



St Joseph's Roman Catholic Primary School Policy

Jesus is the centre of our lives

Mission statement

Through His teaching we aim to value ourselves and each other as unique and precious individuals created by God;

We encourage and develop love and respect for each other and for our world;

We strive to promote and deepen our Catholic faith through prayer, work and play;

We aim to foster a loving, caring environment in which each child can freely learn and develop to their full potential.

Curriculum Intent

At St. Joseph's we aim to develop in the children we teach, an enthusiasm for English in all its forms and the confidence to express themselves both orally and through the written word.

By developing a comprehensive range of reading skills we aim to foster in the children a love and appreciation of a variety of literature. Our passion is to develop early reading. We aim to provide children with a rigorous and sequential approach to the reading curriculum which develops pupils' fluency, confidence and enjoyment in reading. We regularly assess reading at all stages, to make sure gaps are addressed quickly and effectively for all pupils. We provide children with reading books connected closely to the phonics knowledge pupils are taught when they are learning to read. We ensure the focus is on ensuring that younger children gain phonics knowledge and the language comprehension necessary to read, and the skills to communicate, which gives them the foundations for future learning. These skills will enable them to access all aspects of the curriculum.

Aims of the curriculum

We aim to

- Provide a curriculum which is enriching and challenging, where children experience the opportunity to learn in a wide range of contexts, one that is relevant to today's world and is current.
- Ensure that the individual needs of all pupils, including those with SEND and those who are more able are met through a coherently planned and sequenced curriculum;
- Provide the children with the knowledge to develop their interpersonal skills, build resilience and become creative, critical learners.
- To provide an effective early years curriculum that lays foundations for lifelong learning.
- In the early years and KS1 reading is at the centre of everything we do. We have a sharp focus on ensuring that younger children gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning.
- We understand the importance of reading for pleasure and make sure this is timetabled into our daily routine. Children are given the opportunity to read and be read to.
- Pupils read widely and often, with fluency and comprehension appropriate to their age. They are able to apply mathematical knowledge, concepts and procedures appropriately for their age.

Our vision for English

We are preparing our children to read easily, fluently and with a good understanding of what they reading. We want to develop the habit of reading widely and often, for both pleasure and information. Every class has a reading area which has been designed by the class. We aim to make sure every child is able to acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language. We aim to make sure every child is aware of and appreciate our rich and varied literary heritage to make sure they are able to understand this. We will constantly promote high expectations so every child can write clearly, accurately and coherently, adapting their language and style in and for

a range of contexts, purposes and audiences. Children will be able to use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas. Therefore we aim for our children to be competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Roles and responsibilities

Georgina Taylor is the English leader within school. Michelle Scott works alongside Georgina Taylor as the reading leader in school. This year St Joseph's are taking part in the early reading English Hub initiative. Each class teacher is responsible in planning and teaching quality English lessons with links to the curriculum overview designed by the curriculum team. Georgina Taylor is the Read, Write, Inc. phonics leader. Every member of staff delivering Read, Write, Inc. has taken part in training to make sure the phonics curriculum is effective throughout Nursey to year 2.

Curriculum organisation

At St Joseph's Primary School we believe that reading is the key to learning and improving life chances.

Reading requires two processes:

- Phonics: the reader recognises that letters or groups of letters make sounds and these blend together to make words.
- Comprehension: the understanding of written and spoken language

Phonics and Early Reading

- A structured and systematic synthetic phonics programme is taught every day from 20 minutes to 1 hour, depending on the age and stage of the children in Key Stage 1 and for those who need to continue, in Key stage 2. We use Read, Write Inc. scheme and follow the progression of spelling from the key skills in writing laid out in the new curriculum.
- Children are taught grapheme-phoneme correspondence, to synthesise (blend) phonemes in order all through a word to read it, to segment words into their constituent phonemes for spelling and that blending and segmenting are reversible processes
- Children are taught sight words to be learned by heart. (Words that are not phonetically decodable)
- Teachers use a multi-sensory approach to engage all children and include their preferred learning styles
- Each session is planned and delivered to include review, teach, practise and apply
- Planning shows clearly what the children should have learnt by the end of each session
- Children are taught in phonics groups according to their phonic ability and attainment
- Phonic sessions are fast-paced, varied and engaging Phonic sessions include formative assessment
- Guided reading sessions are used to practise and apply phonic skills

- Shared and guided writing sessions are used to practise segmenting and grammatical skills
- Children are individually assessed at the completion of each set of sounds and at the end of each term to ensure children are making appropriate progress and are being taught in the correct phonic group matched to their ability.
- Foundation Stage have an initial reading meeting for parents to explain the schools phonic approach to the teaching of reading Foundation Stage and key stage 1 children are given activities to complete with parents including weekly spelling lists to learn for testing.

Reading

- Shared reading – to be used to teach age related comprehension and decoding skills
- A substantial amount of time must be spent in immersion in texts; for interpretation, response and enjoyment.
- Reading to inform writing should take place after, not instead of, the above.
- Guided Reading – all classes must have groups of children grouped by reading level, once a week in KS2 and twice a week in KS1
- Children should be taught how to respond orally using Book Talk, teacher modelling and response hooks, as well as in writing.
- The Assessment and Progression in reading skills document is used to inform teaching, monitoring and assessment and is annotated to show each group's progress and next steps.
- Opportunities during the day should be given for children to enjoy personal reading
- Children should be given opportunity to change home reading books when completed and this must be closely monitored by the class teacher.
- Foundation stage and key stage one children have their home reading books changed weekly.
- Parents are encouraged to comment on their child's reading at home in their reading diary
- Weekly opportunities are given for the children to use the Libraries and take books home
- Reading books whilst the children are in the RWI phonics program are linked to their phonetic ability. The children are set home with 3 books weekly a RWI book bag book, a ditty book linked to the story they are covering in their phonics session and a library book on their choice.
- Once the children finish the RWI phonics program they are assessed on accelerated reader. This gives them a ZPD level and the child can choose a book of their choice that meets this ZPD level. Once the book has been read at home and is school the child is quizzed. This assesses their understanding of that book. If the child fails the quiz they need to reread the book. Class teachers are made aware of this and can follow the progress of their class through the weekly feedback from the quizzes and the termly STAR reading tests.

Spelling

From Year 2 onwards, we use the *Read Write Inc.* Spelling Scheme. This follows immediately on from *Read Write Inc.* Phonics.

Read Write Inc. Spelling for Years 2 to 6 has been specially created to meet the higher demands of the National Curriculum (2014).

- Lessons are just 15 minutes a day and are included in each year group's timetable
- Spelling rules are introduced by aliens from an exciting online spelling planet
- Children complete tasks to build upon teaching in a dedicated work book - independent study involves word building, word changing (using prefixes and suffixes), partner based dictations and other games to support independent learning
- During the course of each unit, children record spelling errors in their log books to ensure personalised learning and children are tested on these words (and others) in a weekly spelling test
- The scheme teaches the children all of the spelling rules that are a statutory requirement in National Curriculum English Appendix 1 and will prepare the children for the Key Stage 1 and 2 National Curriculum Spelling Tests.
- In addition to spelling rules, the children are also taught the National Curriculum Word Lists for Years 3 &4 and Years 5 &6.

Grammar

As a school we designed a curriculum that meets the needs of our children. Our curriculum is a two year cycle (A and B) this is due to our split classes to ensure progression throughout the year groups (See overview of the curriculum map). The curriculum provides the children with a range of narrative, non-fiction and poetry units. The EYFS and National curriculum program of study are matched appropriately for the split classes. There is a clear sequence of progressions, we follow the Lancashire LAPs progression grids to make sure the key skills are being taught through the year. From year 1 onwards every class takes part in a 15 minute grammar starter. This is linked to the age related grammar focuses for the year groups. This is on a 5 day plan, the children will be exposed to the grammar focus for the week and every child is given a range of interactive learning experiences such as interactive hands on learning, SATS style questions and written activities.

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).

As a school, we follow the Talk for Writing approach to teaching writing, which breaks down the writing process into 3 sections: Imitation, Innovation and

Writing at St Joseph's is developed through:

Shared Writing

This provides an opportunity for teachers to demonstrate writing, including the thought processes that are required. Teachers should make explicit references to genre features, as well as word and sentence level work within the context of writing. Pupils contribute to the class composition by sharing their ideas with partners, in small groups or using individual white boards or their strategy page. This is also the

time when children are given the opportunity to discuss, verbalise and refine ideas before committing to print. With knowledge of text type from shared reading sessions, children should be able to generate a list of features that they would expect to use in any writing genre about which they have learned. This can be used by teachers and children alike as one way of assessing children's writing and their understanding of the purpose and organisation.

Independent writing

Children should be given the opportunity for a range of independent writing activities which clearly link to whole class writing objectives. These tasks will need an identified audience, clear purpose and should cover all aspects of the writing process. Children should be given the opportunity to self-assess and peer-assess writing, based on a rubric linked to the learning objective/year group objectives and developed by the class as a whole as part of the teaching sequence leading up to creating an extended piece of writing. Ideally, time to mark pupil's writing should be built into the lesson, as 'live marking' allows children to go through their work with an adult, learning from their misconceptions and understanding their targets for future pieces of writing. As a school, we build in regular cross-curricular writing opportunities, using our rich and varied curriculum as an engaging stimulus for the children.

Handwriting and Presentation

At St Joseph's, children are taught to write legibly, fluently and at a reasonable speed. In line with the National Curriculum guidance, we teach semi-cursive writing from year 2 upwards. We follow a set school handwriting policy and set aside a session a week to focus on handwriting and presentation skills.

Assessment

Ongoing assessment for learning is used in every class, this is through assessment for learning. Assessment is on-going and put on balance, which is then monitored by English leader and SLT. We also take part in termly moderation meetings prior to the assessment deadline dates. This ensures that the data being uploaded is accurately.

The school uses accelerated reader to assess and monitor children's reading abilities. It then gives children a reading level, children from year 2 use the accelerated reader program to accelerate and improve reading scores through regular quizzes. This is monitored by class teachers and SLT. If children are working below ARE this then highlights them as intervention. The intervention can group children by ability and supports on going teacher assessment. This is monitored regularly for effectiveness.

Inclusion

By on-going formative and summative assessments, the class teacher identifies children who need support with literacy skills at the earliest possible stage. Within the classroom, the teacher targets children with difficulties and attempts to address them by differentiated activities and extra support where possible. Where a child has a greater need the school's SEN policy is implemented. Classroom assistants and learning support assistants provide in-class support where appropriate. The class teacher and the SEN co-ordinator work closely together to formulate Provision Maps, which will support the child's acquisition of literacy skills. Specific English Support sessions for Year 2 and Year 6 take place in the Spring Term.

Curriculum Implementation

Development of curriculum in EYFS the curriculum is planned around the development matters. In the EYFS we see the importance of planning around children's interests. We follow the RWI phonics from Nursery into reception. As the children enter Nursery we make sure they are surrounded by vocabulary and books to develop an early love of literature. As the children move into the national curriculum the long term planning is designed to meet the needs of our school to provide the children high quality texts that inspire and motivate children to learn. In Key stage 1 and 2 we follow the Lancashire teaching sequence to make sure there is a high quality teaching sequence throughout the English lessons.

Planning

The planning of the curriculum is organised into three phases:

- Long term planning
- Medium term planning
- Short term planning

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Home school links/ parental involvement

Parents are invited to phonics drop in sessions in reception and reading workshops are planned throughout the year. These are to develop the love of reading at home and in school. Parents are encouraged to read and take part in homework with their child on a regular basis.

Professional Development of staff and Use of Resources

All staff are teaching RWI phonics and spelling program have taken part in the training. This is renewed on a 2 year cycle to keep staff up to date with any changes. Miss Taylor is a Literacy Specialist and plans on-going training to support the teaching of phonics and spelling.

Training from Lancashire is offered to new staff to develop their subject leadership skills.

Monitoring of the implementation

Monitoring is done as a triangulation of pupil voice, book looks, formal lesson observations and learning walks. The senior leadership team organise a yearly monitoring timetable. This is shared with staff at the beginning of the school year. Monitoring is led by Miss Taylor, feedback is given within 24 hours and actions feed into any training needs. This is then shared with SLT and added to the school action plan.

To be reviewed September 2022

