



St Agatha's Catholic Primary School

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English Policy

Name of Policy Author: Ros Ost and Clare Mitchell

Date: December 2022

Date of Review: December 2024

Review Requirements: Every two years (more frequently if required)

Statutory Policy: N/A

To be Completed for Policies that Governors Need to Sign off

Governor Committee:

Signature:



MISSION STATEMENT

The life of St Agatha's School is centred on our Catholic faith, in which we proclaim the Gospel values such as love, peace and justice which influence all our activities and relationships.

We value and encourage the uniqueness of each child and recognise that everyone has a positive contribution to make to the life of the school community.

We value worshipping and celebrating together, sharing our Christian witness and building upon the foundations already established at home where parents are the first educators of their children.

We aim to;

- encourage the spiritual development and prayer life of each child and help them to develop their relationship with God
- offer a place where differences and problems are talked through and prayed through together and where success is shared and celebrated
- provide a secure and happy environment where quality teaching and learning can take place
- deliver a curriculum that meets the intellectual, physical and creative needs of each child as well as delivering spiritual, emotional and pastoral care
- foster respect for, and recognise the rights of, others regardless of gender, race or ability and to offer equal opportunities to all
- value the contribution of home, school, parish, community and diocese in our daily lives

*WHAT WE ARE IS GOD'S GIFT TO US WHAT WE
BECOME IS OUR GIFT TO GOD*

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 speaking, listening, reading and writing.

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

Spoken Language

Teachers provide a safe and secure environment for speaking and listening opportunities to occur.

These include:

- the use of talk partners
- listening, responding and evaluating their own and others' contributions
- role play and drama
- class discussions
- listening to high-quality stories and poems
- book-related talk and discussions
- learning and reciting poetry

- collective worship assemblies
- speaking at Mass and in class prayer services

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
- guided reading 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.

Writing

Teachers promote writing and look for ways to inspire children to think of themselves as 'writers'. 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 of audiences and purposes
- planning, drafting, writing, editing, evaluating, re-drafting and presenting
- writing across the curriculum
- using dictionaries and thesauruses

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 for sense 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 [Learning at Home 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.