

English Martyrs' Catholic Primary School



English Policy



English Martyrs' Catholic Primary School **English and Literacy Policy**

Our Mission

Our children are all unique, beautiful **individuals** but together we are a **masterpiece**, brothers and sisters in **Christ**.
As witnesses of Christ, working together as a **Team**, we strive to promote the **Gospel Values** and Teachings of Jesus by providing a **caring, stimulating environment**, with **nurture, trust, love** and **tolerance** through our spirituality, learning and play. By making connections with Jesus, we promote **high ambitions** and **confidence** to achieve our goals.

Intent

Within our curriculum, we ensure all children are prepared for life, with the skills they need to achieve, aspire and accomplish both academically, emotionally, spiritually and creatively, regardless of their faith, creed or race; meeting every child's potential and their needs. At English Martyrs' this includes meeting the needs of a very mixed community representing a broad range of faiths, ethnicities, creeds and socio-economic circumstances: a significant proportion of children with high needs and are disadvantaged; children living in high social deprivation, asylum seekers, vulnerable children and families who seek security and safety in our school family.

Our intent is for learning without barriers so that all children can succeed.

Our Intent is to meet these needs by...

- ...providing exciting opportunities for children to explore their Literacy talents.
- ...provide the cultural capital needed so that children are well placed for future positive outcomes.
- ...providing all children with bespoke and tailored teaching to ensure their language proficiency needs are met regardless of starting point.
- ...developing children's early reading and phonics skills from the outset.
- ...giving opportunities to read and write across the curriculum at all stages and phases.
- ...providing a text rich learning environment which influences, entices and encourages readers of all abilities to thrive.
- ...providing bespoke support for children where English is not their first language.
- ...providing tailored support for children at all standards in developing their reading and understanding so that they can thrive.
- ...providing a range of opportunities for children to experience the written and spoken word.

Our intention is to develop pupils' abilities within an integrated programme of speaking and listening, reading and writing, drama and poetry. Pupils will be given opportunities to interrelate the requirement of English within a broad and balanced approach to the teaching of English across the curriculum, with opportunities to consolidate and reinforce taught literacy skills.



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At *English Martyrs' Catholic Primary School* we strive for children to be a 'Primary Literate Pupil'. By the age of eleven our intention is for a child to be able to:

- read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct.
- have an interest in books and read for enjoyment and pleasure
- have an interest in words, their meanings; developing a growing vocabulary in spoken and written forms.
- understand a range of text types and genres-be able to write in a variety of styles and forms appropriate to the situation.
- be developing the powers of imagination, inventiveness and critical awareness.
- have a suitable technical vocabulary to articulate their responses.

Implementation

At *English Martyrs' Catholic Primary School* our intentions for English and Literacy will be implemented in numerous ways dependent on age, ability and phase of learning.

EYFS

In the Early Years Foundation Stage (Nursery and Reception) children should be given opportunities in Communication and Language to:

- Experience a rich language environment: to develop their confidence and skills in expressing themselves, and to speak and listen in a range of situations.
- encourage children to link sounds and letters and to begin to read and write.
- be given access to a wide range of reading materials (books, poems and other written materials) to ignite their interest.

The Early Learning Goals

The level of progress that children should be expected to have attained by the end of the EYFS is defined by ELGS.

Communication and Language

Listening and attention: children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

Understanding: children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.



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Speaking: children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

Reading: children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

Writing: children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Key Stage one and Key Stage Two

At Key Stage one (Years 1 and 2) and Key Stage two (Years 3 -6) children should develop fluency in:

- Reading (including Reading for Pleasure)
- Writing (including Writing for a Purpose)
- Speaking (including verbal reasoning and expression)
- Listening (including listening to the views, opinions and thoughts of others)

(See Appendices for Statutory Requirements for Reading, Writing, Speaking and Listening)

The implementation of this policy is the responsibility of all stakeholders within school:

Regular meetings are held and reports are made to the governors on the progress of English provision and to our English governor Mrs Nicola Adamson.

This policy will be reviewed every 2 years or in the light of changes to legal requirements.

Subject Organisation

The English Curriculum is delivered using the English programmes of study: key stages 1 and 2 National curriculum in England. Each teacher provides long term (curriculum map), medium and short term planning in line with the age related expectations for their year group. The Early Learning Goals are used to ensure continuity and progression from the Early Years Foundation Stage through the National Curriculum.



At English Martyrs', English is taught in relation to age related expectations in each class. Children are taught in ability groups within classes and teachers use differentiation in their lesson planning, resources and staff support to ensure each child is supported effectively.

Speaking and Listening

Children need to be able to express themselves orally in an appropriate way, and at English Martyrs' we believe this is an essential skill that children need as they go through life. It is fundamental for the children's development across the whole curriculum and permeates all areas of the primary curriculum. We believe that spoken language underpins the development of reading and writing. Children need to be absorbed in the quality and variety of language by adults, this is vital if children are to develop their vocabulary and grammar and their understanding for reading and writing. We will ensure the continual development of pupils' confidence and competence in spoken language and listening skills.

Children will be taught to understand and use the conventions for discussion and debate and the need for the opinions and ideas of others to be listened to, agreed with or challenged.

All pupils will be given opportunities to participate in and gain knowledge, skills and understanding in relation to drama, role-play and performance. Every classroom has a role-play area where children can improvise, rehearse, refine, share and respond to each other in character. Our school values and encourages children to speak audibly and fluently with an increasing command of Standard English. Children will take part in school performances/plays, class assemblies/masses and poetry/author days where they will have opportunities to work in pairs, small groups, large groups and as a whole class.

Children who have English as an additional language will be given any necessary assistance and support.

All teachers are responsible for the planning and teaching of Speaking and Listening. Greater emphasis will be placed in developing listening skills in the Foundation Stage. Speaking and Listening will be encouraged in the context of continuous provision and structured play, and in role play activities. Activities in classroom will be planned to encourage full active participation by all children. Children with speech and language difficulties will be identified and specialist help sought where appropriate. Children will listen to stories and poems and be given opportunities to respond. All children will have opportunities to listen and respond to stories from other cultures and activities will be planned to ensure that both boys and girls participate fully and equally.



Reading

At English Martyrs' we encourage reading for pleasure and ensure that children listen to, share and discuss a wide range of high quality texts, and have access to our extensive library to foster independent reading.

To support children's reading, we use the Oxford Reading Tree and Oxford Project X schemes as well as other published schemes such as Rigby star and PM . School also encourages learners to participate in our '100 Books Before I Leave' challenge as well as completing the LCC initiative Fantastic Book Awards for More Able Year 6 Readers.

Teaching of reading comprises of objectives for each year group taken from the National Curriculum Programmes of Study. The Lancashire Key Skills for Reading document is used to ensure the appropriate skills are taught across each year group. The skills are organised into the following areas:

- Word reading
- Comprehension

Our children will work at the level appropriate to their ability. Achieving the appropriate skill set for their ability by working through a range of literature throughout the year. Children will be encouraged to develop into enthusiastic and independent readers, being given progressively more challenging and demanding texts. Children are encouraged to read and use a wide range of sources of information whilst researching various subjects.

In Foundation Stage, children will be introduced to nursery rhymes, poems, songs and stories to help build upon their growing vocabulary. They will be encouraged to be aware of the print all around them and in their home/school environment.

At English Martyrs' our approach to reading includes covering the objectives found in the Lancashire Key Skills for Reading document by:

Shared reading- All children are engaged in shared reading as part of an English lesson.

Guided reading – is taught discretely in 15-20 minute sessions each day as a whole class approach with corresponding differentiated activities.

Independent reading – a group each day will have a chance to read independently as part of the guided reading rota.

Wider reading – children access the school library at least once per week and choose a book to read for pleasure and reading class novels.

Reading for pleasure - each class reads a shared class novel.

Reading Area/book corners- each classroom is to develop a reading area for independent reading.



Home/Individual reading- all children will read their home reading book individually at least once a week to a teacher or teaching assistant. Homework is set regularly by staff in various forms, reading books are taken home each night, and parents are encouraged to listen to children read regularly. All parents are encouraged to comment in their child's reading diary.

All children have access to reading boxes to read in the Willow Hut outside or on the friendship bench, which contains a wide variety of age appropriate literature for children to read at lunchtimes and playtimes.

Phonics

Phonics- in EYFS and Key Stage one, phonics is taught daily. It is a method of teaching children to connect the letters of the alphabet to the sounds that they make and blend them for reading.

Phonics is a method of teaching children to identify the individual sounds (phonemes) within words and segment them for spelling.

Planning and delivering phonics: We follow the sequence of phonic content of Letters and Sounds programme consistently from start to finish. Phonics sessions are lively, interactive and multi-sensory. Planning focuses upon the appropriate phonemes and skills.

Phonics is taught in EYFS and KS1 daily for 15-20 minutes. There is a 'Catch Up' programme for children not meeting Phonics Screening Standard in Year 1. English Martyrs' follows the *Letters and Sounds* scheme for the teaching of Phonics.

Writing

At English Martyrs' we encourage our children to become independent and confident writers by immersing them in high quality literature and engaging them in meaningful first hand experiences. We invite authors and poets into school to enthuse and promote great writing aspirations. Children have opportunities to write for a variety of purposes and have access to having their written work published.

Teaching of writing comprises of objectives for each year group taken from the National Curriculum Programmes of Study. The Lancashire Key Skills for writing document is used to ensure the appropriate skills are taught across each year group. These key pieces of learning will support pupils in becoming effective and reflective independent writers.

The skills are organised into the following areas:

- **Composition (articulating ideas and structuring them in speech and writing)**
- **Transcription (spelling and handwriting)**



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Our children will work at the standard appropriate to their ability. The key learning statements are taught through lively engaging and creative units of work to ensure that pupils make progress as writers. Children are given opportunities to apply these skills in a range of different contexts. Lively warm up sessions, shared writing and guided writing take place. Through independent and guided writing, children will have the opportunity to reflect upon their skills. These skills in writing will be applied in their cross-curricular writing also.

In Foundation stage, we use the Key Learning for EYFS in CLL devised by Lancashire County Council, which have been identified from the EYFS. Other documents include Development Matters, Letters and Sounds and Lancashire Assessment and Progression materials. Throughout the EYFS, key skills of writing are modelled and scaffolded by staff so that children are given opportunities to apply them in a range of different contexts and through continuous provision.

At English Martyrs' our approach to writing includes covering the objectives found in the Lancashire Key Skills for writing document by:

Emergent writing –so that children begin to understand that **writing** is a form of communication and their marks on paper convey a message, this begins in Nursery.

Shared Writing- is an instructional approach to teach writing to children by writing with them. The idea is to teach writing through writing together and teacher acting as scribe as the children contribute their ideas. Shared writing is taught at least once a week in depth and modelling taking place each day.

Guided writing- involves a range of ways in which teachers support developing writers. It involves a small group of pupils sitting with the teacher, rehearsing, questioning, clarifying and revising as each child produces an individual piece of writing.

Independent writing- involves children writing by themselves with varying levels of support from the teacher. This could include writing in the role-play area, writing lists, menus, diaries etc. or as part of continuous provision or in the writing areas in the classrooms.

Extended writing- occurs when children are given a set amount of time to produce a piece of writing without any help from an adult. Usually, the extended writing session will mark the end of a unit of literacy teaching and can be used for assessment purposes.

Cross-curricular Literacy opportunities

Teachers will seek to take advantage of opportunities to take cross-curricular links. They will plan for children to practise and apply the skills, knowledge and



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understanding acquired through literacy lessons to other areas of the curriculum. Teachers will encourage children to think about they can apply their literacy skills in other subjects.

For example- recording findings from investigations in Science, writing a prayer in RE. Writing a diary entry as a refugee in WW1 etc.

Digital Technologies and the English Curriculum

Opportunities to use computing to support teaching and learning in Literacy will be planned for and used as appropriate.

Effective use of computing in English lessons offers the potential to enhance and transform teaching and learning. Computers, software, cameras and a range of computing devices such as interactive whiteboards can all make teaching more effective and more enticing for learners.

The following are regularly used to enhance learning and progress:

- Interactive Smartboards
- iPads
- Laptops
- Recording equipment
- Digital cameras
- Internet
- Visualisers
- Apple TV

Inclusion

We aim to provide for all children so that they achieve as highly as they can in Literacy according to their individual abilities. We will identify which children or groups of children are under- achieving and take steps to improve their attainment through appropriate interventions. Gifted children will be identified and suitable learning challenges will be provided.

AGT provision

Class teachers initially identify, then plan for, the more able children in Guided Reading, Writing and GPS. Using benchmarking to identify an accurate reading age, the AGT Subject Leader will then assess and choose an appropriate LAPs reading grid. With Writing, the class teacher will use data and record a child's progress using the KLIPS. Working within a higher band that is expected for a specific part of the academic year or the mastery and mastery with greater depth bands, the child is recorded on the AGT register and with the supervision of the Humanities Curriculum Team, the progress of the child is regularly monitored.



Cross-curricular writing is used as a valuable means to assess writing for those children whom are on the AGT register. Throughout the school year class teachers are given opportunities to enter writing competitions with the children, not only the AGT children, this does however give any AGT individual the chance to excel in the competition. End of Year 2 data is a valuable benchmark ready for the transition into Key stage 2 and a further opportunity to identify any extra children whom should be added on the AGT register.

Impact

The impact of the English and Literacy Curriculum will be measured by the Humanities Team together with SLT and Governing Body through various means.

Assessment and Target setting

Work will be assessed in line with the Assessment policy.

In addition to this, throughout the year, Reading assessments will be carried out at the end of each half term from Reception to Year 6.

Writing moderations will be carried out throughout the year at Key Stage, Whole School and at Cluster level.

Provision Mapping takes place each term linked to formal assessments and Pupil Progress Meetings take place each term also.

Using Assessment for Learning and KLIPs, class staff will continuously monitor and assess children, adapting and changing planning to meet individual and whole class needs whilst using timely and early interventions to support learners.

Equal Opportunities

All children are provided with equal access to the Literacy curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

Role of the Curriculum Team (Humanities)

The Humanities Curriculum Team will be responsible for improving the standards of teaching and learning in Literacy through:

Monitoring and evaluating Literacy:

- Pupil progress
- Provision of English and Literacy (including interventions and support programmes)
- The quality of the learning environment
- The deployment and provision of support staff
- Taking the lead in policy development
- Auditing and supporting colleagues in their CPD
- Purchasing and organising resources



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- Keeping up to date with English and Literacy interventions

Parental involvement

At English Martyrs', parental support and involvement is paramount.

We expect parents/carers to support their children in literacy in the following ways:

- Reading with children daily and completing the entries in the home school reading diary
- Complete any homework tasks
- Take part in extra-curricular literacy events- book weeks, snuggle down and read days, Roald Dahl day.

This policy should be read in conjunction with the following school policies:

- Teaching and learning policy
- Assessment and record keeping policy
- Responding to pupils work in feedback and marking policy
- Computing policy
- SEND policy
- Equal opportunities policy
- Health and safety policy
- Handwriting policy

Curriculum Team responsible: Humanities Team

Date Policy reviewed: September 2019

Date agreed by Full Governing Body: November 2019

Date to be reviewed: September 2020 or sooner depending on new legislation



Appendix 1: Statutory Requirements

At Key Stage one (Years 1 and 2) and Key Stage two (Years 3 -6) children should learn to:

- 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 presentation, demonstrating to others and participating in debate.

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 will 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. Teachers will assist in making their thinking clear to themselves as well as to others and ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions.

All pupils will 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 will 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.



Years 1-6 Spoken language

Statutory requirements

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication

Statutory requirements at Key stage one (Years 1 and 2) and Key stage 2 (Years 3 -6)

Reading

The programmes of study for reading at Key Stages 1 and 2 consist of two dimensions:

- **Word reading**
- **Comprehension (both listening and reading).**
- **Writing**
- **Transcription (spelling and handwriting)**
- **Composition (articulating ideas and structuring them in speech and writing).**



Statutory Requirements

Key stage 1 (Years 1 and 2)

Year 1 programme of study

Reading – word reading

Pupils should be taught to:

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- re-read these books to build up their fluency and confidence in word reading.

Reading – comprehension

Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- being encouraged to link what they read or hear read to their own experiences
- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- recognising and joining in with predictable phrases
- learning to appreciate rhymes and poems, and to recite some by heart
- discussing word meanings, linking new meanings to those already known
- understand both the books they can already read accurately and fluently and those they listen to by:



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- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- discussing the significance of the title and events, making inferences on the basis of what is being said and done
- predicting what might happen on the basis of what has been read so far
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them.

Writing – transcription

Spelling

Pupils should be taught to:

- spell words containing each of the 40+ phonemes already taught
- common exception words
- the days of the week

name the letters of the alphabet:

- naming the letters of the alphabet in order
- using letter names to distinguish between alternative spellings of the same sound

add prefixes and suffixes:

- using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
- using the prefix un–
- using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- apply simple spelling rules and guidance
- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Handwriting

Pupils should be taught to:

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9



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- understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these

Writing – composition

Pupils should be taught to:

Write sentences by:

- saying out loud what they are going to write about
- composing a sentence orally before writing it
- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- read aloud their writing clearly enough to be heard by their peers and the teacher.

Writing – vocabulary, grammar and punctuation

Pupils should be taught to:

- leaving spaces between words
- joining words and joining clauses using and
- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- learning the grammar for year 1
- use the grammatical terminology in discussing their writing



Year 2 programme of study

• Reading – word reading

Pupils should be taught to:

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- Re-read these books to build up their fluency and confidence in word reading.

Reading – comprehension

Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by
- listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
- discussing the sequence of events in books and how items of information are related
becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- being introduced to non-fiction books that are structured in different ways
- recognising simple recurring literary language in stories and poetry
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their favourite words and phrases
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- understand both the books that they can already read accurately and fluently and those that they listen to by



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- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- making inferences on the basis of what is being said and done
- answering and asking questions
- predicting what might happen on the basis of what has been read so far
- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

Writing – transcription

- Spelling
- Pupils should be taught to:
- spell by:
- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
- learning to spell common exception words
- learning to spell more words with contracted forms
- learning the possessive apostrophe (singular) [for example, the girl's book]
- distinguishing between homophones and near-homophones
- add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly

Apply spelling rules and guidance

- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

Handwriting

Pupils should be taught to:

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- use spacing between words that reflects the size of the letters



Writing – composition

Pupils should be taught to:

- develop positive attitudes towards and stamina for writing by:
- writing narratives about personal experiences and those of others (real and fictional)
- writing about real events
- writing poetry
- writing for different purposes
- consider what they are going to write before beginning by:
- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence
- make simple additions, revisions and corrections to their own writing by:
- evaluating their writing with the teacher and other pupils
- re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- read aloud what they have written with appropriate intonation to make the meaning clear.

Writing – vocabulary, grammar and punctuation

Pupils should be taught to:

- develop their understanding of the concepts set out in English Appendix 2 by:
- learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- learn how to use:
- sentences with different forms: statement, question, exclamation, command
- expanded noun phrases to describe and specify [for example, the blue butterfly]
- the present and past tenses correctly and consistently including the progressive form
- subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
- the grammar for Year 2, some features of written Standard English
- use and understand the grammatical terminology in discussing their writing.



Years 3 and 4 programme of study

In years 3 and 4, pupils should become more familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes, including through drama, formal presentations and debate.

Reading – word reading

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Reading – comprehension

Pupils should be taught to:

- develop positive attitudes to reading and understanding of what they read by:
- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative poetry)
- understand what they read, in books they can read independently, by:
- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction



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- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Writing – transcription

Spelling

Pupils should be taught to:

- use further prefixes and suffixes and understand how to add them spell further homophones
- spell words that are often misspelt
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first two or three letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Handwriting

Pupils should be taught to:

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

Writing – composition

Pupils should be taught to:

plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas, draft and write by:
- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- evaluate and edit by:



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- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Writing – vocabulary, grammar and punctuation

Pupils should be taught to:

- develop their understanding of the concepts by:
- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although using the present perfect form of verbs in contrast to the past tense
- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- using conjunctions, adverbs and prepositions to express time and cause
- using fronted adverbials
- learning the grammar for years 3 and 4
- indicate grammatical and other features by:
- using commas after fronted adverbials
- indicating possession by using the possessive apostrophe with plural nouns
- using and punctuating direct speech
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.



Years 5 and 6 programme of study

Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this programme of study. In years 5 and 6, pupils' confidence, enjoyment and mastery of language should be extended through public speaking, performance and debate.

Reading – word reading

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.

Reading – comprehension

Pupils should be taught to:

- maintain positive attitudes to reading and understanding of what they read by:
- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- understand what they read by:
- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning



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- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views.

Writing – transcription

Spelling

Pupils should be taught to:

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters [for example, knight, psalm, solemn]
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
- use dictionaries to check the spelling and meaning of words
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus.

Handwriting and presentation

Pupils should be taught to:

- write legibly, fluently and with increasing speed by:
- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task.

Writing – composition

Pupils should be taught to:

- plan their writing by:
- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own



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- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- draft and write by:
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action précisising longer passages
- using a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- evaluate and edit by:
- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proof-read for spelling and punctuation errors
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Writing – vocabulary, grammar and punctuation

Pupils should be taught to:

- develop their understanding of the concepts set out in English Appendix 2 by:
- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- using passive verbs to affect the presentation of information in a sentence
- using the perfect form of verbs to mark relationships of time and cause
- using expanded noun phrases to convey complicated information concisely
- using modal verbs or adverbs to indicate degrees of possibility
- using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- learning the grammar for years 5 and 6 in English Appendix 2
- indicate grammatical and other features by:
- using commas to clarify meaning or avoid ambiguity in writing
- using hyphens to avoid ambiguity



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- using brackets, dashes or commas to indicate parenthesis
- using semi-colons, colons or dashes to mark boundaries between independent clauses
- using a colon to introduce a list
- punctuating bullet points consistently

use and understand the grammatical terminology in English accurately and appropriately in discussing their writing and reading.



Appendix 2

Intervention programmes

English Martyrs' is an accredited Reading Recovery school and offers a range of targeted interventions for children who need extra support with literacy skills. Many interventions are carried out in the Gold room, a quiet designated room for targeted interventions.

We identify children who need support and use the following programmes:

Year group	Area of need	Intervention	Aims of intervention	Entry criteria
Reception	Communication	Time to talk	To teach and develop oral language and social interaction skills	Difficulties highlighted through EYFS profile
Reception	Phonics	Phonic phase 1 and phase 2 games	To move children on ready for phase 3 phonics	Not secure with phase 1 phonics
Year 1	Reading and writing	Fischer family trust	To accelerate learning so that each child can make progress to access a group intervention or progress through class teaching (1-1)	Early intervention for children who have difficulties learning to read and write.
Years 1-6	Reading and writing	Read to Succeed and Inference	To develop independent reading and comprehension skills (1-1)	Children who can read but lack fluency and do not have solid understanding
Year 2	Phonics	Fast track phonics	To address gaps in learning. Focus on specific aspects of phonic learning that pupils have not achieved at the	To support children who did not reach the expected level in the phonics check in year 1.



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			expected level. (group)	
Years 1 -6	Comprehension	Inference	A reading comprehension intervention for pupils who have appropriate decoding skills but who experience difficulty in understanding and meaning from the text. (group)	Children who need support to move from developing to secure in reading
Years 3-6	Phonics and reading	Toe by toe	A highly structured multi-sensory reading manual (1-1)	Child has a reading/spelling deficit of more than 2 years or a child with a diagnosis of dyslexia.
Year 3-6	Phonics, reading and spelling	IDL – Indirect Dyslexia Learning programme	A computer programme that offers a multi-sensory, structured approach with learning methods related to processing and retention of information. (1-1)	Any child who has reading/spelling deficit of 6 months or more.
Year 4-6	Phonics and reading, spelling and writing	Fresh start Catch up phonics programme	To develop reading and writing skills through a synthetic phonics approach (group)	Children who are not reaching expected levels of progress, who lack fluency and have a reading/spelling deficit of 2 years.



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Reception to year 6	Language, reading, writing and comprehension	Personalised Learning programme	A highly structured personalised approach to learning (1-1)	Children on SEN register who has a deficit of more than 2 years.
Years 2-6	Spelling	Magical spelling	A 1-1 structured spelling programme	Any child who finds spelling difficult