



# St Anne's Catholic Voluntary Academy

## English Policy

This policy will be reviewed on an annual basis.

This policy was reviewed and updated in **September 2019**

Next review date: **September 2020**

***English skills are used in all areas of the curriculum and provide the means by which we communicate ideas, views and feelings throughout our lives.***

### Aims

- To develop a positive attitude to English in all its areas.
- To develop pupils' confidence in themselves as skilled communicators using both spoken and written language.
- To enable children to understand that English skills are relevant and useful in everyday life and are essential to thinking and learning across all curriculum areas.

### Equal Opportunities

All children will be given equal access to English, irrespective of race, gender, creed, level of ability or nationality.

### Objectives

#### Speaking & Listening

- To develop articulate pupils with confidence in their ability to verbalise their thoughts and feelings.
- To enable pupils to adapt their speech to a widening range of circumstances and demands and enable them to make relevant contributions to discussions as competent communicators.
- To develop pupils' listening skills so that they are able to listen attentively to others.

#### Reading

- To develop pupils' interest and pleasure in reading so that they can read independently, understand the meaning of text and express preferences and views about what they have read.
- To ensure that pupils read with fluency, accuracy and understanding across a range of genres and texts.



- To enable pupils to use non-fiction texts, including ICT based information texts, in order to access information for themselves,

## Writing

- For pupils to experience and enjoy writing a wide range of different genres, including retelling known texts.
- To enable pupils to become independent and confident writers of texts that are accurately spelled, punctuated correctly and which communicate meaning in narrative and non-narrative forms for a specific audience and purpose.
- To enable pupils to use the planning, drafting and checking and editing process to improve their written work and sustain their writing of fiction and non-fiction.
- To enable pupils to develop legible handwriting in both joined and printed styles with increasing fluency and speed.

## Phonics

- To enable pupils to use their phonic knowledge of grapheme-phoneme correspondences and the skills of blending and segmenting to decode unfamiliar words when reading and to have a go at writing unfamiliar words.
- Over time children will learn the, often wide, variety of phonetic options for spelling and be taught which choice is correct.

## Content

The school follows objectives laid down in the revised English Curriculum which came into place in September 2014.

All children learn to write through Talk for Writing; a fun, creative yet also rigorous approach to develop writers. Talk for Writing starts with enjoying and sharing stories. Throughout the school, we place a strong emphasis on children reading stories and enjoying a range of literature. Through regular reading, we want children to build up an extensive and rich vocabulary for use in their own writing. During the initial 'imitation' stage of Talk for Writing, children learn to tell a story off by heart. They retell a text with expression and actions and make use of a story map to support their retelling. Once the story is learnt, children are encouraged to adapt it. At the 'innovation' stage, children make the story their own, for example, by changing the character or setting. Finally, at the 'invention stage, children write their own text independently.

We teach whole class reading sessions daily where we focus on skill such as vocabulary, inference, prediction, explanation, retrieval and summarising. We plan activities which allow children to access these skills as we wanted to make our children aware of the reading skills they were using and we hoped this would give them a greater understanding of what makes a well rounded reader.



Phonics is taught separately for 25 minutes each day in ability streamed groups using Read Write Inc. The Read Write Inc curriculum will teach children to:

- apply the skill of blending phonemes to read words.
- segment words in their constituent phonemes in order to spell words.
- learn that blending and segmenting words are reversible processes
- read high frequency words that do not conform to regular phonic patterns.
- read texts and words that are within their phonic capabilities as early as possible.
- spell effortlessly so that all their resources can be directed towards composing their writing.

At St Anne's, we believe in giving spelling learning importance and meaning. We have made a huge move away from redundant, weekly 'spelling lists' and have prioritised developing better spellers through exploring spelling patterns and rules in a creative way. We aim to equip all pupils with the necessary skills to take ownership of their own spelling journey and to drive forward their improvements through investigation and application within a close home/school relationship.

Punctuation and Grammar teaching features in a range of ways including discrete sessions, starters of English lessons and across the wider curriculum.

From EYFS children are taught to join their handwriting using the Read Write Inc programme.

## **Marking and Feedback**

Work in English books is marked in accordance with the school's Marking and Feedback policy.

## **Assessment**

Assessments form an integral part of the teaching process as they inform and guide future planning. Informal assessments are used for day to day planning and take the form of notes made on planning sheets and discussions between class teachers and TA/any other adults.

In Foundation Stage assessment notes are used to update EYFS profile judgements, using 2Build A Profile.

Phonics is assessed on the school's own tracking grid every 6 weeks following the Read Write Inc assessments.

Assessments are recorded at 5 points during the year using the Insight pupil progress tracking system. This assessment data is used to track progress of children and identify children who need extra intervention.

Every pupil in each year group undertakes summative assessments in Reading and English Grammar, Punctuation & Spelling towards the end of each full term.



At the end of the academic year, children in EYFS are assessed against the criteria laid down in the EYFS curriculum. Children in Years 1, 3, 4 and 5 are given a teacher assessment judgement which is categorised as being at the standard expected for their year group, at greater depth, working towards or below. Children in Year 2 have an end of KS1 judgement recorded for their attainment in English with National Tests used to inform these judgements. Children in Year 6 sit National Tests in Reading and Grammar, Punctuation & Spelling. They also receive teacher assessment judgements for Reading, EGPS and Writing.

## **Evaluation**

Writing assessments are moderated across and within year groups and the English subject leader and Head teacher moderate a sample of independent writing at each assessment point. Reading assessments are moderated across and within year groups at each moderation point.

## **Monitoring & Review**

The English Subject Leader or the Head teacher monitor planning and teaching through lesson observations, learning walks, work scrutiny and pupil voice. Staff are included in the evaluation of planning, teaching, learning and assessment during CPD, INSET days and Key Stage meetings.