



## St Agatha's Catholic Primary School

<b>Policy</b>	<b>English Policy</b>
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<b>Governor Committee</b>	<b>Curriculum &amp; Achievement</b>
<b>Statutory Policy</b>	<b>No</b>

## **Rationale**

At St Agatha's, we believe that the learning of English supports our children to become confident and skilled in all aspects of the curriculum. We provide a learning environment that inspires and motivates children to become lifelong learners with a desire to read and write.

## **Curriculum**

We provide a variety of experiences to encourage children to develop the skills to communicate through reading, writing and oracy.

To enable this to happen effectively, we provide opportunities to demonstrate these skills through an ambitious, progressive whole school curriculum. English plays an essential role across the curriculum and we believe that all children should:

- be effective and competent communicators and good listeners
- express opinions, articulate feelings and formulate responses to a range of texts (including fiction, non-fiction and poetry) using progressive vocabulary
- develop positive attitudes towards books and read a varied selection of texts whilst gaining an increased level of fluency and understanding
- enjoy, engage with and understand a range of diverse text types
- develop comprehension skills which draw from the child's knowledge of the world and from their growing vocabulary
- develop their confidence, imagination and creativity through role play, drama and high-quality texts
- be able to write a variety of fiction, non-fiction and poetry showing awareness of audience and purpose
- understand and apply phonic and spelling rules
- use grammar and punctuation accurately
- form letters correctly, leading to a fluent and legible handwriting style

## **Implementation**

### Oracy

Through Voice 21, students will be taught both *to* and *through* talk which will enable them to discuss, perform, debate and express themselves in a range of contexts, for a range of purposes. Students will learn to listen carefully to others, building on their views or showing empathy as appropriate. Opportunities to learn active listening skills will become increasingly advanced as students move through the school. Our aim is to enable students to improve their levels of oracy so that they can all communicate effectively and confidently. These skills are encouraged in every area of our curriculum as good communication skills can enhance every type of learning.

## Reading

Teachers promote and value reading by creating a culture that celebrates the love of books. The children are provided with a wide range of reading materials to develop their reading skills and to give them a greater understanding of the world.

They develop these skills through:

- hearing high quality texts read aloud
- modelled and shared reading
- reading sessions which develops comprehension skills
- independent reading for pleasure
- reading across the curriculum
- regular visits to the school library
- recommended reads displayed around the school
- sharing and recommending books

The teaching of individual reading is taught through the implementation of the systematic synthetic phonics (SSP) programme: Little Wandle Letters and Sounds Revised. Information about the teaching of this programme can be found on the school website: [St Agatha's Catholic Primary School - Phonics and Early Reading](#)

## Writing

Teachers promote writing and look for ways to inspire children to think of themselves as writers. Teachers plan units of writing using the personalised writing curriculum with small steps of learning. They provide opportunities for children to develop strategies to communicate effectively through the written word by establishing the audience and purpose. Children have access to a wide range of writing opportunities that include:

- modelled and shared writing
- guided writing
- independent writing
- using high quality texts to develop the writing for a range or audiences and purposes
- planning, drafting, writing, editing, evaluating, re-drafting and presenting
- writing across the curriculum

## Phonics and Spelling

Teachers provide a wide range of contexts for reinforcing spelling patterns and common exception words through the teaching of phonics and whole class spelling rules.

## Grammar and Punctuation

The children are taught the specific grammar rules and the vocabulary of grammar so that they are able to understand the terminology and are also able to explain what they have included in their writing. They also learn about a wide range of punctuation that is necessary and that can be used for cause and effect.

## Handwriting

Handwriting is taught using the Pen Pals Scheme.

## *Teaching Guides and Websites*

Resources for teaching English are:

- Cornerstones
- Little Wandle Letters and Sounds Revised
- Grammarsaurus
- Literacy Curriculum
- spag.com
- BBC Bitesize

## Inclusion

We employ a range of teaching approaches linked to different learning styles to meet the varying needs and interests of children and to enable them to reach their full potential. We teach all children in the class together whilst working on the same topic. At the same time, we address the need for all to master the curriculum and for some to gain greater depth of proficiency and understanding.

## **Assessment**

Children are assessed according to the schools [Assessment Policy](#)

## Marking and Feedback

Verbal and written feedback are given according to the [Marking and Feedback Policy](#).

## Home/School Links

Reading at home is regarded as an important part of children's reading development.

Parents are encouraged to hear their children read regularly and to respond in their child's reading record. The children can also record their own choice of books in their reading record.

The expectations of reading, spelling and writing home learning can be found in the [Home Learning Policy](#)

## **Impact**

We expect children to develop an in-depth knowledge and skills in English. The impact of our curriculum is that the children are ready for the next stage of their education.