



St Catherine's English Policy

December 2023

"I have come that they may have life, and have it to the full."
(John 10:10)

Speaking and Listening

At St Catherine's, all pupils will be given opportunities to demonstrate and develop their speaking and listening in a range of settings. We aim for children to be confident, engaging speakers and receptive, enthusiastic listeners.

Objectives:

- For children to articulate their understanding and ask appropriate questions to plug misconceptions.
- To develop children's vocabulary.
- For children to speak audibly and fluently with an increasing command of Standard English.
- For children to talk and listen for a range of purposes and communicate effectively with different audiences.
- For children to engage in a discussion supported by the following skills:
 - justifying ideas with reasons
 - asking questions to check understanding and deepen discussion
 - negotiating
 - evaluating and building on the ideas of others
 - selecting the appropriate register for effective communication.
- For children to give well-structured descriptions and explanations and develop their understanding through speculating, hypothesising and exploring ideas.
- For children to clarify their thinking, as well as organise their ideas for writing.

At St Catherine's:

- All staff demonstrate Standard English and use a rich vocabulary, encouraging children to do the same.
- Children use learning partners to discuss their ideas and learning.
- Children are given regular opportunities to work with a partner and in a group. Children are taught to negotiate when necessary.
- Children have opportunities to speak in front of different audiences such as: in collective worship, church services, with visitors and in their classrooms.
- Children in KS2 take part in weekly discussions where they engage in:
 - justifying ideas with reasons
 - asking questions to check understanding
 - evaluating and building on the ideas of others
- Children have opportunities to read aloud.
- Children have the opportunity to perform.
- Children vocalise their learning during plenaries.
- In EYFS, children share observations from home (e.g. holiday news) to encourage children to share experiences.
- In EYFS, children have the use of talking tins to access the tasks on the challenge board.

Reading

At St Catherine's, all pupils will be given opportunities to acquire skills and strategies needed to read and comprehend a variety of written texts. They will be taught to read with confidence, fluency and understanding whilst being inspired to develop a love of reading and books.

Objectives:

- To provide all children with the necessary decoding skills / reading strategies to access age-related texts.
- For children to become confident and fluent readers with excellent understanding of what they read.
- For children to read aloud, with expression and intonation, including reading as performance.
- For children to read with enthusiasm and develop a life-long love of books.
- To expose children to texts with rich vocabulary.
- For children to develop their own imagination, inventiveness and critical awareness.
- For children to ask questions to deepen their understanding.

At St Catherine's:

- Children in EYFS and Key Stage 1 are taught decoding skills through daily, discrete phonics sessions, using Little Wandle Letters and Sounds Revised. Where necessary, this phonics teaching is continued into Key Stage 2.
- Children read regularly to teachers, TAs and other classroom adults in Little Wandle reading groups, guided reading sessions and 1:1 with their reading books.
- All texts (whether independent reading books or GR books) match the children's current decoding ability (phase & book band).
- Teachers model fluency and phrasing in reading as well as modelling other reading qualities such as inference etc.
- Children develop their fluency at school and at home by re-reading words, phrases, paragraphs and whole books until they can read them fluently with understanding.
- Children are able to track texts using the visualizer, big books, photocopies etc.
- Children are exposed to challenging texts in class and regularly have the opportunity to listen to them being read aloud.
- Children have regular opportunities to explore characters and situations through discussion and drama.
- Parents are encouraged to hear their children read on a daily basis and discuss the books with their children. They use reading records to communicate with the teachers. These are started in Foundation and are continued throughout the school.
- Children practise decoding skills independently.
- From Year 2, children are taught specific skills in weekly Guided Reading sessions.
- Children are encouraged to discuss (and subsequently use) vocabulary found in their reading.
- Children develop fluency using 'echo reading'.
- Children have regular access to the library, encouraging them to read widely and for enjoyment.
- Children have regular access to class book corners to browse, make choices, share and enjoy books.
- Children are supported in developing a passion for reading through independent reading time, discussion about books, authors and genres and access to a wide range of books

Writing

At St Catherine's, we aim for all pupils to develop a love of writing. Children will be given opportunities to write creatively for a range of purposes, including the chance to write for real audiences. They will be taught to use appropriate grammar, spelling and punctuation to make their writing more effective. Children will be encouraged to structure their writing and use vocabulary to manipulate the reader.

Handwriting objectives:

- develop a fluent, legible handwriting style to enable them to communicate effectively.
- develop skills by applying them consistently throughout the curriculum.
- see modelling of appropriate handwriting in books, on boards and displays by all adults.
- value and display pupils' writing and encourage a high standard of presentation.

Spelling objectives:

- develop confidence in their ability to spell using a variety of strategies – phonics, morphology, etymology.
- understand the principles underpinning word construction (phonemic, morphemic and etymological).
- apply spelling strategies when proofreading.
- correct spellings with purple pen using classroom spelling resources and guidance from adults.

Composition objectives:

- For children to use their creativity, stimulating a love of writing.
- For children to communicate their ideas efficiently through their writing.
- For all children to understand how to structure and punctuate sentences for effect.
- For children to build and use their extensive vocabulary for effect.
- For children to adapt their writing to suit a range of purposes and audiences.

At St Catherine's:

- In EYFS, letter formation cards are used to support handwriting.
- Children are taught phonics from Nursery and are taught spelling following the 'No Nonsense' Scheme from Year 3 onwards. In Reception, Year 1 and Year 2, children learning spelling through the Little Wandle Revised phonics programme.
- Children are taught about identifying main and subordinate clauses, as well as how to use conjunctions, using a range of varied strategies. These are adapted for year groups and evaluated and changed where necessary.
- Children are taught the structural and grammatical features of different genres.
- Children are exposed to good quality models for writing which demonstrate high expectations for spelling, grammar, structure and vocabulary.
- Children are taught to plan a piece of writing effectively.
- Children have the opportunity to present their work using their best handwriting.
- Teachers ensure progression following the HfL grids.
- Children are taught editing skills.
- Purple pens are used to edit and to demonstrate a particular skill e.g. conjunctions, punctuation, etc.
- Children are taught a unit of writing working up to a final piece of independent writing (Big Write) which they have the opportunity to edit.
- Children engage in shared writes, slow writes and paired writes to develop how they craft their sentences.
- Children regularly have the opportunity to write in other subjects across the curriculum to the same quality as in English lessons.
- Children use working walls and vocabulary on display to develop their writing.

Assessment

At St Catherine's, children are assessed using the school's system Flic, which has been adapted from the Herts for Learning criteria / National Curriculum. Age-related expectations are met when a child has achieved all the statements from their year group. In Years 2 and 6, children are assessed directly against the government's end of Key Stage Teacher Assessment Frameworks.