



# Margaret Roper Catholic Primary School

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## English Policy

### Introduction

At Margaret Roper we recognise the crucial importance of English, as a subject in its own right, and as the most cohesive area of learning. Gaining and using skills in language not only affects the child's progress in school, but also has a profound influence upon the course of his or her whole life. We aim to develop pupils' abilities within an integrated programme of Speaking & Listening, Reading and Writing. Pupils will be given opportunities to develop their use, knowledge and understanding of spoken and written English within a broad and balanced curriculum, with opportunities to consolidate and reinforce taught skills.

### Aims

- To enable children to listen with understanding.
- To develop in our pupils the ability to communicate effectively in speech and writing.
- To use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.
- To acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- To enable our children to become fluent and responsive readers.
- To write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- To develop a lifelong love of reading and writing.

### Curriculum organisation

We enable every child to reach their full potential through high quality teaching and appropriate differentiation to provide support and challenge.

We provide a rich and varied experience for pupils to draw on in their writing and reading, which links where possible to the broader curriculum.

'Read, Write, Inc.' and The 'Power of Reading' scheme from CLPE are the most widely used programmes as a means of delivering the English curriculum, alongside other resources, ensuring that learning is carefully sequenced; based on high-quality texts; and that there is continuity and progression across the curriculum.

### Speaking and Listening

The four strands of spoken language: speaking, listening, group discussion/debate and drama permeate the whole curriculum. Interactive teaching strategies are used to engage all pupils in order to raise reading and writing standards. Children are encouraged to develop effective communication skills in readiness for later life. We aim for children to be able to speak clearly, fluently and coherently, to be able to listen attentively with understanding, pleasure and empathy and contribute to group discussions effectively.

We achieve this through:

- Children listen to and participating in stories, poems, rhymes and songs.
- Use of sentence-stems to scaffold oral responses in class.
- Questioning across the curriculum.
- Reciting and reading aloud.
- Drama activities to enliven and enrich children's learning.
- Re-telling and role-play.
- Opportunities for children to talk about and discuss their reading and writing.
- Debating.
- Collaborative work and reporting back following group work.
- Presenting in front of an audience.
- Being aware that as adults, we provide a model of speakers and listeners in our day-to-day interactions with children and with other adults in our school.
- By providing opportunities to perform to a larger audience, in assemblies and productions, where children's efforts and skills are acknowledged by staff, parents, carers, visitors and peers.

### Reading

See Reading Policy.

### Writing

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.

Children who are early readers and writers are taught writing as part of the RWI programme.

For children who have completed the RWI programme, teachers plan sequences of lessons to build towards a longer writing outcome that is linked to reading, drama and other shorter writing tasks.

To develop our children as writers, we ensure that:

- We treat children as writers, from the earliest stage, who have ideas that they will want to communicate, building on writing skills they have acquired and their knowledge of print from their environment.
- We provide experiences where the children can acquire confidence and a positive attitude to writing.
- A purpose and audience for each piece of writing is decided from the outset.

- Writing is displayed and celebrated all over the school, including class ‘Writer of the Week’ awards.
- Writing is taught as a carefully sequenced activity.
- Teachers provide regular helpful feedback through written marking and verbal feedback.
- Time is planned into lessons for children to respond to marking and feedback, and where appropriate for the age and ability of the child, they proof read, edit, and redraft their writing.
- Writing is, in the main, linked to quality texts (CLPE class texts or RWI books) to promote engagement.
- Spelling, punctuation and grammar objectives are taught discretely, but are also integrated into English lessons, and across the wider curriculum where appropriate, to ensure concepts are understood in depth and can be applied in a range of contexts.

### **Assessment**

Children will be assessed at the end of Reception, Year 2 and Year 6 in line with the national requirements for statutory assessment and reporting. At the end of Year 1 children will undertake the Phonics Screening Check.

Teachers use developmental feedback in order to identify where children have included elements of the success criteria, set next steps targets, and to give children the opportunity to revisit their work in order to make improvements. This feedback may be provided verbally during a lesson, or in written format (either individually or as a whole class).

Summative assessment is used in order to assess the children’s reading and writing against expected standards for the year group, in line with the school’s assessment policy, and moderation takes place internally and externally, with other schools and the Local Authority, to ensure consistency of judgements.

Parents are informed of their children’s progress and attainment in English through Parents’ Evenings and written reports at the end of the academic year.

### **Monitoring**

The English Leader and SLT are responsible for monitoring English throughout the school, through climate walks, work scrutiny, pupil progress meetings, analysis of data, and discussions with pupils.

Support is provided for teachers and teaching staff through identifying training needs and providing appropriate CPD and support as needed.

### **Homework and the Role of Parents**

We see parents as important partners in the process of developing children’s literacy skills.

- They have an important influence on children’s language before they come to school.
- They provide valuable support at home in helping children to become readers and writers.

- They offer a useful audience for children in their development as speakers and listeners, readers and writers as the children move through the school (e.g. phonics, reading, SATs revision).

We therefore encourage parents to play their full part in their children's education by:

- Involving parents in the school's reading programme from the moment their child starts school.
- Updating the guidance for parents as their children move through school so that they can continue to offer appropriate support.
- Give parents half termly outlines of the curriculum areas in English that each year group will be studying through class newsletters.
- Sending homework home and encouraging parental support.

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Linked policies:

Reading Policy

Assessment Policy