



English Policy

Jesus said, "Love one another as I have loved you." John 13:34

Policy Type	Policy Number	Prepared By (Job Title) and Date
Statutory		Loraine Archer – Phonics Lead Georgia Breeze – English Lead
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Signed on behalf of the Full Governing Body: _____		

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Introduction - INTENT / Rationale / Aims of the policy -

This policy describes our practice in the teaching of English: reading, writing, phonics, spelling, grammar, punctuation and oracy. It is defined by current national guidance on best practice, in-service training, staff discussion and professional judgement.

Our approach to teaching of English is multi-faceted: incorporating oracy, drama, real contexts including local and international news, and high-quality literature. Our priority is to create fluent readers and writers with all the skills and knowledge they need to be confidently literate in life.

We want all children to our school with a life-long reading habit and a love of books because reading will improve their vocabulary, inspire them creatively and improve their ability to write well as well as allowing them access to further study.

Editorial skills needed for writing (spelling, grammar, punctuation and handwriting) are taught within real contexts wherever possible and teachers plan creative and relevant links to the wider curriculum or current events as a stimulus for writing.

Aims of the policy

Our overarching aim for English at Shrewsbury Cathedral Catholic Primary School and Nursery is to promote high standards of literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment and purpose. See our intent documents for further information.

Organisation of the Literacy policy

1. Legislation and guidance - National Curriculum - INTENT
2. Roles and responsibilities - IMPLEMENTATION
3. Organisation and planning - IMPLEMENTATION
4. Inclusion - IMPLEMENTATION
5. Monitoring and Assessment arrangements - IMPACT
6. Links with other policies
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1. Legislation and guidance - National Curriculum - INTENT

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum in England: Framework Document (2014).

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment.

The National Curriculum states that pupils should be taught to read fluently, understand extended prose and be encouraged to read for pleasure.

Reading is singled out as having extreme importance in the curriculum and is split into two main dimensions:

- Word reading
- Comprehension (both listening and reading)

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It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

The National Curriculum states that pupils should be taught to write clearly, accurately and coherently and that they should be able to adapt their language and style in a range of contexts and for a range of purposes and audiences.

Writing is essential for allowing pupils to develop the language skills key for their role in society and enables them to communicate their ideas and emotions to others. Writing is split into two dimensions:

- Transcription (spelling and handwriting)
- Composition (articulating ideas and structuring them in speech and writing)

*"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 development. 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**" - National Curriculum 2014*

At Shrewsbury Cathedral Catholic Primary School and Nursery, we aim to ensure that all pupils:

- Use English as a means to develop executive function particularly working memory and cognitive flexibility.
- Leave Primary school able to read easily, fluently and with good understanding of any age appropriate text that they read.
- Develop the habit of reading widely and often, for both pleasure and information.
- Acquire a wide vocabulary that they can use to discuss topics of interest and express their thoughts, ideas and feelings.
- Develop an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language which can support them in writing, speaking and learning other languages.
- Appreciate our rich and varied literary heritage and literary heritage from around the world.
- 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 share and learn from ideas and concepts and critique the thoughts and ideas of others.
- Are competent in the arts of speaking and listening and confident to make formal presentations, demonstrating to others and participating in debate.

2. Roles and responsibilities - IMPLEMENTATION

The English Co-ordinators will be responsible for:

- Working with senior leaders and monitoring teaching and learning, planning and standards through lesson observations and book looks according to school practice.
- Organising in-house and external moderation and overseeing assessment of reading and writing.
- Self-evaluation to identify strengths and areas for development.
- Ensuring the curriculum offered is appropriate, suitable and relevant to pupils' needs and interests.
- Attend appropriate training and keeping up to date with current thinking, policy and developments and feeding back to staff.
- Organising and leading in-house staff training and development.
- Identifying training needs of staff to ensure their suitability to teach all areas of the English Curriculum.

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- Supporting and advising colleagues in the delivery of English.
- Liaising with the Headteacher, Governors, parents, the Education Service on matters relating to English.
- Auditing, managing and developing resources.

Class teachers

Teachers will:

- Have a clear understanding and of the requirements for English and our approach to English and Guided Reading in their year group and Key stage and reinforce them wherever possible.
- Plan, teach and assess English in accordance with the school's agreed methods.
- Update long term and medium-term planning with any changes.
- Seek advice whenever they are unsure in what they are delivering.
- Demonstrate high standards of English and presentation across the curriculum.

Governors

Governors are responsible for:

- Ensuring that the English policy is in keeping with the national guidance.
- Ensuring that the policy is available to parents
- Ensuring that the programme and the resources are suitably monitored and evaluated

3. Organisation and planning – IMPLEMENTATION

Reading

Our priority is both the teaching of reading skills and the enjoyment of literature, enabling children to become lifelong, confident readers. Initially we focus on decoding, primarily through a structured phonetic approach using the Read Write Inc. approach and other strategies such as whole word recognition, rhyme and context. As children build fluency, comprehension skills become our main area of focus and questioning looks at skills such as retrieval, inference, predicting and understand words in context. We believe that high-quality and varied literature is key to motivating children to read and instilling in children a love of literature and children throughout the school are read to every day.

What does Reading look like?

The teaching of reading in EYFS

- From reception, we follow the Read Write Inc approach. The teaching of early reading skills begins in the Nursery through the introduction of letter rhymes, daily story, rhyme and song time alongside daily individual picture books children have chosen to take home.
- EYFS share books with parents which follow the Read Write Inc sequence. In addition to this, we have books for pleasure and sharing and a wide selection of early reading books.
- In class, children will begin by learning their initial sounds, then move onto blending sounds. Once confident, they will progress onto to ditties and then onto phonetically decodable Read Write Inc texts which focus on a particular GPC and simple comprehension.
- When first entering Reception, children work in class to introduce them to the structure of phonics learning and, once settled and familiar with set 1 sounds, they join homogenous groups across EYFS and Key Stage One which as based on phonetic knowledge.
- Children are assessed on their phonics attainment in Autumn, Spring and Summer. Children who are not progressing or are below the expectations are targeted for further support.
- Children also learn through shared reading using structured and repetitive books, guided texts and short stories and are read to by an adult at least once each day.

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- The teachers have access to a selection of ARA books for the class so that they reflect the curriculum and the children's interests - these 'books to share' are a mixture of classics and new reads that the teacher feels enrich the curriculum, support the children's understanding of the world and give the children the opportunity to visualise environments and plots beyond their immediate surroundings.
- Teachers and teaching assistants also read on an individual basis with children as necessary: how often and who, is based on assessment of progress and evidence in reading journals. The children also read with their buddies from Year 6.

The teaching of reading in KS1

Year 1

- KS1 take the RWI book they have read and discussed in their phonics groups and the Book Bag Book that matches this book.
- In addition to this, we have books for pleasure and sharing and a wide selection of early reading books.
- In class, children will begin by learning to blend sounds. Once confident, they will progress onto to ditties and then onto phonetically decodable Read Write Inc texts which focus on a particular GPC and simple comprehension.
- Children work in homogenous groups based on their phonics attainment and it is ensured that their sound blending is proficient before they move on to ditties. Once confident, they will work in groups on level-appropriate phonetically decodable Read Write Inc texts which focus on a particular GPC and simple comprehension.
- The children are assessed on their phonics attainment in Autumn, Spring and Summer for the Phonics screening test and every half term for RWI. Children who are not progressing or are below the expectations are targeted for further support.
- In addition to this, children will explore texts and short stories through their English lessons.
- Children are read to at least once each day and, where possible, these books link to the wider curriculum.
- Teachers and teaching assistants also read on an individual basis with children as necessary: how often and who is based on assessment of progress.
- The teachers will have a selection of ARA books (books to share) for the class so that they reflect the curriculum and the children's interest.
- Teachers and teaching assistants also read on an individual basis with children as necessary: how often and who is based on assessment of progress and the frequency of reading at home. The children also read with their buddies from Year 6.
- In addition to the phonics assessment, the children complete an NFER summative assessment in the Summer term.

Year 2

- KS1 take the RWI book they have read and discussed in their phonics groups and the Book Bag Book that matches this book.
- In addition to this, we have books for pleasure and sharing and a wide selection of early reading books.
- In class, children will begin by learning to blend sounds. Once confident, they will progress onto to ditties and then onto phonetically decodable Read Write Inc texts which focus on a particular GPC and simple comprehension.
- Children work in homogenous groups based on their phonics attainment and it is ensured that their sound blending is proficient before they move on to ditties. Once confident, they will work in groups on level-appropriate phonetically decodable Read Write Inc texts which focus on a particular GPC and simple comprehension.
- The children are assessed on their phonics attainment every half term. Children who are not progressing or are below the expectations are targeted for further support.

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- Once they have completed the Read, Write Inc programme, children are taught during guided group reading using guided texts and short stories. This follows the following domain plans:

Monday - To think like a reader

Tuesday - To explore vocabulary

Wednesday - To retrieve

Thursday - To infer

Friday - To discuss our ideas and opinions about a text. To summarise what has been read. To read for pleasure.

- In addition to their guided reading, children will explore texts and short stories through their English lessons.
- Children are read to at least once each day and, where possible, these books link to the wider curriculum. The children also read with their buddies from Year 6.
- Teachers and teaching assistants also read on an individual basis with children as necessary: how often and who is based on assessment of progress.
- The teachers will have a selection of ARA books (books to share) for the class so that they reflect the curriculum and the children's interest.
- Teachers and teaching assistants also read on an individual basis with children as necessary: how often and who is based on assessment of progress and the frequency of reading at home.
- In addition to the phonics assessment, children working toward or at age related expectations, will sit previous Key Stage One assessment reading papers.

For phonics sessions children across EYFS and KS1 are grouped according to their needs/ assessment

Structured daily phonics sessions follow the Read Write Inc programme:

- Set 1 - 3 - Sounds (see table below)

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m	<u>mmmm</u> mountain (keep lips pressed together hard)
s	<u>ssss</u> sake (keep teeth together and hiss – unvoiced)
n	<u>nnnn</u> net (keep tongue behind teeth)
f	<u>ffff</u> lower (keep teeth on bottom lip and force air out sharply – unvoiced)
l	<u>llll</u> lea (keep pointed curled tongue behind teeth)
r	<u>rrrr</u> robot (say <u>rr</u> as if you are growling)
v	<u>vvvv</u> vulture (keep teeth on bottom lip and force air out gently)
z	<u>zzzz</u> zip (keep teeth together and make a buzzing sound)
th	<u>thh</u> thank you (stick out tongue and breathe out sharply)
sh	<u>shhh</u> (make a <u>shhh</u> noise as though you are telling somebody to be quiet!)
ng	<u>thnnnnngg</u> on a <u>strnnnnngg</u> (curl your tongue at the back of your throat)
nk	I think I stink (make a piggy oink noise without the oi! <u>nk nk nk</u>)

Double letters - ff ll ss ck zz

These next sounds cannot be stretched. Make the sound as short as possible avoiding uh at the end of the sound.

t	t-t-t-tower (tick tongue behind the teeth – unvoiced)
p	p-p-p-pirate (make distinctive p with lips – unvoiced)
k	k-k-k-kangaroo (make sharp click at back of throat)
c	c-c-c-caterpillar (make sharp click at back of throat)
h	h-h-h-horse (say h as you breathe sharply out – unvoiced)
ch	<u>ch</u> - <u>ch</u> - <u>ch</u> -choo! (make a short sneezing sound)
x	x-x-x-exercise (say a sharp c and add s – unvoiced)

You will find it harder to avoid saying uh at the end of these sounds.

d	d-d-d-dinosaur (tap tongue behind the teeth)
g	g-g-g-girl (make soft sound in throat)
b	b-b-b-boot (make a short, strong b with lips)
j	j-j-j-jack-in-a-box (push lips forward)
y	y-y-y-yak (keep edges of tongue against teeth)
w	w-w-w-worm (keep lips tightly pursed)
qu	<u>qu</u> - <u>qu</u> - <u>qu</u> -queen (keep lips pursed as you say <u>qu</u> – unvoiced)

The short vowels should be kept short and sharp.

a	a-a-a-apple (open mouth wide as if to take a bite of an apple)
e	e-e-e-egg (release mouth slightly from a position)
i	i-i-i-insect (make a sharp sound at the back of the throat – smile)
o	o-o-o-orange (push out lips; make the mouth into o shape)
u	u-u-u-umbrella (make a sound in the throat)

Set 2 sounds and phrases

ay (may I play)	ar (start the car)
ee (what can you see)	or (shut the door)
igh (fly high)	air (that's not fair)
ow (blow the snow)	ir (whirl and twirl)
oo (poo at the zoo)	ou (shout it out)
oo (look at the book)	oy (toy to enjoy)

Set 3 sounds and phrases

ea (cup of tea)	ur (nurse with a purse)
oi (spoil the boy)	er (better letter)
a-e (make a cake)	ow (brown cow)
i-e (nice smile)	ai (snail in the rain)
o-e (phone home)	oa (goat in a boat)
u-e (huge brute)	ew (chew the stew)
aw (yawn at dawn)	ire (fire fire)
are (care and share)	ear (hear with your ear)
	ure (sure it's pure)
	tious/cious (scrumptious, delicious)
	au (Paul the astronaut)
	e-e (go Pete and Steve)
	ue (come to the rescue)
	ie (terrible tie!)
	ph (Take a photo)
	wh (whisk, whisk)
	kn (knock, knock, who's there?)
	e- he, we, she, me, be

Extra sounds - tion/sion

- Ditty Books - Applying the Set 1- 3 sounds in short ditties.
- Story Books (see table below)

Books	Year Group Expectations
Red Ditty 1-10	Reception
Green 1-10	Reception
Purple 1-10	Reception
Pink 1-10	Reception/Year One
Orange 1-12	Year One
Yellow 1-10	Year One
Blue 1-10	Year One
Grey 1-13	Year One/Year Two

Home reading - promoting a love of reading in KS1

The children are expected to read at least five times a week to an adult. The parent/carer is expected to listen to them read and record any comments etc. in their reading diary. If they have five recorded signatures in their

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reading diary, they will enter a raffle on Friday to win a prize which have been chosen to reflect the children's interests. Once they have been in the raffle ten times, they are invited to Cathedral Café to share their love of reading with a drink and biscuit, supported by the PTFA.

Interventions-

Pupil premium pupils, children identified as being below age related expectations and those who are identified as not reading regularly at home during the weekly journal checks are targeted for regular one-to-one reading with an adult.

Our EAL learners who are working below level 5 also receive small group intervention focused on phonics and vocabulary development.

Children with specific reading needs are identified and supported using the Read Write Inc one-to-one tutoring approach.

The teaching of reading in KS2

In KS2, we follow a self-developed programme based on the Oxford levels, called Reading Ninjas. On entering KS2 or after arriving at our school, children are given an initial assessment using Salford Reading (ninja trial), based on this, pupils are assigned a 'belt' that corresponds to a selection of appropriate texts. The texts are selected to develop the children's fluency and comprehension. Each text has a series of comprehension questions for discussion with adults at home or during one-to-one reading sessions with teaching staff.

- Within each class, the children have access to a selection of age related and recommended books. This collection reflects the recommended classics, award-winning authors and new texts chosen by the teacher. Children are expected and encouraged to recognise and select books. Children can select these as rainbow reads, which are the children's reading for pleasure books, or children who have reached black belt can select these as their belted book which are the children's books for developing comprehension and fluency.
- Those who did not reach the expected attainment for phonics for Year 2 will receive small group guided reading with additional phonics support where necessary.
- Each year group has daily guided reading sessions following the reading domains:

Monday - children should listen to an adult read and discuss their thoughts on the text. This provides an opportunity for the adult to demonstrate sounding out new vocabulary, deciphering meaning in context and reading with expression. (LO: To think like a reader)

During the following sessions, struggling readers should receive small group support which offers scaffolding through simplified sentences, texts or additional adult-led reading. Additional phonics support may also be included dependent on need.

Each of the following sessions should begin with a summary and end with a prediction (where appropriate) - this can be verbal in Year 2/ 3 / 4 but build to written in 5 / 6

Tuesday - children should answer questions about vocabulary and author's choice. (LO: To explore vocabulary)

Wednesday - children should answer retrieval and questions. (LO: To retrieve)

Thursday - children should answer inference questions. (LO: To infer)

Friday - Bible guided reading - during this session children apply their retrieval, summary and inference skills to a piece of scripture. This is recorded in their RE book. (LO: To apply our range of reading skills)

- Children are read to regularly and, where possible, these books are linked to the wider curriculum.
- Summative Assessment - Year 3-5 complete NFER reading assessments each term.
Year 6 complete previous Key Stage Two Assessment reading papers at least each term.
Children judged as working below based on these assessments will have a termly Salford reading test. They will then receive additional interventions or guided reading support to boost progress.

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- Children's levels are tracked by a supporting adult and the class teacher. Children can be moved on to the next belt when they reach the end of a belt or when assessment indicates they can. This is overseen by the English co-ordinator and class book change lead.
- All children have a belted book to support their progress in fluency and comprehension and a rainbow read which they can read for pleasure. Those who have completed the belted books are black belts and can choose from the range of class texts or a challenging age-appropriate text for their belted book.
- Reading journals are checked weekly to review children's book choices and monitor reading. Children who do not read regularly at home are targeted for one-to-one reading. If this is consistent, then home contact may be made.

Home reading – promoting a love of reading in KS2

Children in lower KS2 are expected to read at least five times a week to an adult. The parent/carer is expected to listen to them read and record any comments in their journal if needed. In upper KS2, we respect the increased independence and so the children are encouraged to read at home at least five times a week with regular, if not daily, discussions about their reading with an adult. Discussions and questions at home are supported by questions and discussion ideas in the front of belted books and by advice and guidance shared in our parent workshop. If they have five recorded reads in their reading diary and an adult signature, they will enter a raffle on Friday to win prizes which have been chosen to reflect the children's interests. Once they have been in the raffle ten times, they are invited to Cathedral Café to share their love of reading with a drink and biscuit, supported by the PTFA.

Interventions in KS2

Pupil premium pupils, children identified as being below age related expectations and those who are identified as not reading regularly at home during the weekly journal checks are targeted for regular one-to-one reading with an adult.

Our EAL learners who are working below level 5 also receive small group intervention focused on phonics and vocabulary development.

Children with specific needs are carefully identified and supported using specifically tailored interventions such as Precision teaching through the Reading or Spelling Pathway intervention.

Writing

At Shrewsbury Cathedral Catholic Primary School and Nursery, we strive to create an environment that will promote both reading and writing and support the links between them. In order to ensure that all pupils learn to be confident writers, we encourage children to write creatively whilst teaching key writing skills explicitly and systematically.

Teachers plan sequences of lessons which link to oracy, drama, grammatical skills, vocabulary and other shorter writing tasks, all of which build towards a longer writing outcome.

Wherever possible, writing is linked to the wider curriculum, current affairs or class interests. There is a balance between fiction and non-fiction and poetry as well as oracy and performance focused units during Shakespeare Week and Poetry Week.

Below is a summary of our writing process:

Introduce the purpose and audience using the unit cover.

Reflect on the previous unit.

Explore the text type or examples of writing that are similar to the purpose and audience through the guided reading (KS2).

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Identify key features or vocabulary.

Discuss, model and draft using each of the grammar skills - this includes vocabulary development.

Revisit the key criteria and create the tool kit.

Independent write using the following process: Say it, write it, check it, share it.

Once complete, children will assess their independent writing either by themselves, with a peer or 1:1 with an adult.

What does Writing look like?

The teaching of writing in EYFS

As soon as children begin their school journey, they are immersed in a language-rich environment. In order for children to develop as good writers, they must be engaged in tasks which have a range of purposes clear to the individual. They are encouraged to make decisions and take responsibility for their learning. Therefore, activities are carefully planned to facilitate this. Initially children use squiggles to represent words, this stage is often referred to as mark making. As soon as we begin to teach phonics the children become confident to use letter sounds to form letters rather than squiggles.

Children generally move on to writing simple sentences. Not all phonically decodable words will be spelt correctly, and we would not correct these at this stage. However, we would also not expect "red" words (those not phonetically decodable) to be spelt accurately unless taught. Regular feedback is given to address taught errors.

We plan for modelled, shared, guided and independent writing and focus on developing the key tools for transcription:

Muscle strength and gross motor -

GPC correspondence -

Hold and record sentences -

Creativity for writing -

Vocabulary development -

Letter formation

Communication and Language

The teaching of writing in KS1 and KS2

- The units are outlined in the long-term plan and unit covers (shown below) are used to ensure coverage of writing skills across the year. Pupils may revisit previously introduced skills to ensure they continue to identify and correct these in their writing and that any gaps in understanding are plugged. Teachers are given flexibility in their approach to planning but are expected to incorporate a range of teaching techniques including discussion and drama-based activities and oracy is promoted throughout.
- Each unit starts with a front cover showing the title of the genre being covered and the purpose and audience for writing. They also detail the objectives for that unit of work drawn from the genre planning progression maps. These are broken down and reworded from the National Curriculum.
- Units should be inspired and led through a quality text or texts, related to the genre being taught. This could be a narrative novel or may comprise of high-quality examples of the text types e.g. persuasive speeches. These may be looked at in Guided Reading or as part of the English lesson. Teachers will link quality texts to the wider curriculum.
- Teachers will show a range of exemplar materials to support the children's understanding of text type and allowing children to see the correct features of a text.

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- Teachers will model different parts to the children to ensure that they have a structure to support their own writing in class. From this, the children will have a tool kit to support them in planning, writing and editing their independent piece. In Upper Key Stage Two, children will begin to generate their own tool kits based on their knowledge of the genre and the objectives covered through the unit.
- Next step marking (think pink) is used in the build-up to the independent writing as an essential tool for the children to develop and refine their writing skills and the children should recognise this as part of the process that all writers go through. Children should be provided with sufficient time to complete their purple polish as close to the time of feedback as possible.
- At the end of a unit of work, the children will produce a final piece of writing. This piece is adapted to suit the children's level of confidence and independence, and children are given time to independently edit and improve their writing before entering it for assessment. At least one piece a half term will be assessed using the writing assessment framework and then teacher's should identify a strength in the piece (e.g **Effective use of repetition** and an area to improve e.g **Missing capital letters** (recorded in pink). These are used then to inform the next piece of independent writing.
- *The frameworks are completed using the following symbols:*
A tick for good evidence of this target
A dash - for some evidence
A dot for no evidence or used incorrectly (but should be evident in this genre of writing)
N/A for not applicable in this piece of writing or not used.
- All other writing should adhere to the school's marking policy and this applies to extended writing across the curriculum.

In Year One there is a focus on tools for transcription. Genres are retained to give purpose, to encourage engagement and to explore vocabulary but the learning focus remains on the following areas for all genres:

- Letter formation
- Hold and record sentences
- Starting and finishing sentences independently.
- Phonetic spelling and red words
- Basic editing (capital letters, full stops and basic spelling)
- Creativity
- Communication and Language

Below is a summary of our writing process:

Introduce the purpose and audience using the unit cover.

Reflect on the previous unit.

Explore the text type or examples of writing that are similar to the purpose and audience through the guided reading (KS2).

Identify key features or vocabulary.

Discuss, model and draft using each of the grammar skills - this includes vocabulary development.

Revisit the key criteria and create the tool kit.

Independent write using the following process: Say it, write it, check it, share it.

Once complete, children will assess their independent writing either by themselves, with a peer or 1:1 with an adult.

Example of a unit cover

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English - Summer 1 - Oak Class

Persuasive Writing – Persuasive speech.

INTENT

In this unit, we will develop on and draw upon our knowledge of the science behind climate change and the history and geography of the issue.

The 2025 UN Climate Change Conference (UNFCCC COP 30) will convene in November 2025 in Belém, Brazil. We will take inspiration from speeches from events like this to help us write factual but persuasive script for our own Cathedral COP 2025.

When writing we are going to:

Plan our writing:

Identify the audience and purpose for writing.
Identify the correct level of formality.
Choose a structure based on other similar recounts.
Note and develop ideas for a narrative using reading and research.

Draft and write:

Select appropriate grammar and vocabulary to enhance meaning and reflect the genre.
Use precisising for summaries.

Evaluate and edit:

Assess their own and other's writing against the toolkit and assessment grid.
Select synonyms to improve a piece.
Suggest ways to improve the structure of a sentence.
Suggest ways to use punctuation more effectively in a sentence.
Proof read for most spelling and punctuation errors.

Grammar

Spelling focuses:

To use hyphens
To distinguish between familiar and unfamiliar homophones.
To recognise and spell abstract nouns.
To spell words from the Year 5/6 spelling list.
To use dictionaries to check the spelling of new or ambitious words.

Punctuation focuses:

To use commas to clarify meaning and avoid ambiguity.
Use semi-colons to mark the boundary between independent clauses.
To use brackets, dashes or commas to indicate parenthesis.

Sentence focuses:

To use relative clauses with who, which, where, when, whose, that or with an implied relative pronoun.
To recognise and use the subjunctive form.
To use the passive form of verbs.
To use modal verbs or adverbs to indicate degrees of possibility.

Perform their writing using the appropriate intonation and volume so that meaning is clear.

Reading and Spoken Language

- To retrieve, record and present information from non-fiction texts.
- To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).
- To make inferences about the author's point of view, bias and purpose. Understand the meaning of new words in context.
- To use the 6 Ps of reading metacognics when performing their own work to persuade.

Key Vocabulary

Global	Studies	Persuade
Climate	Immediately	Sacrifice
Imperative	Community	Recommend
Vital	Environment	Sincere(ly)
According	Government	
Data	Existence	

Promoting a love of writing

The school will offer a wide variety of enrichment opportunities to inspire children to write. These will include visits from authors, book festivals, World Book Day, Shakespeare Week and Poetry Week events to name a few. Children are also encouraged to take part in national competitions both in and out of school. At the end of each half term, the children are set a writing challenge which aims to explore the different reasons for writing: writing to inform, writing to share, writing to relax.

Spelling

Understanding how to spell correctly is important in supporting children to organise their thinking around language. Knowing how to apply spelling rules and recognising key words is empowering for children. Spelling plays a significant part of standardised assessment and is taught throughout the school. We use the 2014 National Curriculum as a guideline as to which spellings should be taught in which year group.

What does spelling look like?

Spelling is developed through all areas of the curriculum where writing takes place. The English marking policy is used to identify spelling mistakes. New or unfamiliar essential vocabulary is given in pink for the child to practise and taught words or common exception words are underlined in accordance with the marking policy for children to correct independently.

For children struggling with spelling, common words and phonetically decodable words are the focus and children should be encouraged to use their range of strategies to practise these during their purple polish time.

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Tricky spellings are shown on the vocabulary wall alongside new or ambitious vocabulary linked the writing unit and topic. Children in KS1 and KS2 are encouraged to refer to these in their writing and to identify and collect them on the class vocabulary wall when exploring related texts.

All pupils have access to age-appropriate dictionaries and IPADs and are encouraged to seek the spelling of new or unfamiliar words using their phonics knowledge, word families and dictionaries.

For children for whom spelling remains a barrier, as judged by their writing assessment and in class observation, Spelling Pathway is used to address gaps. The phonics linked handwriting scheme also supports this.

The teaching of spelling in EYFS

Once confident in Set 1 - 3 sounds, spelling is taught as part of the phonics lesson every day.

When new GPCs are taught the spelling links to that focus sound.

Red Words (common exception words) are taught once the child is accessing the Read Write Inc story books.

The teaching of spelling in KS1

Spelling is incorporated into the phonics lessons, handwriting sessions and as a key part of English lessons using the phonics approach.

In Y1, they have 8 spellings a week. The numbers is reduced for children who have been identified as finding spellings difficult but the words follow the same spelling pattern.

The children complete a look, cover, say, write, check sheet. The first column is completed in school when the children discuss the sounds and meanings. The remaining spellings are a home expectation.

They have their spelling test on Thursday.

In Key Stage One, children explore grammar, punctuation and morphology as part of their RFL and morning tasks. These tasks will cover the spellings set that week as well as previously covered spellings patterns, common exception words or words identified as areas of need by the teacher (also homophones for Year 2)

Tasks include but are not limited to:

- Identifying patterns.
- Identifying and developing word families.
- Creating sentences using spelling words and familiar grammatical structures.
- Creating sentence using spellings words and previously taught punctuation marks.
- Identifying and grouping word classes. (nouns, verbs, adjectives and adverbs)
- Finding meanings in the dictionary.

The teaching of spelling in KS2

On a Friday, children are given a set of 10 spellings which cover the spelling patterns for their Year group. They are then expected to complete a missing word activity to encourage them to investigate word meaning. This is marked collectively in class. Longer half terms include a week focused on the wider curriculum spellings particularly History, Geography and Science.

These 10 spellings are drawn from the Purple Mash spelling scheme and national curriculum. For the majority, children will follow the scheme although teachers may refer back to previous year's units if and when specific class needs are identified.

On the following Monday, children will complete an activity allowing them time to explore and discuss the spelling patterns, rules and definitions and further focus can be given as and when necessary in English RFL activities.

All children in Key Stage Two complete a weekly Grammar Hammer which includes looking at prefixes, suffixes and word meanings. These are marked and discussed during an English RFL (retrieval for learning).

RFLs may include but are not limited to:

- Finding meanings in the dictionary

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- Identifying synonyms and antonyms in the thesaurus
- Creating sentences using spelling words and familiar grammatical structures.
- Creating sentence using spellings words and previously taught punctuation marks.
- Identifying patterns.
- Identifying and developing word families.
- Building word maps.
- Identifying and grouping word classes. (nouns, verbs, adjectives and adverbs)

Children in Key Stage Two take part in termly spellings bees in their classes which assess the Year 3 / 4 and 5 / 6 spellings. Those who excel in spelling are encouraged as 'spelling champions' to share their skills with peers during English lessons. Those who struggle with spelling or have specific spelling difficulties may complete an adapted spelling bee.

Grammar

An understanding of how to use grammar correctly, use relevant language and identify word classes and sentence types is taught both in the context of a piece of writing and explicitly in whole class work. Linked to the National Curriculum, guidelines for year groups and the key features for each genre type, grammar is taught and planned to fit in with relevant genres of writing.

What does grammar teaching look like?

- Grammar features are incorporated into the English planning and front covers; they are taught in the literacy lesson, as part of the warm-up; through quality text exploration and during the edit and improve stage of writing.
- Children are taught the correct grammatical terminology throughout the writing process and are encouraged to use this terminology when discussing their own and others' work.
In Key Stage Two, this is reinforced and assessed through the weekly 'Grammar Hammer' tasks which the children complete as one of their morning activities and mark during their English RFL (retrieval for learning). These are used not as a test but as an opportunity to review and discuss grammatical features.
In Key Stage One, the children complete a biweekly Grammar Hammer either as a whole class, group or paired activity. In Key Stage Two this is completed weekly.
- Teachers will teach discrete grammar lessons to address identified needs when necessary and as grammar objectives linked to the literary genre the children are working on.

Handwriting

We place value on children taking pride and care over their work and handwriting is a key part of this. In the early years, there is a big emphasis upon fine and gross motor skills, and we use a range of resources to practise these basic skills including daily handwriting and funky fingers. This moves into correct letter formation with a focus on both upper and lower case letters and then continuous, cursive handwriting is introduced in the summer of Year 2.

What does handwriting look like?

Children begin school with a focus on correct pencil grip (tripod), name recognition and letter formation including the sizing of upper and lower case letters. Once secure in this, children progress to a cursive font - generally this would be in place by the summer of Year 2. Issues with pencil grip should be identified as soon as

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possible and addressed with grips and pencil types and the SENDco can support with the provision of pencil grips.

Children who are unable to correctly form their letters by this time will receive additional targeted support. Handwriting is taught throughout the school using our bespoke scheme that reflects RWI.

We are currently moving towards the following approach:

In Year 3, all children continue developing cursive handwriting using a handwriting pen.

In Year 4, children with pressure control concerns may be moved to biro.

In Year 5, those that are confident can choose a tool that suits their writing style.

In Year 6, develop speed and style continues in the writer's choice of tool.

Those identified as having very poor fine motor skills in Year 3 can access the Teodorescu Perceptuo-Motor Programme.

Those who struggle with consistent handwriting in Year 5 and 6 will take part in a context based handwriting club based on findings from the EEF.

Across the curriculum, children are exposed to other fonts to ensure they can read different styles of handwriting.

4. Inclusion - IMPLEMENTATION

We are an inclusive school and therefore ensure that our classrooms and learning environments are ASD and SEND friendly. This means that we plan differentiated learning to meet the needs of all our pupils, including those with SEND, EAL and any other barriers to learning.

- All children are given access to a broad and balanced English curriculum regardless of gender, ability, race or religion. Texts for diversity are selected through school to aim to ensure that children see, can identify with and can celebrate the world's diversity.
- Provision will be made for individual needs in PDR's and appropriate action taken to support pupils in accessing the writing curriculum.
- Equal opportunities are provided for all gender identities, also for children with special needs, those who are talented or gifted and children from different cultural backgrounds.
- Children with English as an additional language (E.A.L.) will be given access to additional resources and teaching to support their learning where necessary and to ensure they make maximum progress from their individual starting points. Those who are just beginning their learning of English are supported with additional sessions aimed at enriching their vocabulary in real world settings.
- A feeling of self-worth will be engendered throughout the activities, progress is celebrated above score and children are encouraged to take control over their own learning and to feel empowered to progress.
- Children with special needs will be identified and work within their individual level. If needed, they will have an PDR and work with support under the direction of the class teacher. A range of English intervention programs run throughout Key Stage 1 and Key Stage 2 for those who need extra help such as Word Wasp.

5. Monitoring and Assessment arrangements - IMPACT

Teaching and learning in Literacy will be monitored by the Senior Management Team and the co-ordinators on an ongoing basis.

Overall English Assessment

- Assessment for learning (formative assessment) is part of every lesson to allow the teacher to adapt to the needs of the children, both in the short term and over longer periods of time. Teachers and

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teaching assistants are encouraged to give on-the-spot feedback to allow pupils to edit their work as they go.

- Children will develop their assessment of their own and others' work in order to improve. The children will be given the opportunity to do this at different stages of the writing process using the genre features, working wall and success criteria to support them. Teachers will model how to analyse a text and give feedback, so the children have a structure to follow.
- Teachers will display model writing and useful vocabulary on a working wall for children to refer back to - children are encouraged to input into this process.
- The school follows the programme of National Testing in Year 1, Year 2 and Year 6.
Phonic Assessment - The children complete regular phonics assessments using the Read Write Inc approach which help teachers and leaders to identify groupings and target pupils.
Reading Assessment - NFER and previous SATs papers are used to provide Summative Data three times a year to support teacher assessment judgements. In Key Stage Two, children also complete baseline assessment or reading age assessments where more individual targets are needed.
Writing Assessment - At the end of a unit of work, the final piece of writing to achieve the overall outcome of the unit is used to assess the progress the children have made. The writing assessment tick lists will be used to record the development of their writing once a half term. This final piece will be written independently and is not marked following the Literacy marking codes. Instead, it will have a green comment or marking to show what the child has done well and a purple polish comment, which will indicate what the child needs to do to improve the piece - as children progress these targets may be self or peer-generated and will be recorded in purple.
- Moderation of work throughout the year will focus on ensuring the writing process is followed and look at the standards of writing against national expectations.

6.Links with other policies

Linked to topic work- History and Geography -see front covers of each unit.

Linked to Science work - see front covers of each unit.

