



**St Bonaventure's Catholic Primary School**  
**Egerton Road,**  
**Bishopston**  
**Bristol,**  
**BS7 8HP**

**English Policy 2023/24**

<b>Policy Owner</b>	Head teacher/ Lauren Tudhope
<b>Governing Body Committee</b>	Standards
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This policy is available at <http://www.st-bonaventures.bristol.sch.uk/>





## **Vision Statement**

At St. Bonaventure's Catholic Primary school we strive to be the best we can; guided by the light of Christ. Our children have open hearts and minds, a sense of awe and wonder and a love for each other, themselves and God.

## **Intent**

At St. Bonaventure's, we believe that English underpins our children's development and in turn their access to all aspects of our curriculum. We aim to deliver high quality teaching of reading, writing, speaking and listening (oracy) in order to enable all our children to become independent and successful readers and writers, who can communicate meaningfully and effectively with others. We want our children to have the best experiences of English at St. Bonaventure's, one which will endeavour to develop and enhance their learning journey throughout the school. Above all, at St. Bonaventure's we want our children to experience a rich and creative English Learning Journey, one which will provide a thirst and excitement for reading and writing.

By the end of Year 6 we want our pupils to:

- read and write with confidence, fluency, cohesion and good understanding, adapting their language and style for a range of contexts, audiences and purposes;
- have developed the habit of reading widely and often, reading for both pleasure and information and evaluating and justifying their preferences when reading;
- understand the sound and spelling system and use this to read and spell accurately;
- have fluent and legible handwriting;
- have an interest in words and their meaning and a growing vocabulary;
- know, understand and be able to write in a range of genres in fiction and poetry, and understand and be familiar with some of the ways in which narratives are structured through basic literary ideas of setting, character and plot;
- understand, use and be able to write a range of non-fiction texts;
- plan, draft, revise and edit their own writing;
- have acquired a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language;
- be competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate and use discussion in order to learn;
- develop their powers of imagination, creativity and critical awareness, through reading and writing;



- read like a writer: write like a reader!

### **Implementation**

At St Bonaventure's, we use 'The Power of Reading' to enhance children's pleasure in reading and writing, using high-quality children's literature creatively in the classroom. We strongly emphasise the link between reading and writing. English at St. Bonaventure's is given at least five hours of teaching time each week. This includes reading, writing, grammar, spelling/phonics, handwriting and oracy (speaking & listening). Below sets out how we intend to fulfil our aims for our children across the English curriculum in each area:

### **Reading**

Reading is at the heart of learning at St Bonaventure's and we aim to inspire children's learning through the use of high quality texts across the curriculum. We encourage all children to read widely across both fiction and non-fiction to establish an appreciation and love of reading, to gain knowledge across the curriculum and to develop their knowledge of themselves and the world they live in. High quality literature plays a huge role in children's development, reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. We aspire for our children to develop a passion for reading and use their reading knowledge to aid their writing skills. Throughout the school week, children are immersed high quality texts and we want to enable all our children to be fluent, competent and confident readers.

### **Reading in school**

- In EYFS and KS1, children are read with at least once per week. Children get the opportunity to read independently and/or within small groups. In KS2, children who remain on the levelled reading books are read with at least once per week.
- As well as a levelled reading book, children in EYFS and KS1 have a phonics book which is matched to their phonics level. They should read this alongside their levelled reading book.
- From year 1, every class has weekly whole class comprehension lesson not only to support their fluency and word reading but to emphasis the reading skills needed to fully comprehend different texts and different text formats.
- We follow the acronym 'VIPERS' which helps the children remember the key reading skills: vocabulary, inference, predication, explanation, retrieval and sequencing/ summarising. Comprehension lessons also provide opportunity for the children to engage in rich dialogue about the author's use of language and purpose.
- Alongside this, we encourage ERIC time (Everyone Reading In Class) where everyone in the classroom reads a book of their choice.



- Children who are reading on the levelled reading books have the chance to change their books regularly. If children are 'Free Readers' they can choose their own books and change them when necessary. Children are also encouraged to choose books from the class and school libraries to enhance their 'reading for pleasure.'
- Children on the reading scheme are benchmarked every other term (2, 4 and 6) to assess their progress and current reading level, although children can move up the level in between these periods if they are showing good progress.

### **Reading at home**

We believe at St. Bonaventure's that to foster a love and passion for reading, the relationship that children have with books and reading inside school must also continue outside school. The books that the children receive from school are the minimum amount they should be reading. We actively encourage trips to the library with parents, so the children can choose their own books. Parents are given information about how much reading should be done at home during the Parent Information Evenings at the beginning of the academic year. Reception Parents are informed at the Parents Information Evening in June. All of our children have a reading record book which must be brought into school each day. We encourage parents to write a comment in the reading journal, if they have heard their child read.

### **Phonics & Spelling**

Phonics is taught explicitly in Foundation Stage and KS1 and where necessary, through intervention in KS2. We use a range of resources to teach phonics but primarily followed the Twinkl programme of learning. This ensures that young children will be well-placed to read and spell words with fluency and confidence by the time they reach the end of KS1. Phonics is taught each day for at least 20 minutes in a fun way but also with rigour and pace.

Spelling and phonological awareness continues into KS2, following the National Curriculum with support from The Spelling Shed as our primary resource. Time is set aside for teaching and investigating spelling; this may form part of an English lesson or be taught in isolation. Spellings are sent home for homework, where the children are encouraged to revise the spelling patterns learned that week. Children are also provided with Spelling Shed logins so that they can learn their spellings in an interactive, fun format online. There are statutory spellings lists that need to be learned by the end of Key Stage 2. Word banks (given and created) along with working walls, dictionaries and thesaurus' are encouraged to be used by the children when in class to support their spelling at the point of writing.

### **Writing**

At St. Bonaventure's we encourage "Wonderful Writing!" We want our children to become fluent, creative and successful independent writers who have a thirst for creative writing. We provide the children with many opportunities for writing, especially through our themed curriculum. In line with the National Curriculum, emphasis is placed on transcription (spelling and handwriting) and composition (articulating ideas and structuring them cohesively). We teach children how to plan, revise and evaluate their writing. We instil a strong sense of 'Authorship'



in the children so that when they write, they think carefully about how their writing affects the reader.

### **Spelling, punctuation & Grammar (SPaG)**

As previously mentioned, we want our children to have acquired a wide vocabulary and an understanding of grammar and Standard English. Through our creative teaching, using high-quality texts, opportunities for our pupils to enhance their vocabulary arise naturally from their reading. We encourage discussion of words and their meaning throughout our curriculum so that the children can use these in their writing. We encourage this through 'magpie-ing' which is a technique taken from Pie Corbett's *Talk for Writing*. This ensures that the link between reading and writing is emphasised. Grammar lessons may also be taught explicitly.

### **Handwriting**

At St. Bonaventure's we follow Nelson Handwriting. We teach handwriting sessions at least three times per a week for FS, year one and year two. These sessions concentrate on letter formation in the early stages before progressing to learning joins. It is our aim for children to be able to write in a joined, fluid style. In lower KS2, children have the opportunity to earn their pen license with the aim for all children to be writing in pen by the time they reach upper KS2. Handwriting sessions are led at the digression of the teacher and based on the needs of the class/ individual pupils. Handwriting may be offered as a separate intervention if children require further support.

### **Spoken Language (Oracy)**

The importance of Spoken Language in the National Curriculum is reflected in our curriculum. At St. Bon's we believe that Spoken Language underpins the development of reading and writing. We use a range of techniques from Pie Corbett's 'Talk for Writing' strategies to strategies from The Power of Reading. We encourage all our children to be active speakers and listeners and give them opportunities to prepare their ideas before they write. Through our creative lessons we ensure that the children have opportunities to take part in drama and role play.

### **Early Years Foundation Stage (EYFS)**

Our reception classes follow the EYFS Statutory Framework which is split into seven areas of learning and development. All areas of learning and development are important and interconnected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive:

- communication and language;
- physical development;
- personal, social and emotional development.

### **Communication and Language and Literacy Development:**



Communication and language development involves giving children opportunities 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. Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest. At St. Bon's we provide our children with a wealth of learning experiences to foster a love for reading, writing and communicating. Children in our reception classes also follow 'The Power of Reading'.

### **SEN:**

All the children at St. Bon's are offered a rich and varied learning experience. All their needs are taken into account through Quality First Teaching. Teachers provide a differentiated curriculum taking into account the needs of all learners in their class. This provision may be provided at different levels: 1:1, small group work or whole class. This could include: guided reading/writing, shared reading/writing, 1:1 reading/writing or could be in the form of writing frames, word banks, access to an iPad for typing up writing, pencil grips or interactive e-books (shown on the Interactive Whiteboard). Please refer to Special Educational Needs Policy for more information.

### **Impact**

**Our intended impact from our English teaching practice is that our children will:**

- enjoy writing across a range of genres and for a range of audiences and purposes
- enjoy reading a wide variety of texts, both fiction and non-fiction
- succeed in all English lessons because work is appropriately scaffolded
- have a wide vocabulary that they use within their speaking and writing
- have a good knowledge of how to adapt their writing based on the context and audience (use the appropriate register)
- are able to effectively apply spelling rules and patterns they have been taught
- make measurable progress from their individual starting point in both reading and writing

### **Assessment and Monitoring**

#### **Writing:**

Both year 2 and year 6 follow the STA teacher assessment frameworks to assess writing. Using the National Curriculum statements, we have created our own assessment frameworks for years 1, 3, 4 and 5. All children have either a weekly or bi-weekly written outcome. This marked by the teacher following the marking policy which includes setting individual targets which are discussed with groups of children so that they are clear about what their next steps are. In Reception the children are assessed alongside the Early Years Foundation Stage (EYFS) framework. As a school,



we assess against these writing frameworks 3 times a year in accordance with our assessment policy. Moderation of writing is also done at least three times a year in line with assessment to ensure that are levels are correct across the school.

Reading:

Both year 2 and year 6 follow the STA teacher assessment frameworks to assess reading. These assessment frameworks are designed to inform teacher assessment alongside the formal test. Similarly to writing, we have created our own reading assessment frameworks for other year groups to support teacher assessment in reading. All children in KS1 and KS2 also sit formal reading comprehension assessments which inform teacher assessment. In Reception, KS1 and where it is needed in KS2, the children are benchmarked to find their reading level which then corresponded to the banded books that they read. We also have staff and parents who volunteer as 'Reading Buddies' for children who benefit from extra 1:1 reading support.

SATs:

The national curriculum tests (SATs) take place at the end of Key Stage 2, when the children are in year 6. These tests are designed to assess pupils' knowledge and understanding of specific elements of the National Curriculum programmes of study. Schools must administer the tests in May each year, in accordance with a statutory timetable produced by the Department for Education. The children are tested in reading, maths, grammar, punctuation and spelling. These tests are sent off to be marked externally and the results are published in July. Year 6 teachers will also submit writing assessment data which has been moderated internally. External moderation conducted the Local Authority will take place every few years to ensure that our professional judgments are accurate.

Year One Phonics Screening Test:

Children in year one are required to take a statutory phonics assessment to ensure they are on track for year two. This is a 1:1 screening test done with the class teacher. It includes a mix of real words and pseudo-words known to the children as 'alien words. If children do not meet the required pass mark in year one, they are required to take the test again in year two.

**Appendices:**

Marking Policy  
SEN Policy  
EYFS Policy  
Curriculum Policy  
English Leader Action Plan

***Reviewed and agreed by Standards Committee on  
Agreed and signed off by the Full Governing Body on  
Next review:***