

Saint Norbert's Catholic School

English and Phonics Policy

Date Adopted: Summer 2017

Date of Review: Summer 2019



ST. NORBERT'S
CATHOLIC PRIMARY SCHOOL

Our Mission Statement

**St. Norbert's strives to nurture and develop the whole child through
a**

**Love of God
Love of one another
Love of life itself**

Article 28: Children have a right to an education.

Aims

At St. Norbert's Primary School we recognise and value the importance of nurturing, building and developing all aspects of English for our pupils from their arrival in school to their transition to secondary school ensuring they are "secondary ready" developing key skills for life. This includes the development of reading, writing, speaking and listening skills across the curriculum and also providing opportunities for pupils to develop a creative interest and involvement in the performing arts such as drama, performance poetry, involvement in theatre workshops, staging plays and being involved in role-play. We aspire to take the characteristics of effective learning which commences in EYFS and embed throughout the school and all lessons including English.

The National Curriculum

At St. Norbert's we believe that language and English is fundamental to the overall development of children and their access to the curriculum in all its aspects. In the society in which we live an ability to communicate effectively; both orally and in writing; and to read with great enjoyment a wide range of texts is essential if children are to achieve their potential throughout their school days and into their adult life. We follow the 2014 National Curriculum Framework for English and other guidance to enable quality learning and teaching to take place.

English in the Foundation Stage

We believe that communication and language allows opportunities to explore which reading and writing underpins children's future learning. The practice in Foundation Stage will follow the DfE/Letters and Sounds curriculum guidance and will work towards the Early Learning Goals aiming to meet the statements contained within the goals by the end of Reception year.

In Reception the daily routine will include planned and spontaneous activities that include:

- a wealth of opportunities to develop and cultivate speaking and listening now referred to as spoken language.
- experiences that develop gross and fine motor skills both indoors and outdoors.
- sharing and enjoying a range of rhymes, songs, stories and books.
- immersion in a print rich environment with opportunities to see a variety of written communication.
- focus activities that teach children early communication language and English skills.
- choosing books to take home to share.
- synthetic phonics (phase 1-3) letters and sounds taught.

End of KS2 Aspirations:

We want all our children by the end of Year Six to be able to:

Express their thoughts and ideas with confidence in a way appropriate to the situation;

Listen to the ideas of others;

Perform to small and large groups and a range of audiences;

Have an interest in words and their meaning and a growing vocabulary;

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;

Be interested in books, read with enjoyment and evaluate and justify their preferences;

Understand the sound and spelling system and use this to read and spell accurately;

Have fluent and legible handwriting;

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 structured 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;

Through reading and writing, develop their powers of imagination, inventiveness and critical awareness.

Planning

Planning is undertaken at three levels:

Long term planning is monitored through the use of a National Curriculum overview sheet. The expectation is that teachers annotate their relevant year group copy in their planning folders. This acts as a tool to inform future planning, identifying gaps in coverage.

Medium term sheets are filed in teachers planning folders and are created and updated by the English Subject Leader Mrs. J. Withers. The middle term plan is for EYFS through to Y6 and is modelled on the principles of 'Four Purposes for Writing' inspired by Mike Tidd. It has also been edited and adapted to meet the needs of pupils in our school with links to 'Talk for Writing' and general effective pedagogical practice.

Short term planning is completed by teachers using the Core Planning sheets in which a Learning intention, steps to success and outcomes are clarified. There are no specific expectations with regard to planning. Planning is for teachers not managers and leaders and should work for the teacher and their cohort. If

there is an issue with the standard of teaching and learning and teacher performance a specific planning approach may be requested.

Teaching methods and approaches

Lessons are usually structured with an increased, 'teaching for Mastery' approach with 'ping-pong' style skill based activities. Sessions are embedded with mini plenaries/assessment review and a final plenary. Learning pace is determined by the teacher and should facilitate the time and opportunity for pupils to master skills before progressing with learning.

The teaching of English at St. Norbert's provides opportunities for:

- Group work
- Paired work
- Whole class teaching
- Individual work
- Independent

Pupils engage in:

- Role-play, hot seating, presentations, drama and performances
- Decoding, interpreting, analysing and reading different genres of text
- Planning, exploring, writing and presenting different genres of text
- Developing strategies for reading, spelling and writing

Lessons

In Key Stage One lessons are held on a daily basis and last for approximately 45 minutes minimum. The children are taught in mixed ability classes. When children start in Reception the organisation is more flexible building up to a 30-minute adult directed session in the Summer Term.

In Key Stage Two English lessons last approximately for 1 hour approximately. The children are taught in mixed ability classes. Children in Key Stage Two who are not secure in all of their phonics are expected to continue with the Letters and Sounds scheme at the appropriate stage.

English on a daily basis

With the exception of a specific off-timetable event (ie, Enrichment weeks or BLP Day's), there should be a minimum of three explicit English sessions for the age appropriate recommended time. If the class is out of school for half a day, then English skills must be taught and applied in a cross curricular context through other areas of learning. The exceptions for not having a daily English lesson would be;

- A specific themed school event (ie Culture week) and weekly outdoor learning sessions.
- A whole day school trip out of school

- A whole day in school event/Highly effective extended writing tasks in other areas of the curriculum (ie Book Day)
- Whilst individual targets are being addressed (Interventions and Boosters)
- An assessment task day (ie Big Write Sessions)

The English lesson must include some form of teacher modelling/ joint supported writing which should be evident on planning 3x per week. This could include:

- Teacher modelling writing e.g. descriptive language choices within a setting description
- Children working on whiteboards individually/ in pairs to improve a paragraph of writing
- Joint supported writing where teacher acts as a scribe, scaffolding the children ideas

All daily English lessons should provide completed embedded opportunities for AFL for both the teacher and children. This may be in the form of self-assessment/peer assessment against the success criteria or success against set targets. (How this is facilitated is down to individual teachers, by taking into consideration the aptitude and age of the learner.)

English on a weekly basis

Any completed plans should be kept in your planning folder and be available if requested. This allows teachers the freedom and flexibility to alter or change plans as they teach throughout the week in response to good quality AfL practice. Planning following pupil progress meetings must clearly identify where gaps identified in gap analysis are being taught and addressed.

Planning is a professional activity to be organised, each plan could consider use of:

- Learning objectives/s /intentions
- Grammar/SPAG Starters
- Success criteria - by KS2 this can also be generated by the children
- Clear activities with appropriate challenge for all (referring to the overview of strands by year or level)
- AFL - how this fits into the lesson
- Key Questions if appropriate
- Role of the other adult
- Examples provided of the activities e.g. are children using frames, what are you specifically looking to see in their work
- Speaking and listening/Spoken Language opportunities

English on a termly basis :Assessment and Record Keeping

At St. Norbert's we are continually assessing our pupils and recording their progress. We see assessment as an integral part of the teaching process and endeavour to make our assessment purposeful, allowing us to match the correct level of work to the needs of the pupils, thus benefiting the pupils and ensuring progress. Assessment is carried out on three levels.

Short-term assessments are an informal part of every lesson and are closely matched to the teaching objectives. These are for the teacher's and pupil's immediate attention and action; pertinent comments about progress can be recorded on the short term planning sheets and or pieces of work.

Medium term assessments are carried out every half term. The purpose of these assessments is to review and record the progress the pupils have made in relation to the key objectives. Children's progress towards the key objectives is recorded on pupil target sheets in English Books and Reading Folders this can take place in the form of Big Write Assessments and progress tests. All other data is formally compiled for pupil progress x 3 annually, December, March and July using the Scholarpack system and pupil progress documents.

Long term assessments are carried out towards the end of the school year when pupils' attainment is measured against school and national targets. This is done by drawing on class records of Key Objectives and any supplementary notes.

There should be evidence in English books of St Norbert's Year group assessment grids in the Pupil assessment folders being updated and used to inform planning.

Writing Assessment- During each assessment cycle the class teacher will plan Big Write Assessment tasks in books. A minimum of two pieces is expected termly and ideally three pieces.

Reading Assessment- During the assessment cycle Reading comprehension tests will be conducted in Y1-6. Reading levels will be based on the test scores along with the Scholarpack Reading levels linked to the pupil record sheets. Pupil Reading grids should be highlighted during the Assessment week and stored in the appropriate folder.

Phonics Assessment- Phonics assessments- using the activities provided within the phonics programme should be recorded on the school's phonics tracker and shared with the HT/ English Leader termly. Any children requiring support will be referred to the Phonics Intervention Group for the following term.

Following Assessment

Following assessments a pupil progress meeting (PPM) will be arranged where the class teacher will come prepared to discuss the progress of the children in their class -having fully analysed the teacher assessment results, and completed the pupil progress preparation form. It will be the class teacher's responsibility to justify the progress and make suggestions for interventions, future planning needs and any other support.

Cross Curricular Links

English is connected and taught through all subjects such as RE, Science, History, ICT and Geography where reading, writing and listening and speaking are seen as prime means to learn, absorb and communicate information.

Grammar and Punctuation

Grammar should be taught daily in one aspect of the lesson and if applicable in "stand alone" lessons if the link is too tenuous. Teachers should refer to the Grammar Outcomes outlined in the new English curriculum and use our No Nonsense Grammar Scheme to support teaching.

Reading

Shared Reading happens through the main part of the teaching session.

Guided Reading/Reciprocol begins in Reception and continues throughout the year groups to Year Six. It is completed throughout the week outside of the normal English lesson with selected ability groups.

Independent Reading begins in Reception when the majority of reception high frequency words have been learnt. In the Foundation Stage and Key Stage One

children are given books that are from a variety of schemes; New Way, Ginn, Story Street and Oxford Reading Tree several times through the week. It continues through to Key Stage Two where the child selects their own reading book from appropriate levelled books or Free Readers.

Writing

Handwriting practice begins in Reception through mark making and continues throughout the year groups to Year Six following the Cursive Treasure House Scheme. Children in Year Two begin exploring and using a cursive and joined up approach. (For full details see separate Handwriting and Presentation Policy)

Shared Writing happens through the main part of the teaching session

Guided Writing begins in Reception and continues throughout the year groups to Year Six. It is completed inside of the normal English lesson with a focus group.

Spelling is taught through phonic time in Key Stage One and can be taught during other lessons if appropriate with the focus being on the first 300 high frequency words. This work is supported by homework; however all Year groups must be taught the Year group appropriate spelling from the National Curriculum 2014 lists. In Year 1-6 the No Nonsense Spelling Programme is used and daily sessions taught with key age related spelling pattern focus. All year send 10 weekly spellings to be learnt following No Nonsense Programme. The sheets use the "Look, cover, write approach." Teachers must handwrite spellings and rules on weekly sheets modelling the cursive handwriting formations. Original spelling sheets must be collated in Spelling section of teacher planning files for monitoring purposes.

Guided/Shared/Reciprocal Reading- Each week from Year 1 children must have 1 taught guided reading session which is recorded using the St Norbert's Guided Reading format and stored in the appropriate folder. Reading can be taught within other session or as explicit guided sessions, teachers plan for the needs of their class.

Home Reading- Children must carry an appropriate reading book/s in their bag to read in school and at home. It is the class teacher's responsibility to monitor this. Children must have their reading record book signed each week by their parents and the teacher or TA. It is the class teacher's responsibility to monitor that children are reading regularly at home to liaise with parents when this is not happening, referring to the English Leader if the problem continues. *Any children who is working well below age related expectation in reading, should receive a structured weekly program of daily reading support- this could include reading with their teacher/ TA/ additional adults.*

Phonics- In Reception and Key Stage One children spend 20 minutes daily on Phonics working from the Letters and Sounds programme. They are regularly assessed and ability groups set accordingly. Children are expected to know all of the phonic sounds by the end of Year Two. Phonics must be taught in phonics phase groups from R-Y3 using Letters and Sounds. In KS1, 5 sessions are taught per week, in Year 3 and 4 phonics is taught twice per week in phonics phase groups. Any children requiring additional phonics support in KS2 will be referred to the phonics intervention group and their progress monitored. Phonics screening tests are conducted towards the end of Year 1.

Handwriting- Children must receive at least 1 taught handwriting session per week using the St Norbert's Cursive Handwriting scheme. Handwriting work must be within the handwriting books and dated each week. *Teachers have the flexibility to add additional handwriting sessions for classes/ groups/ individual children where needed. Children will receive a pen license once their handwriting is joined, legible and has clear ascenders/ descenders within their school books. Teachers must withdraw pens from children whose handwriting falls below this standard.*

Homework

Children in KS1 are expected to read at home to an adult daily- this is recorded within the reading record book and monitored by CT

Children in KS2 are expected to read at home independently and/or to an adult 5 times per week and update their reading record book with the number of pages read. This is monitored by CT children will also receive spellings once per week that are tested in school. Lists can be differentiated and link to phonics taught in class, KS2 spelling curriculum guidelines and Year Group Curriculum list

of spellings. Children are given homework at least once a week. We encourage teachers to set work, which makes use of the home context.

Reporting

All parents receive an annual written report on which there is a summary of their child's effort and progress in English over the year.

At the end of Key Stage One and Key Stage Two each pupil's level of achievement against national standards is included as part of their annual written report. There are two parent consultation meetings a year in which parents receive a written report.

Resources

Resources for the delivery of the English Curriculum are stored both centrally and in classrooms. Everyday basic equipment is kept in classrooms. Additional equipment and topic items are both stored centrally.

St. Norbert's School uses a variety of published materials to facilitate the teaching of English but recognises the need for the teaching of English to be 'scheme assisted not scheme driven'. Just some of the schemes teachers may use to support their planning and teaching (Scholastic, Scottish Primary, A&C Black, Letters & Sounds, and Hamilton Trust).

Materials are constantly updated, as new and relevant items become available. The English subject leader orders new resources after consultation with the staff.

The Subject Leader

The English Leader's role involves:

- modelling good practice and updating the school policy when necessary
- 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 organising staff training; training staff in teaching and learning of English;
- analysis of English levels throughout the school and ensuring targets are met.
- 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;
- facilitating parent workshops

Equal Opportunities

As a staff we endeavour to maintain an awareness of, and to provide for equal opportunities for all our pupils in English. We aim to take into account cultural background, gender and Special Needs, both in our teaching attitudes and in the published materials we use with our pupils.

Children with Special Educational Needs

Wherever possible we aim to fully include SEND pupils in the daily English lesson so that they benefit from the emphasis on guided reading and writing and by listening and participating with other children in demonstrating and explaining their methods.

Where necessary teachers will, in consultation with the SENCO, draw up a star target scrapbook for a child. If a child's needs are particularly severe they will work on a personalised programme written in consultation with the appropriate staff.

When planning teachers will try to address the child's needs, through simplified or modified tasks or the use of support staff.

Signed _____

(Headteacher)

Signed _____

(for and on behalf of the Governing Board)

Date _____