



# **St Joseph's Catholic Primary School**

## **English Policy**

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## **Curriculum Intent**

At St Joseph's, we have adopted an approach to English which meets the individual needs of all children. We aim to equip all our children with the knowledge, skills and confidence to be able to speak and write fluently and to be able to read a range of challenging texts with fluency and critical comprehension. We passionately believe in the transformative power of reading in helping pupils to develop culturally, emotionally, intellectually, socially and spiritually, and enabling pupils both to acquire new knowledge and to build on what they already know across all areas of the curriculum and beyond. Fundamentally, we wish to equip all our children with the skills of language and literacy that are essential to success in the next phases of their learning journey, whilst also instilling in them a love of reading for its own sake – as a source of information, enjoyment, and inspiration.

## **Curriculum Implementation**

Using the National Curriculum as its core model, we use the Literacy Company's 'Pathways to Write' scheme of work to ensure that our English curriculum provides our children with a clear progression of learning and development of skills based upon securing and building upon the solid foundations of prior learning.

Reading a wider variety of high quality literature is central to our curriculum with each unit of work being based around a particular fiction or non-fiction text. Expanding and enriching our children's vocabulary is a key focus of each unit alongside progressively developing a mastery of the conventions of spelling, grammar and punctuation, and developing an awareness of purpose and audience and an increasing control of style, structure, voice and tone within their compositions. Complimentary intervention programmes to support pre- and post-teaching run alongside each unit to ensure the all children are able to meet the age-related expectations including disadvantaged pupils and pupils with SEND.

Pathways to Write is further supplemented by our Whole School Reading Spine, which lays out a progression of picture books, novels and poetry collections to be read aloud by the teacher with the whole class, and so ensure that all children are introduced to variety of inspiring and challenging literature, whatever their own current reading level. We firmly believe that this shared reading experience helps engage children of all abilities into the wondrous pleasure and possibilities of reading, whilst also developing their vocabulary, knowledge and understanding of the world, and ultimately improving their own reading ability.

## **Curriculum Impact**

The impact for all St Joseph's pupils, including disadvantaged pupils and pupils with SEND, is that they:

- read easily, fluently and with good understanding
- develop the habit of reading for both pleasure and information

- acquire a wide, enriched vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- 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, elaborate and explain clearly their understanding and ideas

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**Signed by**

\_\_\_\_\_ **Headteacher**

**Date:** \_\_\_\_\_

\_\_\_\_\_ **Chair of Governors**

**Date:** \_\_\_\_\_

## **1. Legal framework**

1.1. This Policy will have regard to the following statutory and non-statutory guidance:

- DfE (2013) 'National curriculum in England'
- DfE (2017) 'Statutory framework for the early years foundation stage'

## **2. Roles and responsibilities**

2.1. The Subject Leaders are responsible for:

- Preparing policy documents, curriculum plans and schemes of work for the subject.
- Reviewing changes to the national curriculum and advising on their implementation.
- Monitoring the learning and teaching of their subject, providing support for staff where necessary.
- Ensuring the continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop colleagues' expertise in the subject.
- Organising the deployment of resources and carrying out an annual audit of all resources.
- Liaising with teachers across all phases.
- Communicating developments in the subject to all teaching staff.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities in their subject.
- Ensuring common standards are met for recording and assessment.
- Advising on the contribution of their subject to other curriculum areas, including cross-curricular and extra-curricular activities.
- Collating assessment data and setting new priorities for the development of their subject in subsequent years.

2.2. The classroom teacher is responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' knowledge, skills and understanding, with due regard to the national curriculum.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of school curriculum.
- Liaising with the Subject Leader about key topics, resources and supporting individual pupils.

- Monitoring the progress of pupils in their class and reporting this regularly.
- Reporting any concerns regarding the teaching of subjects to the Subject Leader or a member of the Senior Leadership Team (SLT).
- Undertaking any training that is necessary in order to effectively teach the subject.

### **3. Teaching**

- 3.1. The SLT and Subject Leaders will be responsible for overseeing the planning, resourcing and monitoring of the school's English curriculum.
- 3.2. The subject matter covered reflects the requirements of the National Curriculum.
- 3.3. Special focus will be paid to developing and extending children's vocabulary through the curriculum taught at St Joseph's.
- 3.4. The school curriculum will be delivered by teachers in a range of teaching and learning situations with respect to the needs of individual pupils.

### **4. Curriculum**

- 4.1. The aims of the English curriculum are to ensure that pupils:
  - 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 presentations, demonstrating to others and participating in debate

## **5. Early Years Provision**

- 5.1. Activities and experiences for pupils will be based on the seven areas of learning and development, as outlined in the DfE's 'Statutory framework for the early years foundation stage'.
- 5.2. Provision for early years pupils focusses on four specific areas:
  - Literacy
  - Maths
  - Understanding the world
  - Expressive arts and design
- 5.3. All activities will adhere to the objectives set out in the framework.
- 5.4. In particular, English activities will enable to children use their phonic knowledge to write phonetically plausible words, some irregular common words and simple sentences which can be read by themselves and others.

## **6. Cross-curricular links**

- 6.1. Wherever possible, the school curriculum will provide opportunities to establish links with other curriculum areas.

## **7. Planning**

- 7.1. All relevant staff members are briefed on the school's planning procedures as part of staff training.
- 7.2. All subjects are taught as a discrete lesson with cross-curricular thematic links made when appropriate.
- 7.3. Teachers will use the key learning content in the DfE's statutory guidance 'National curriculum in England'
- 7.4. Lesson plans will demonstrate a balance of interactive elements used in teaching, ensuring that all pupils engage with their learning.
- 7.5. Long-term planning will be used to outline the units to be taught within each year group.

- 7.6. Medium-term planning will be used to outline the key knowledge, key vocabulary and subject specific skills that will be taught in each unit of work and identify learning objectives.
- 7.7. Medium-term plans will be given to teachers to ensure there is progression between years.
- 7.8. Short-term planning will be used by teachers to reflect the objective of the lesson and the success criteria.
- 7.9. Short-term planning is the responsibility of the teacher. This is achieved by building on the medium-term planning, taking into account pupils' needs and identifying the method in which content could be taught.
- 7.10. All lessons will have clear learning objectives, which are shared and reviewed with pupils.

## **8. Assessment and reporting**

- 8.1. Pupils will be assessed and their progression recorded throughout the year.
- 8.2. Throughout the year, teachers will plan on-going assessment opportunities in order to gauge whether pupils have achieved the key learning objectives.
- 8.3. Assessment will be undertaken in various forms, including the following:
  - Formal written tests for Reading and Grammar, Punctuation and Spelling
  - Talking to pupils and asking questions
  - Discussing pupils' work with them
  - Marking work against the learning objectives
  - Specific assignments for individual pupils
  - Observing practical tasks and activities
  - Pupils' self-evaluation of their work
- 8.4. Formative assessment, which is carried out informally throughout the year, enables teachers to identify pupils' understanding of subjects and informs their immediate lesson planning.
- 8.5. Teachers will make summative assessments once a term which will be recorded on O-Track, in order to demonstrate where learners are at a given point in time, and enable to the analysis of data.
- 8.6. Parents will be provided with a written report about their child's progress during the Summer term every year.
- 8.7. Verbal reports will be provided at parent-teacher interviews during the Autumn and Spring terms.

8.8. Pupils with special educational needs and disabilities will be monitored by the SENCO.

8.9.

## **9. Monitoring and review**

9.1. This policy will be reviewed on an annual basis by the SLT.

9.2. Subject Leaders will monitor teaching and learning in their subject ensuring that the content of the national curriculum is covered across all phases of pupils' education.

9.3. Any changes made to this policy will be communicated to all teaching staff.