughout the week, pupils build up to an outcome of independent written work, centred around the chosen text – incorporating the skills and features developed across the unit of work.

Writing

At SS Peter and Paul’s Catholic Primary we endeavour to create a love for literacy. We want every child to leave our school with the skills of an excellent writer who:

• Has the ability to write with fluency and has an author’s voice;

• Can think about the impact they want their writing to have on the reader and know how they will achieve this;

• Uses a sophisticated bank of vocabulary and an excellent knowledge of writing techniques to extend details or description;

• Can structure and organise their writing to suit the genre they are writing and include a variety of sentence structures;

• Displays excellent transcription skills that ensure their writing is well presented, punctuated, spelled correctly and neat;

• Re-reads, edits and improves their writing so every piece of writing they produce is to the best of their ability and better than the last.

Throughout their time at SS Peter and Paul’s Catholic Primary, children develop their skills by exploring a whole range of different genres, with a focus on exploring a range of models of excellence and using these to guide the drafting and editing process. It is important to note that we not only develop a real enjoyment of writing in English lessons but in all subjects across the curriculum. We expect the highest standards of writing every time a child writes in any subject.

Teachers clearly model writing skills and document the learning journey through consistent working walls; guided writing sessions are used to target specific needs of both groups and individuals. Children have opportunities to write at length, in extended, independent writing sessions– applying their taught skills to an unsupported piece of writing.