



St. Hubert's Roman Catholic Primary School
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St Hubert's RC Primary School English Policy



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St Hubert's R.C. Primary School English Policy

Aims and Objectives-Intent

The overriding aim for English at St. Hubert's is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. At St. Hubert's, English skills are enhanced through the whole curriculum. The National Curriculum for English aims to ensure that all pupils:

- Read easily and 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.

Strategies

Implementation of the National Curriculum 2014

In the National Curriculum for 5-11 year-olds, English is developed through four key areas:

- Spoken Language
- Reading-Word Reading and Comprehension
- Writing-Transcription and Composition
- Spelling, Vocabulary, Grammar and Punctuation

It is important to note that each is closely interrelated with the next, so it becomes increasingly difficult to consider one without the other(s).

Implementation

The Early Years Foundation Stage

English in Early Years is based upon the Foundation Stage Profile strands of Literacy (encompassing comprehension, word reading and writing); Communication and Language (encompassing Listening, Attention and Understanding and speaking); and Physical Development (encompassing

Gross and Fine Motor Skills to enable effective writing). Progress in these areas depend on learning and being competent in a number of key skills, together with having the confidence, opportunity, encouragement, support and disposition to use them. This area of learning includes communication, speaking and listening in different situations and for different purposes, being read a wide range of books and reading simple texts, developing an ever-growing repertoire of known and used vocabulary and writing for a variety of purposes. To give all children the best opportunities for effective development and learning in English practitioners should give particular attention to:

- Planning an environment that reflects and celebrates the importance and joy of language and books.
- Providing opportunities for children to communicate thoughts, ideas and feelings and build up relationships with adults and each other.
- Incorporating communication, language and literacy development in planned activities in each area of learning.
- Giving opportunities to share and enjoy a wide range of rhymes, music, songs, poetry, stories and non-fiction books.
- Providing opportunities for children to see adults writing and for children to experiment with writing for themselves through making marks, personal writing symbols and conventional script.
- Providing time and opportunities to develop spoken language through conversations between children and adults, both one-to-one, in small groups and whole-class discussions.
- Giving opportunities for linking language with physical movement in action songs and rhymes, role play and practical experiences.

At Key Stage 1 (Years 1 and 2)

Children should learn to speak confidently and listen to what others have to say. They should begin to read and write independently and with enthusiasm. They should use language to explore their own experiences and imaginary worlds. Children should continue to link sounds and letters as their reading and writing develops.

At Key Stage 2

Children should learn to change the way they speak and write to suit different situations, purposes and audiences. They should read a range of texts and respond to different layers of meaning in them. They should explore the use of language in literary and non-literary texts and learn how the structure of language works. They should develop their awareness of spelling, grammar and punctuation across the curriculum.

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. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills.

Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate.

All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances. Statutory requirements which underpin all aspects of spoken language across the six years of primary education form part of the National Curriculum. These are reflected and contextualised within the reading and writing domains which follow.

Reading

Reading is a skill essential for life and at St Hubert's we want every child to leave school as a competent reader with a love of books. Reading should be a pleasure, and reading for pleasure needs to be grounded and encouraged in what we do at school-reading underpins our entire curriculum. Children need to see adults loving books, so school staff are encouraged to share their love of reading with the children. This includes a range of reading materials, not limited to books.

The programmes of study for reading at key stages 1 and 2 consist of two dimensions:

- Word reading
- Comprehension (both listening and reading).

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be prominent in the early teaching of reading to beginners (i.e. unskilled readers) when they start school.

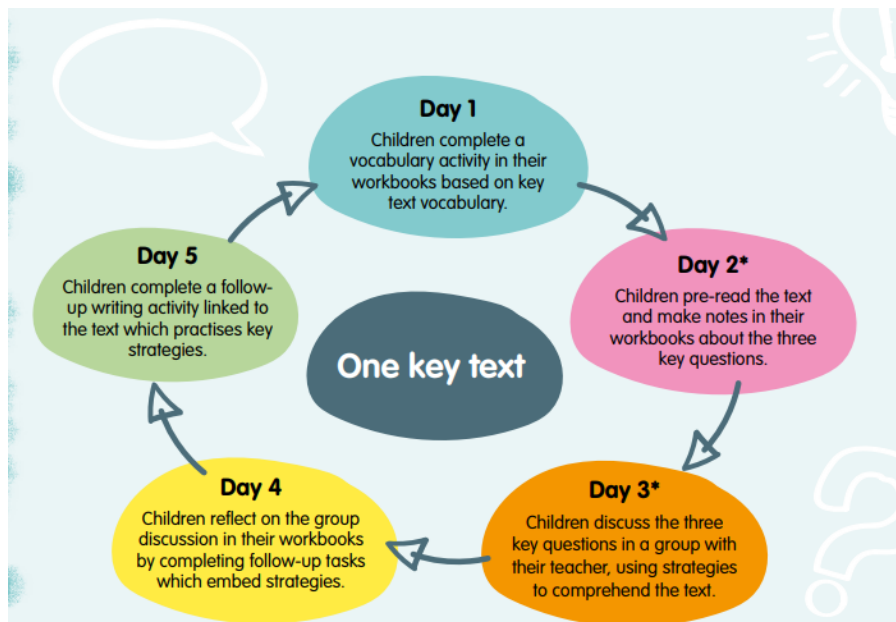
Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds.

It is essential that, by the end of their primary education, all pupils are accidence, in any subject in their forthcoming secondary education.

Guided Reading

At St Hubert's we use Bug Club books for our guided reading.

Bug Club Comprehension provides 30 weeks of teaching for each year group, with ten weeks of teaching per term. Each week of teaching is anchored by a key text. Texts are varied in genre and style, and some are studied for one week while others are studied over a period of up to five weeks. Each week of teaching runs as a cycle, with activities for small groups of children to complete on a daily basis, in sessions lasting between 20 and 30 minutes. The progression of activities across the five days helps to develop children's comprehension strategies and deepen their comprehension of the week's key text.



Day 1 The first day focuses on the key strategy of clarifying, helping children to become familiar with words they will experience in the text and so removing barriers to comprehension. Working independently, in pairs or in a

group, children complete activities that explore key vocabulary from the text. They record their responses in their individual workbooks.

Day 2 On the second day, children pre-read the key text for the week. Confident readers can read it independently (in print or online), whereas less confident children can listen to the audio book on ActiveLearn. Alternatively, you may wish to take a paired-reading approach, or to have the text read aloud to a group by a teaching assistant. The children record their thoughts about the three 'key questions' – the 'looking', 'clue' and 'thinking' questions – in their workbooks. They also generate their own questions about the text in preparation for the group discussion on the third day.

Day 3 On the third day, the whole class discuss the three key questions. No reading aloud should happen here; rather, children should be encouraged to speak directly to one another, building on each other's comments. The teaching card provides prompts to move discussion forward and gives opportunities for 'in-the-moment' formative assessment against the key comprehension strategies. Insights can then be recorded on the observation sheet found on page 37 of the Bug Club Comprehension Programme Handbook.

Day 4 On the fourth day, children reflect on their group discussion and revisit the key questions, exploring what more they have learned and how their thinking has developed. Working independently, in pairs or in groups, they complete activities in their workbooks, revising and embedding the strategies practised during the discussion. The fourth day also provides an opportunity for formative assessment, using children's workbooks to observe how their thoughts about the three key questions, and their use of the key comprehension strategies, have developed.

Day 5 On the fifth day, children complete a follow-up writing activity in their workbooks, which focuses on a selection of key comprehension strategies. For children who require more support or more challenge, 'support' and 'extend' photocopy masters are available from the online platform. The written outcomes produced on the fifth day provide an excellent opportunity for the formative assessment of written comprehension.

Phonics

As directed by the National Curriculum, learning to read begins with phonics. At St Hubert's we follow the Bug Club Phonics programme. The programme is a balanced approach to the teaching of reading using systematic synthetic phonics. It simultaneously teaches the segmentation of words for spelling, and develops phonemic awareness skills.

In systematic synthetic phonics the graphemes and corresponding phonemes are taught just before the introduction of words that contain these letters. To read these words, children are taught to pronounce the individual phonemes (sounds) associated with the graphemes (letters) they see, and then to blend them together (synthesise) to form the word. (In this

programme, we use slashes / / to denote phonemes and inverted commas ' ' to denote graphemes.) The process is as follows:

- Children see a word, e.g. cat; it is not pronounced for them.
- They break it down into its individual letters (graphemes) and pronounce the corresponding sounds (phonemes) for each letter in turn: /c/ /a/ /t/
- Then they blend the separate phonemes together to form the word.

This process is known as **blending**. Systematic synthetic phonics teaches letter sounds very rapidly, explicitly showing children how to build up words with letters from the start, and always includes blending with printed words.

Systematic synthetic phonics does not normally teach spelling, but Bug Club Phonics does teach spelling by reversing the reading process described above, i.e.

- Children hear a word, e.g. 'cat' and say it.
- They say the first phoneme: /c/.
- They write the corresponding grapheme: 'c'.
- They say the word again and say the next phoneme: /a/.
- They write the corresponding grapheme: 'a', and so on.

This process is known as segmenting, and is followed by the children reading the word they have produced by sounding and blending. In our approach, both blending for reading and segmenting for spelling are fully scaffolded. We model for the children how to sound and blend words for reading, but in each lesson children must attempt to sound and blend words for themselves to find out how they are pronounced. We also model for the children how to segment for spelling and continue to scaffold the children through the process with each word they spell. This ensures that they identify each phoneme and choose the appropriate grapheme in turn, until the word is spelt.

In Reception, Bug Club Phonics teaches a new grapheme and related phoneme in every Phoneme Session. This fast pace, backed up by daily revision of past teaching, has proved the most effective and successful method of phonic training. This means that the basic 40+ phonemes are acquired quickly, and early reading skills develop rapidly. Decodable readers are introduced after just 2 weeks' teaching at the end of Unit 2. This enables children to apply the taught strategies and enjoy contextualised reading early on.

The order of grapheme introduction ensures that children are able to start reading and spelling a wide range of words at the earliest possible stage.

Introduction of graphemes and phonemes

In Bug Club Phonics children are taught graphemes and phonemes at the same time. The research study showed that children progressed quickly if they learnt about phonemes in the context of letters and print right from the start of the phonics teaching.

Blending and segmenting

In Bug Club Phonics blending for reading and segmenting for spelling are given equal prominence, though blending is always taught first in a session. The practice of oral blending and segmentation is recommended in Phase 2 (see page 5 for more information on these 'Phases'). We suggest that these activities be done outside the lesson; for example, when there are a few minutes before the bell goes. Activities might include:

- *suggesting words for children to practise sound-talk: e.g. tap, hat, mop*
- *using pictures from the online asset bank for sound-talk sentences, e.g.*
 - *Point to the m-a-p.*
 - *Can you h-o-p on one l-e-g?*

Alternative pronunciations of known graphemes

Alternative pronunciations of known graphemes for reading are covered within the Bug Club Phonics programme at the point of teaching the alternative spellings. For instance, the pronunciation of the known grapheme 'c' in the word 'cent' is taught when all the spelling alternatives for the /s/ phoneme are taught.

Phase 5 teaching: alternative spellings for each phoneme

w / wh
f / ph
ai / ay / a-e / eigh / ey / ei
ee / ea / e-e / ie / y / ey / eo
igh / ie / i-e / y / i / ey
oa / ow / o-e / oe / o
oo / ew / ue / u-e / ui / ou
oo / u / oul
or / aw / au / al
ur / ir / er / ear
ow / ou
oi / oy
ear / ere / eer
air / are / ear
c / k / ck / qu / x / ch
s / c / sc
j / g / dge
m / mb
n / kn / gn
r / wr
ch / tch
sh / ch / t / ss / s / c
e / ea
s for /zh/
o / twla
u / o

Introduction of letter names

The names of letters can be taught first, via the Alphabet song and magnetic letters. Since the programme was first launched, children have not had any difficulties learning both letter names and sounds early on. One of the benefits of this is that any child who misses a session will know the names of the letters they have missed. In many cases the letter names give a good guide to the letter sounds.

Handwriting

Bug Club Phonics recognises that letter formation helps kinaesthetic consolidation of grapheme acquisition and so spelling. The teaching of letter formation accompanies the introduction of every grapheme and the talking-through element of such teaching also supports the children's cognitive processes.

High frequency (common) words and irregular words

High frequency decodable common words are included for reading and spelling throughout Bug Club Phonics. These are always taught by sounding and blending. There is also a list of 'Not fully decodable (irregular) words'; these are also referred to as Common Exception Words (CEWs) or Tricky Words. Many of these words have spellings that have irregular pronunciations; these words are always deemed 'tricky', e.g. 'one'. However, some of the words in the list have regular pronunciations and become fully decodable later on as the phonics teaching progresses; for example, 'like' becomes completely decodable when split digraphs are taught.

Teaching Sequence

Recommended teaching sequence	Bug Club Phonics lesson structure
Introduce ▼	Learning intentions and outcomes for the day are discussed at the start of the lesson.
Revisit and review ▼	Every Phoneme Session begins with Revision to review previous learning (with the exception of Unit 1). In Reception (P1) the Revision is not just of the previous day's target grapheme–phoneme correspondence, but also of blending for reading and segmenting for spelling of the relevant words. In Key Stage 1 (P2&3) the Revision is sometimes a review of previous learning which links with the planned teaching for that day.
Teach ▼	Every Phoneme and Language Session is composed of teaching elements (e.g. Sounds, Reading, Spelling etc.) which are easily navigated to structure the new phonic teaching. The teaching of grapheme–phoneme correspondences and high-frequency (common) words is covered.
Practise ▼	Practise opportunities are available in the following areas: • 'Follow-up' parts of the lessons • unit-linked pupil games • unit-linked photocopy masters • 'free-teaching' within the Magnetic Board.
Apply ▼	Language Sessions provide opportunities to apply developing phonic skills to the reading, spelling and writing of captions and sentences. This application also covers irregular (not fully decodable) common words. In addition, the linked decodable readers allow regular application of children's phonic skills, from as early as Unit 2 of <i>Bug Club Phonics</i> .
Assess learning ▼	Assessment guidance and materials provided within this guide and on the website enable ongoing formative assessment during the daily lessons and summative assessment at regular periods throughout the programme. The frequency of assessment opportunities means children's needs can be identified the moment they become apparent, ensuring that no child gets left behind. The catch-up guidance and resources allow children to stay within the main teaching sessions whilst getting the extra help they need, in the right format, to be able to keep up with their peers. The assessment resources can be used to prepare children for the Phonics Screening Check in Year 1.

Class reading

Every class across the school is read to by an adult every day. These are moments cherished by the children and adults alike and the aim is to foster a love of reading by exposing the children to high quality literature. Teachers are encouraged to choose challenging texts that will uncover new vocabulary and themes, opening up discussions around the language of books and spark excitement and a love of books.

Books for home and home readers

Children throughout the school take home books each week from the Bug Club reading scheme and our reading for pleasure books in our library.

Reading scheme books are sent home from early Autumn for Reception children. Initially the books might have no words and are designed for the children to tell the story and talk about it with their adults at home. As they progress in their reading, the books are closely aligned to their reading stage allowing the children to practise and show off their reading skills to adults at

home. The reading scheme progresses as the children move through school until the end of their final school year, Year 6. Parents are advised to listen to their child read at least five times a week (this time scale includes time to talk about the book). Reading books are sent out and returned each Wednesday.

Spelling, vocabulary, grammar, punctuation and glossary

Teachers implement the two statutory appendices from the National Curriculum on spelling and on vocabulary and grammar and punctuation. These appendices give an overview of the specific features that should be included in teaching the programmes of study.

Opportunities for teachers to enhance pupils' vocabulary arise naturally from their reading and writing. As vocabulary increases, teachers should show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. They should also teach pupils how to work out and clarify the meanings of unknown words and words with more than one meaning. References to developing pupils' vocabulary are also included within the appendices.

Pupils should be taught to control their speaking and writing consciously and to use Standard English. They should be taught to use the elements of spelling, grammar, punctuation and 'language about language' listed. This is not intended to constrain or restrict teachers' creativity, but simply to provide the structure on which they can construct exciting lessons. A non-statutory Glossary is provided for teachers.

Throughout the programmes of study, teachers should teach pupils the vocabulary they need to discuss their reading, writing and spoken language. It is important that pupils learn the correct grammatical terms in English and that these terms are integrated within teaching.

Spelling

This is developed through the systematic teaching of phonics in KS1 using the Bug Club scheme, followed by the teaching of spelling, from Year 2, using the programme No Nonsense Spelling. The focus of the NNS programme is on the teaching of spelling, which embraces knowledge of spelling conventions – patterns and rules; but integral to the teaching is the opportunity to promote the learning of spellings, including statutory words, common exceptions and personal spellings.

Writing

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

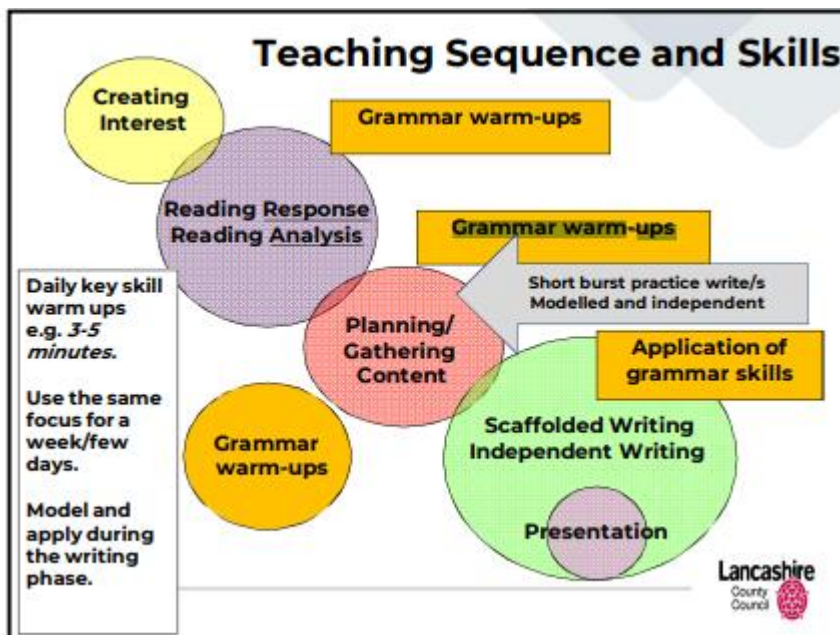
- transcription (spelling and handwriting)

- composition (articulating ideas and structuring them in speech and writing).

It is essential that teaching develops pupils' competence in these two dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition.

Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

The following model is used to immerse the children in a new text, taking them through stages that lead to independent writing at the end.



During these stages, teachers are expected to model writing to the children to ensure they have all the skills needed to be able to write independently at the end of the unit. This is achieved through shared writing, guided writing and independent writing.

Handwriting

Please see separate handwriting policy.

Assessment, evaluation, record keeping and reporting

Work will be assessed in line with the assessment policy.

Teachers assess children's work in English in three phases. The short-term assessments that teachers make as part of every lesson help teachers adjust their daily plans. Teachers match these short-term assessments closely to the teaching objectives. Teachers use Insight to assess children regularly to help them to plan for progression. Teachers assess in a variety of ways including discussion, questioning, observation and marking written work in line with the marking and feedback policy. All this information is used to assess children, which then informs the assessment tracker and identification of children requiring intervention is determined. Progress and attainment against 'expected' targets are measured termly.

Both reading and writing is monitored by the subject leader through book scrutiny, observations and data collection.

Cross Curricular Literacy opportunities

The skills that children develop in English are linked to and applied, in every subject across the curriculum. Teachers will seek to take advantage of opportunities to make cross-curricular links. The children's skills in reading, writing, speaking and listening enable them to communicate and express themselves in all areas of their work in school. This is shown through Word in RE where their skills help them to develop their RE learning.

Special Educational Needs

The study of English will be planned to give pupils a suitable range of adapted activities appropriate to their age and abilities. Tasks will be set which challenge all pupils, including the more able.

For pupils with SEND the task will be adjusted or pupils will be given extra support.

The grouping of pupils will take account of their strengths and weaknesses and ensure that all take an active part in the task and gain confidence.

Children who have been identified as needing support, take part in carefully planned interventions. The interventions include one to one reading, Write from the Start, Toe by Toe, Rapid Reading and Rapid Phonics. The sessions will be on a one to one or small group basis depending on the nature of the intervention and the need of the child. Interventions are assessed to assess the impact of the intervention.

Equal Opportunities

At St Hubert's Primary School, we are committed to ensuring, as far as possible, that there is equality of opportunity in all areas of the curriculum, including English regardless of gender, race or ability.

Resources

There is a range of resources to support the teaching of English across the school. Each key stage has a fully stocked library with a selection of fiction and non-fiction text in. Children have access to the internet through their

classroom computer, laptops and iPads. Each class has a supply of home school reading books to ensure that children have the opportunity to read further at home. Working walls are used in classrooms to support the English units. Grammar and Punctuation that has been taught is displayed and the children are encouraged, and expected, to use it across all curriculum areas.

Guided reading books are available for all children and phonics resources have been purchased to support the teaching of phonics especially in KS1.

Phonics is taught using Bug Club Phonics.

The reading scheme is Pearson Education- Bug Club & Active Learn- hard copies and online versions of the books are available.

Role of the subject leader

The subject leader and the Leadership Team should be responsible for improving the standards of teaching and learning in English through:

Monitoring and evaluating English:-

- Pupil progress
- Provision of English (including intervention and support programmes)
- The quality of the learning environment
- The deployment and provision of support staff
- Moderation of writing
- Observations
- Book and planning scrutiny
- Taking the lead in policy development
- Auditing and supporting colleagues in their CPD
- Purchasing and organising resources
- Keeping up to date with recent literacy developments
- Providing training to staff to develop their subject knowledge

Parental involvement

St Hubert's believes that the active support and involvement of parents is crucial to children achieving their potential in English and in all aspects of the curriculum. Parents will be actively encouraged to read with their children, discuss their books with them and help them choose books to read at home as well as the home school reading book. Spellings are sent home weekly to be learned. Parents are encouraged to help their children learn the words, think about their meanings and spell them correctly. Homework throughout the year will include literacy and English focuses and opportunities to apply the literacy skills in cross-curricular projects.

The Governing Body

Regular reports are made to the governors (including the English Governor) on the progress of English provision.

Impact

At St Hubert's we strive to nurture children to be fully literate and articulate and well prepared for their secondary education and later lives. Through engaging lessons, we aim to foster a love of English and language and an enjoyment of learning.

We challenge children of all abilities to make good progress in all areas of the English National Curriculum. As a result, we have a community of enthusiastic readers and writers who enjoy showcasing their developing literacy knowledge and skills. Pupils are confident to take risks in their reading and writing, and love to discuss and share their ideas. Through reading in particular, pupils are given a chance to develop culturally, emotionally, intellectually, socially, and spiritually.