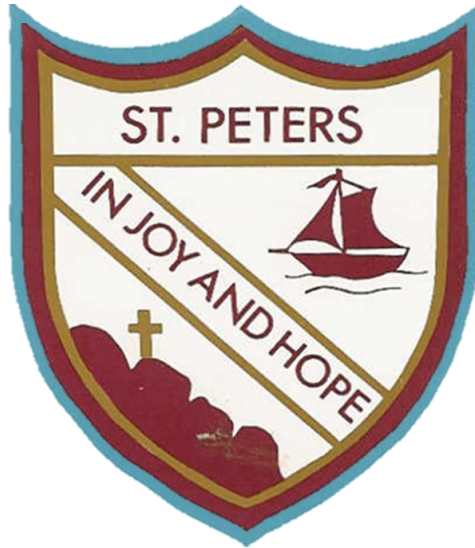


St Peter's Catholic Primary School



English Policy

Intent, Implementation and Impact of English at St Peters Catholic Primary School

Intent:

The intention of the English Curriculum at St Peter's is to develop children's ability to listen, speak, read and write for a wide range of purposes, including the communication of their ideas, views and feelings. All teachers have a responsibility to enable children to express themselves creatively and imaginatively as they become enthusiastic and critical readers of stories, poetry and drama, as well as of non-fiction and media texts. Children gain an understanding of how language works by looking at its patterns, structures and origins. We enable children to use their knowledge, skills and understanding in speaking and writing across a range of different situations and access the curriculum effectively to achieve their potential. At St Peter's, teaching and learning in English must develop pleasure and enjoyment, also self-confidence and self-esteem, while providing an appreciation of the English language.

Implementation:

At St Peter's, we recognise that in order for pupils to progress then these aims need to be embedded across our English lessons and the wider curriculum. We have a rigorous and well-organised English curriculum that provides purposeful opportunities for reading, writing and discussion. Teachers adapt the 'Literacy Counts' units of work as appropriate to their class, but also ensure that there are opportunities for cross-curricular links in reading and writing. Our curriculum closely follows the aims of the National Curriculum for English 2014.

Aims:

The 2014 National Curriculum for English aims to ensure that all children:

- 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.

In addition to daily English lessons, children develop their early reading skills through daily phonics/spelling sessions (using Little Wandle) from Foundation One- Year Two followed by guided reading and whole class reading as they progress through the school. Building on the success of our phonics scheme in KS1, we have adopted the same structured and systematic approach to spelling in KS2 to capitalise on children's phonics learning and to ensure consistency and progression. Spelling lessons take place daily for no more than half an hour, scheduled at the same time as KS1 phonics sessions. These lessons focus on teaching spelling rules, with teachers planning activities based on the national curriculum for their year group. Children continue to learn to spell by identifying graphemes within words, breaking words into syllables, and receiving direct teaching of spelling rules. Within each lesson, children apply their new knowledge by spelling words and writing dictated sentences. Children are assessed each half term on a list of words that

incorporate the spelling rules taught, including dictated sentences. The assessments will give teachers a clear indication of the progress for each child and will identify specific words or spelling concepts that need to be reviewed or retaught to the whole class before moving on to the next unit. The results of the assessments will be used immediately to inform teaching and to ensure that every child secures their knowledge of the concepts in the spelling units.

We have a variety of quality texts and resources to motivate and inspire our children, including a well-resourced library and suitcase libraries F2-Year 6 with recommended and age-appropriate texts. At the end of each day, every teacher reads a suggested book to their class in order to develop children's love of reading and expose them to a range of authors and genres. Pupils lacking basic literacy skills will be identified and the special educational needs coordinator (SENDSCO) and English leader will advise teachers and teaching assistants on supporting pupils with reading and writing difficulties.

Impact:

Reading:

At St Peter's Primary School we are dedicated to ensuring that all of our pupils develop a life-long love of reading as well as gaining the key skills to become competent readers. We know that reading is the foundation to academic success and so to ensure that our children reach their fullest potential. The children in Foundation Stage and Year 1 complete half-termly phonics assessments in order to assess the children's retention of sounds – these are used by the class teacher to inform planning and interventions as needed. This information is put onto a phonics tracker to identify the children that need further support. In Key Stage 1 and Key Stage 2, all children are assessed against the Salford Reading Test and are given a reading age. Any children working below their age band are highlighted and received additional 1:1 reading time with our highly-skilled teaching assistants. Summative assessment takes place at the end of each term through NFER reading tests and children's progress and attainment is discussed with senior leaders in progress meetings. Formative assessment takes place on a daily basis and teachers adjust their planning accordingly to meet the needs of their class. The teaching of reading is monitored by leaders through lesson observations, pupil voice and the scrutiny of pupil books.

Writing:

In Foundation Stage, assessment of children's development of communication, language and literacy is an integral part of teaching and learning. Assessments are ongoing using a combination of the children's self-initiated activities and teacher led activities. These assessments are evident on Tapestry and in books. In Key Stage One and Two, assessment of writing takes place on a daily basis through live marking and verbal feedback is given as the child is working. Children's books are marked daily and they are asked to respond to changes in green pen to further enhance their writing. Summative assessments are completed after every final write of the Read the Write scheme (or any other final write in other curriculum areas) and are assessed against their year group TAF grids.

Review: November 2025