



St. Peter's Catholic Primary School
English



Bishop Wilkinson

St Peter's Catholic Primary School

English Policy

Date reviewed: January 2025
Date of next review: January 2026



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(Including Reading, Writing and Spelling)



Rationale

At St. Peter's Catholic Primary School, we believe that language and English is fundamental to the overall development of the child and enables their access to the curriculum in all its aspects. It is acknowledged that "speaking and listening, together with reading and writing, are prime communication skills that are central to children's intellectual, social and emotional development".

Aims

- Provide an effective framework for the delivery of high-quality learning and teaching in English.
- Increase staff skills and confidence in teaching English and ensure that the whole school community understands its role in developing English.
- Ensure all learners are provided with maximum opportunities to acquire knowledge and understanding in the use of English skills and can apply these skills effectively and with confidence across the curriculum.
- Promote progression and continuity at all stages and across areas of transition to ensure a seamless, coherent and relevant English curriculum for all.
- Raise levels of achievement and attainment in English among all learners.

The Vision and Values of Our English Curriculum

DEVELOP SPIRITUALITY

Through exposure to a range of texts and engagement in debate, reasoning and drama, our English curriculum gives pupils the language and provocations to reflect on the ethereal.

ACT WITH JUSTICE, RESPECT AND DIGNITY

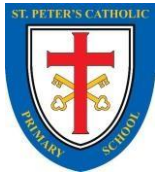
Our English curriculum provides all pupils with equitable opportunities that address variation in prior experiences to ensure that inequality is dispelled, and all pupils have the cultural capital to contribute fully to society

FOSTER A SENSE OF VOCATION

Our English curriculum provides pupils with the reading, writing and oracy foundation skills they will build upon and use throughout their lifetime.

PROMOTE EDUCATIONAL EXCELLENCE

The depth and breadth of our English curriculum equips children with the fundamental skills of oracy, reading and writing to access the wider curriculum and promote their academic success.



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FORM HIGH ASPIRATIONS

Our ambitious English curriculum will create a passion for literature and writing and will demand high-order responses which are progressive over time.

CELEBRATE COMMUNITY

Our English curriculum resources reflect the diversity of society and the richness of our communities. It provides opportunities for staff to work collaboratively and for pupils to come together to celebrate their learning.

SUPPORT EXCEPTIONAL LEADERSHIP

Our English curriculum is underpinned by the best international research. It is carefully planned to be progressive and demanding.

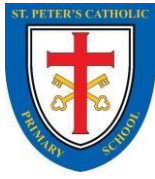
Implementation of Policy

At St. Peter's Catholic Primary School learning takes place using a variety of strategies, which include:

- Shared sessions.
- Modelling.
- Guided group work – to allow for assessment and intervention.
- Independent activities.
- Peer and group tasks.

By the end of Key Stage 2, we want all our pupils to be successful enough to:

- Read and write with confidence, fluency and understanding.
- Be able to orchestrate a full range of reading cues (phonic, graphic, syntactic, contextual) to monitor their reading and correct their mistakes.
- Understand the sound and spelling system and use this to read and spell accurately.
- Have fluent and legible handwriting.
- Have an interest in words and their meaning and a growing vocabulary.
- Know, understand and be able to write in a range of genres in fiction and poetry, and understand and be familiar with some of the ways in which narratives are structures through basic literary ideas of setting, character and plot.
- Understand, use and be able to write a range of non-fiction texts.
- Plan, draft, revise and edit their own writing.
- Have a suitable technical vocabulary through which to understand and discuss their reading and writing.
- Be interested in books, read with enjoyment and evaluate and justify their preferences.
- Through reading and writing, develop their powers of imagination, inventiveness and critical awareness.



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Early Years Foundation Stage

At St. Peter's Catholic Primary School, we believe that communication and language, with opportunities to explore reading and writing, underpins children's future learning. The practice in Foundation Stage will follow the Foundation Stage Curriculum and will work towards the Early Learning Goals aiming to meet the statement of the goals by the end of Foundation 2.

In Foundation Stage the daily routine includes planned and spontaneous activities that include:

- Giving the children a wealth of opportunities to develop and experience speaking and listening; stimulate their early interest in English by exploiting play, story, songs and rhymes and provide lots of opportunities, and time, to talk with children about their experiences and feelings.
- Experiences that develop gross and fine motor skills through play and handwriting activities.
- Sharing and enjoying a range of rhymes, songs, film clips, stories and books.
- Immersion in a print rich environment with opportunities for oral language and written communication, e.g. differentiated phonic activities.
- Focused group activities that teach children early communication language and English skills, using daily phonics.
- ICT activities to enable access to texts and language activities.

At the end of the Foundation Stage, children spend time with their new teacher and in their new classroom before they move to Year 1. Teachers meet with parents and carers to discuss transition issues so that they feel reassured about how they can help their child prepare for Year 1 and feel confident in the smooth transition.

KS1

At St. Peter's Catholic Primary School at the beginning of Year 1, the assessments and teacher discussions from Foundation Stage enable the planned work to follow a smooth transition.

The teaching of English in KS1 will include:

- Explicitly taught and planned sessions following the guidance and objectives of the Bishop Wilkinson Trust English Framework.
- Speaking and listening activities, e.g. role play, pair talk, drama and hot seating in order to prepare pupils for the writing process.
- Word level work with explicit teaching of phonics and spelling through the Read Write Inc. programme.
- Sentence level work led by quality texts to develop grammatical awareness and punctuation skills.
- Text level work using a range of genres will develop comprehension and composition skills and the understanding of print.
- Letter formation and handwriting taught and modelled using the Cambridge PenPals for Handwriting scheme.



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- Immersion in a print rich environment that promotes a reading culture and develops children's oral and written communication.

KS2

The teaching of English in KS2 includes:

- Explicitly taught and planned sessions following the guidance and objectives of the Bishop Wilkinson Trust English Framework.
- Genre overviews to identify the success criteria of each unit of work and plans tailored to the needs of our children.
- Word level work with explicit teaching of spelling strategies and rules and phonics where required.
- Sentence level work led by quality texts to develop grammatical awareness and punctuation skills.
- Text level work involving reading a range of genres to develop comprehension skills and scaffold writing.
- A range of text types, including cross-curricular writing, modelled to promote sustained composition.
- Handwriting and presentational skills taught and modelled using the Cambridge PenPals for Handwriting scheme.
- Immersion in a print rich environment that promotes a reading culture and develops speaking and listening.

Phonics

At St Peter's Catholic Primary School phonics is taught explicitly in Foundation Stage and KS1 and where necessary in KS2. Teaching of phonics follows the suggested systematic sequence as outlined in the Read, Write, Inc. programme. This is a structured phonics programme, designed by Ruth Miskin to ensure all children learn to read accurately and fluently.

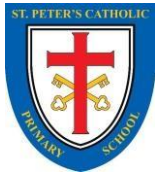
Spelling

At St Peter's Catholic Primary School, children's phonological awareness and spelling strategies are assessed and inform teaching. Dedicated time is allocated for teaching and investigating spelling, as well as word level work linking to a related text in the main English session.

Children are encouraged to practice their spellings as homework and are tested in their weekly. Word banks (given and created) along with dictionaries can be used to support children's spelling at the point of writing.

Sentence level work

At St Peter's Catholic Primary School this includes grammatical awareness, sentence construction, punctuation and the higher skills of grammar. This is taught directly through quality texts, modelled examples



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and investigation. Sentence level work is taught through the main English session, through modelling by the teacher and in guided group work which all children have access to weekly and at other times where required.

Reading

At St Peter's Catholic Primary School, we believe in developing a reading culture throughout the school, a school library which hosts a variety of reading genres, and raising the profile of reading through a print rich environment, attractive book displays and promoting the written word at all times.

High priority is given to reading throughout the school. The teaching of reading throughout the school varies with age and cohort. Reading is taught on a whole class basis, small groups and individually depending on the age and ability of the children in the cohort.

Children are able to take home a reading book to read to their parent/carer. Parents make a comment in their child's home-school reading diary on how their child reads.

At St Peter's Catholic Primary School Reading is taught through:

1. Whole class reading:

Whole class reading develops listening skills, a love of story and reading for pleasure.

This is teacher led reading with children listening and responding to questions, predictions and vocabulary choices as appropriate to the level of the children.

2. Shared reading:

Shared reading immerses children in the pattern of story and features of text types.

This happens in English sessions when introducing text and prior to writing. The teacher models as an expert reader and draws out the key elements of the content.

3. Guided reading that targets children's reading skills:

Guided reading takes place within Key Stage 2 with the teacher using an age appropriate text with the whole class. In Key Stage One reading is taught through the Read, Write Inc scheme in key Stage One and where necessary in Key Stage 2.

4. Independent reading in school and at home:

Books are sent home with the child's home-school diary to help communicate progress and targets with parents. In Foundation Stage and KS1 and KS2 children take home one or two reading scheme books (read, Write Inc. Book Bags) to read with their parents. The Read, Write Inc. book has been matched by the teacher to the child's reading level and so it is expected that the child should be able to read 95% of the book independently. Children also choose a class library book which is to be used as a shared reader and can be read with or by an adult. In KS1, books are changed on a weekly basis by teaching assistants or teachers. Once children have completed the Read Write Inc. scheme they will graduate to the Accelerated Reader programme. This gives children the opportunity to continue to develop and enhance their pleasure for reading as they are able to choose from a wide selection of books, which are readily available in our school library.

Writing

At St Peter's Catholic Primary School we believe that writing should be a creative/developmental process both at a functional and an imaginative level. All attempts at writing are valued and we know that all children have



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potential to be successful writers. Immersion in reading, talk and preparation for writing is essential to the writing development process.

At St Peter's Catholic Primary School, Writing is taught through:

1) Shared writing:

This is modelled by the teacher as the expert writer with contributions from the children.

This is teacher-led writing with children watching and contributing ideas. Shared writing is not exclusive to English sessions and can be taught within Foundation subjects. The emphasis may be on the generation of ideas, grammatical awareness, spelling and phonics, compositional, transcriptional, and presentational and text level skills or other key strategies needed in writing. Not all of these can be modelled in one session, but the teacher as the expert writer leads the cumulative writing process.

2) Guided writing:

Guided writing takes place in small groups with a teaching focus using targets, success criteria and writing already modelled.

The main part of the session is spent by the child writing with the adult intervening as appropriate. In the Foundation stage the child receives more individualised support from the teacher at the point of writing or mark making. During this guided session, the teacher supporting the group will share targets achieved and mark the child's work according to the whole school marking policy. In KS1, children are supported in small groups through differentiation, scaffolding and teacher / teaching assistant support where available.

3) Opportunities for developmental writing:

At St Peter's Catholic Primary School in the Foundation stage children experience writing in a range of settings and opportunities for developmental writing and this should be available through all areas of learning and throughout the learning environment. Children's own attempts at early writing should be celebrated and promoted, alongside the direct teaching of the key skills that will enable the children to progress through the stages of writing development. In Foundation stage and KS1, children's writing that needs interpretation must be scribed by a teacher or adult working with the group. Ideally this is during the English session.

4) Independent writing:

At St Peter's Catholic Primary School, the children need opportunities to develop their confidence and practice their writing skills. All writing activities should have a purpose, and quality should be promoted through book making, publication or presentation to another audience. Writing is modelled and supported from immersion to quality writing. Writing will follow the 3 components; pre writing activities, drafting, editing and revising and sharing. Independent writing is supported through the use of dictionaries, word banks, writing frames or plans and alphabet cards.

5) Handwriting

At St Peter's Catholic Primary School handwriting and letter formation is explicitly taught throughout the school using the Penpals handwriting scheme. Physical preparation for handwriting, including gross and fine motor



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skills leading to mark making, patterns and letter formation are taught in the foundation stage. This leads to securing correct letter formation and beginning to join in Key Stage 1. Within lower Key Stage 2, children secure joining their writing with a focus on legibility, consistency and quality. Children then practice speed, fluency and are encouraged to develop personalised style in upper Key Stage 2.

Speaking and listening

At St Peter's Catholic Primary School in line with the English Framework, 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 four strands to speaking and listening are:

- 1) Listening and responding.
- 2) Speaking and presenting.
- 3) Group discussion and interaction.
- 4) Drama, role-play and performance.

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, topic talks, group discussions and debates. There is progression in the skills taught and assessment of significant achievements in speaking and listening.

The Subject Leader

The role of the subject leader involves:

- Modelling good practice.
- Being responsible for the upgrading and ordering of resources and arranging for their storage.
- Keeping informed about developments and new initiatives to support the teaching of language and English and ensure staff are informed.
- Auditing needs and organise staff training.
- Monitoring planning on a termly basis with the head teacher; scrutiny of books and
- Lesson observations with constructive feedback.
- Supporting teachers in planning and using resources.
- Updating the school policy when necessary.
- Work in collaboration with the SENDCo and other staff to suggest and implement.

Assessment

At St Peter's Catholic Primary School, we assess the children's work in writing by making informal judgements as we observe the children during lessons and through live marking. Each half term children are encouraged to produce an independent piece of writing which is assessed. Teachers use the objectives to identify whether a child is beginning to develop (WTS), embedding (EXS) or securely demonstrating (GDS) application of that year groups expectations.

Reading ability is assessed within EYFS and Key Stage One through the Read, Write Inc programme and children are grouped according to the stage they are working at. For those children accessing the Accelerated Reader programme, progress is monitored through quizzes taken when children have completed a book and through half termly assessments. Teachers in all year groups also make informed judgements throughout the year through shared reading activities, whole class and guided comprehension activities or hearing individual



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readers. Formative assessment takes place at the end of each term for Years 2 to 6 when each child completes a Nfer reading test. In the Summer term Year 6 complete SATS reading comprehension paper.

Spelling, punctuation and Grammar (SPaG/GPS) is assessed through live marking and teacher observations. Formative assessment takes place at the end of each term for Years 3, 4, 5 and 6 when they complete the Nfer SPaG test. Year 6 complete SPaG SATS papers in the Summer term.

Spelling is assessed weekly through a class spelling test. Younger children are given spellings to take home and learn based on the phonemes/high frequency words they have been taught that week. From Year 1 to Year 6 children take home a list of spellings taken from the National Curriculum.

More Able Learners

More able learners will be identified as part of our formative and summative assessment procedures. We will provide for their needs through a framework of high quality first teaching which focuses on ensuring the children are challenged appropriately. In addition, we will focus on developing their learning behaviours, including, greater reflection, problem solving and enquiry, making connections, higher order thinking skills and independent learning. The progress of more able learners will be rigorously tracked to ensure more able children reach their full potential

Inclusion

Where children are identified as having additional needs within the literacy curriculum, a graduated approach is used to support them. Full details of this approach can be found in the Special Educational Needs policy.

Updated January 2025