

THE HOLY FAMILY CATHOLIC PRIMARY SCHOOL

www.holyfamily.herts.sch.uk
admin@holyfamily.herts.sch.uk



English Policy

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OFSTED July 2019

'Pupils feel safe in school and believe that the adults take good care of them.'

'The quality of teaching, learning and assessment in the school is strong.'



Catholic Schools Inspection February 2023

'The visitor is left in no doubt that this is a loving Catholic school that prides itself on a genuine, warm welcome.'

'Staff provide the highest level of pastoral care; there is a deep commitment to the most vulnerable.'

'Prayer is central to life in Holy Family.'

At The Holy Family School we are committed to Safeguarding Children

THE HOLY FAMILY CATHOLIC PRIMARY SCHOOL

'As a family we live, love, learn and celebrate with Jesus.'

ENGLISH POLICY

Mission statement

'As a family we live, love, learn and celebrate with Jesus.'

Aims

By the end of year 6, children will:

- Develop a lifelong love of reading and writing
- Communicate effectively and confidently in speech and writing
- Be fluent and responsive readers
- Have acquired a wide and rich vocabulary
- Listen with care and understanding
- Be independent and resilient learners by understanding the importance of a growth mindset

Planning

English Long Term plans for each year group have been carefully devised to ensure high quality texts are used, effective cross curricular links are planned for and the range of text types and genres covered throughout the academic year are clearly identified. This ensures both consistency in the approaches used by staff and secures the appropriate coverage.

All teachers follow the HfL planning, however when an exemplified unit is not available, teachers will then use the statutory guidance from the National Curriculum to plan the appropriate unit or use high quality resources such as The Literacy Shed or CLPE for support. All planning is carefully tailored to each cohort to ensure personalised learning.

Long term plans, medium term plans and a weekly timetable, specifying the learning intentions, are saved onto the staff drive.

All staff have a copy of the progression of skills document to ensure everyone understands where children in their care have come from (their prior learning), what the current steps are and what is expected next. This ensures learning is progressive and ensures teachers have a firm understanding of the skills required to maximise children's learning.

Statutory Requirements

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum in England: Framework Document (2014).

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Spoken Language

'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.' National Curriculum Statutory guidance 2013

To create effective speakers and listeners at Holy Family we:

- Plan and encourage opportunities for children to take part in group discussion and drama activities
- Teach the skills of providing effective feedback by modelling how to respond thoughtfully to each other's work
- Plan meaningful opportunities for children to express their ideas to a range of audiences
- Teach children what effective listening is and how to listen and respond appropriately to others
- Help children to understand the need to adapt their speech to different situations
- Give children the opportunities to evaluate and reflect on their own speech
- Encourage children to use the vocabulary and grammar of standard English whenever appropriate

Reading

The programmes of study for reading at Key Stage 1 and 2 consist of two dimensions:

- word reading
- comprehension (both listening and reading)

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

To develop pupils as readers we:

Teach children to read accurately and fluently using a range of strategies

Promote early phonetic awareness in the Foundation Stage through every day activities and routines such as listening games, shared reading, singing and interactive planning sessions

Ensure Reception and KS1 children have daily timetabled phonic sessions, which follow the Letters, and Sounds programme. Children are taught to segment and blend words and apply their learning for reading decodable and tricky words

Little Wandle phonics scheme of work is used to teach phonics across the school. In addition we:

- Weekly library sessions for each class

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- Choose an engaging class novel to read daily. Much thought goes into the selection of texts to ensure exposure to high level vocabulary and exciting plotlines
- Use a range of high quality texts to encourage a love of learning
- Encourage children to develop a love of reading and become confident, fluent and independent
- Expect children to read daily at home and for parents to sign the online reading record
- Expect all classrooms to have a fun and engaging book corner that is used daily
- Regularly assess children
- Plan effective guided reading sessions to help children understand and respond to what they read using the skills of inference and deduction
- Ensure children are provided with the opportunity in lessons to reflect on and discuss what they have read, including the language and punctuation choices made by the author

To develop pupils as writers we:

- Model writing in every lesson through shared and guided writing
- Teach effective English lessons every day. Plans are constantly reviewed and adapted based on next steps identified through observations (outlined in our marking and feedback policy)
- Share specific success criteria with the children in each lesson
- Teach grammar and punctuation both discretely when needed and also embedded within English lessons
- Have high expectations. Teachers train children to use the 'non negotiables' after each piece of writing (outlined in our marking and feedback policy)
- Teach children to write effectively for a range of purposes and a range of reasons, adapting their vocabulary and style as appropriate.
- Have an effective marking and feedback policy based around the concept of providing 'fast feedback' and encourage children to become evaluative and effective in both peer and self-assessment
- Encourage children to write with meaning, interest, commitment and enjoyment
- Display writing form across the curriculum, both in class and around the school, to celebrate children's achievements
- Provide children with the knowledge and the strategies to become confident and accurate spellers

Handwriting

- Handwriting begins in EYFS with an emphasis upon developing fine motor skills through a range of fun and engaging activities
- A cursive handwriting scheme (Letterjoin) is followed from Year 1 to ensure children are taught a fluent and legible style of handwriting
- Lead ins will be introduced from Year 2
- Discrete handwriting sessions are delivered in KS1 and KS2
- Teachers and Teaching Assistants always model using cursive script

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Spelling

- Discrete spelling sessions begin in Year 2 following the HFL essential spelling scheme
- Discrete spelling sessions are taught from Year 2-Year 6 once a week

Assessment in English

- Teachers make formative assessments in every lesson. Marking and feedback information is filed in a class folder (see Marking and Feedback policy)
- Data is entered into Sims in line with the assessment cycle and analysed by the English lead at the end of each term and Pupil Progress meetings are held half termly with the Head Teacher
- Children in the Foundation Stage have their attainment on entry assessed by observations and their progress is tracked and monitored through the use of Early Years Outcomes throughout Nursery and Reception. The Foundation Stage profile will indicate if children are reaching expected levels by the end of Reception and will be used in transition into Key Stage 1
- Children in Year 1 will sit the Yr1 Phonic Screening Check and national tests sat at the end of Year 2 and Year 6
- Spelling and phonics trackers are used in line with the assessment cycle

Reading Assessment

- Reading data is submitted termly. Teachers use Herts for Learning reading TAFs as the assessment criteria to support forming a judgement and this is updated half termly.
- At the end of the year, specific age related benchmarked books are used to support teacher's assessments- using the TAFs.
- Reading objectives are carefully planned for in guided reading sessions and assessment notes made referencing the Herts for Learning KS1 and KS2 Guided Reading toolkit.
- Towards the end of KS1, children will take part in a National Phonics Screening check where they will achieve either a pass or fail. If children do not pass, the test will be retaken in Year 2
- The HfL reading tracker is used to track each child's reading level
- The HfL phonics and spelling tracker is used to track each child's phonics progression across both KS1 and KS2.

Writing Assessment

- Writing TAFs are used for KS1 and KS2. These should be updated half termly on SIMS and used to form termly judgments when submitting data
- Moderation meetings are held to ensure assessments are accurate between staff

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Speaking and Listening Assessment

- HfL assessment criteria are used

Monitoring

- A detailed monitoring cycle is planned and shared with staff. Monitoring includes lesson observations, learning walks, pupil voice and book looks