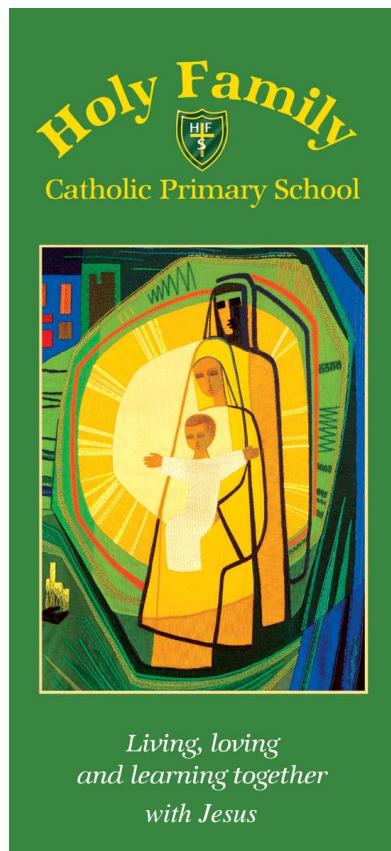


Holy Family Catholic Primary School

The Rosary Trust



English Policy



(Also see Phonics Policy)

ENGLISH POLICY

"In Essex, every learner is entitled to a curriculum rich and varied, challenging and inspiring, which enables every individual to fulfil his or her potential to the highest possible standard; so that all, for the benefit for all, are able to shape their destinies and create a better world."

This Policy has been written in line with the School Mission Statement.

'In our Catholic School, with God at the centre of our lives, we offer every child a high standard of education. We meet individual needs, in a caring and loving community, which celebrates our faith'.

The Policy summarises the key principles informing the drive to raise standards in Literacy so that all pupils in Holy Family Catholic Primary School achieve success in speaking, listening, reading, writing, punctuation and grammar.

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such developments. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised (DFEE 2015).

Our Aim

At Holy Family we believe that a quality English curriculum should develop children's love of reading, writing and discussion. We help our children develop a secure knowledge-base which follows a clear pathway of progression as they advance through primary school. We believe that teaching children to read and write as early as possible is fundamental as this is the key to learning and will also have a huge impact on their self-esteem and future life chances.

We value the importance of building a nurturing culture where children have a positive attitude towards communication, and are proud to express their independent ideas. We encourage an appreciation of our rich and varied literary heritage and a habit of reading widely for enjoyment. Through our English Curriculum, we strive to teach the children how important their reading, writing, speaking and listening skills will be in the real world. By giving this context to their learning, the children understand the value of English to them now, and in their futures. By the time children leave Holy Family School, we expect them to communicate through speaking and listening, reading and writing, with confidence, fluency and understanding and in a range of situations.

How We Do This

Provide an English curriculum that allows children to:

- Be effective, competent communicators and good listeners.
- Express opinions, articulate feelings and formulate responses to a range of texts both fiction and non-fiction using appropriate technical vocabulary.
- Foster an interest in words and their meanings, and to develop a growing vocabulary in both spoken and written form.
- Enjoy and engage with and understand a range of text types and genres.
- Be able to write in a variety of styles and forms showing awareness of audience and

- purpose.
- Develop powers of imagination, inventiveness and critical awareness in all areas of Literacy.
- Use grammar and punctuation accurately.
- Understand spelling conventions.
- Produce effective, well-presented written work.

Reading

Every classroom has a library that is stocked with books that encourage the children to read across different genres. All children have a phonics and/or library book. Each class has the opportunity to attend the school library.

Public Speaking

At HFS, we implement the Mighty Oak public speaking program.

The aim of The Mighty Oak Public Speaking Program is that every child leaving primary school will know how to address an audience in an articulate, engaging manner, using all their public speaking tools.

The benefits include:

- Clear Communication: Many children in the world still struggle to communicate and share their thoughts. Public speaking requires children to articulate their thoughts and ideas clearly and effectively, which can help them improve public speaking and communicate more confidently in everyday situations.
- Self-Confidence: Speaking with confidence in front of a group can help children build self-confidence and develop stronger self-esteem.
- Enhanced Critical Thinking: In today's rapidly evolving era, where everyone has their viewpoint, the art of Public Speaking not only encourages children to think critically about their ideas and arguments and consider alternative perspectives and counterarguments.
- Expanded knowledge and learning: Learning and Researching are the two main pillars of a student's life. Preparing for a speech requires research and practice, which helps children expand their knowledge and understanding of a particular topic.
- Increased social awareness: Public speaking can help children better understand different cultures, beliefs, and viewpoints and become more empathetic and compassionate towards others.
- Improved Body Language: Public speaking can have significant benefits on body language. When speaking effectively in front of an audience, your body language can convey confidence, enthusiasm, and sincerity. Public speaking can help children become more aware of their body language and how they can use it to communicate more effectively.

Planning

The Foundation Stage follows the Early Learning Goals and English is planned according to the Curriculum for Foundation (communication, language and literacy).

In Key Stage 1 and 2 English is planned following the National Curriculum guidance and uses the Jonathan Bond curriculum planning and assessment kit. It involves:

- Speaking and Listening.
- Handwriting.
- Teachers making use of published schemes if appropriate.

- Cross Curricular links are developed wherever possible and text is used to springboard other subject areas.
- Reading – including comprehension skills.
- Daily phonics and/or spelling lessons in all years.
- Grammar and punctuation skills.

Continuity and Progression

The National Curriculum for Y1 to Y6 and the Foundation Stage curriculum will be used as a basis for long term, medium term, weekly and daily planning by all class teachers to ensure that all children are working towards the same set of objectives at an appropriate pace for their abilities. Planning will be monitored, lessons observed and pupils' learning sampled by the subject leader to ensure that there is continuity of objectives, expectation and achievement throughout the school.

Assessment

Class teachers continuously assess all pupils in order to plan future work. All lessons are evaluated for content and progress made by pupils. Assessment is used in order to inform the teachers, parents and governors of the pupils' achievements.

Holy Family uses Accelerated Reading to assess the children's reading using Star Reading four times over the year. These assessments are in conjunction with the teacher assessment. KS2 children take quizzes after each book they have read. This informs their AR progress chart. These charts are regularly monitored by teaching staff and discussions are held as appropriate with any individual pupil about their reading progress.

Marking is carried out according to the marking [policy](#).

Commented [1]: Take out regularly maybe

PPA sessions and external moderation sessions with local schools occur half-termly/termly to ensure that there is consistency in standards across the school.

Teacher assessment will include observations and discussions with the pupils during reading, writing, spelling, grammar, punctuation and speaking and listening activities, as well as through their outcomes. Independent writing tasks are assessed at least once every half term to monitor progress and next steps.

Children are continually assessed throughout the Foundation Stage and these inform the Foundation Stage Profile.

At the end of Key Stage 2, National Curriculum levels are assigned to assessments made by the teacher and through Standard Assessment [Tests](#).

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Reporting

During the Autumn and Spring Terms parents are invited with their child to discuss their child's progress with their teacher.

During the Summer Term, parents receive a written report detailing their child's achievements throughout the year and are offered an opportunity to ask questions or discuss this with the [teacher](#).

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Date for Review

Policy Date: Autumn 2023
Review Date: Spring 2026

This Policy is linked with the following Policies:
Marking and Feedback Policies
English Handbook

English Subject Leader
September 2023