



ST BERNADETTE'S
CATHOLIC PRIMARY SCHOOL

St Bernadette's English, literacy and reading policy

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1. Aims

This policy is for St Bernadette's parents and staff. It aims to set out:

- Our approach to teaching, monitoring and assessing English, literacy and reading knowledge and skills
- How we will make sure our provision for the teaching of English, literacy and reading is of consistently high quality

2. Legislation and guidance

This policy reflects the requirements and expectations set out in the:

- [Special Educational Needs and Disability \(SEND\) Code of Practice 2014](#)
- [Equality Act 2010](#)
- [Reading framework 2023](#)
- : [National Curriculum programmes of study for English](#)

3. Our vision for English and literacy in our school

Our school aims to develop pupils' skills in reading, writing, speaking and listening. By the time that pupils move on from our school, our aim is for them to:

- Be fluent readers and writers
- Have a positive attitude towards books and reading, reading widely for pleasure and information
- Enjoy writing in different contexts and for different purposes and audiences
- Write clearly, accurately and coherently, adapting language and style accordingly
- Be curious and creative when it comes to reading and writing – for example, by being interested in learning the meaning of new words
- Have a wide vocabulary and understanding of grammar
- Feel confident speaking in class and be able to clearly explain their understanding and ideas
- Listen carefully and sensitively to adults and their peers

4. Our guiding principles for the teaching of English and literacy

We teach English and literacy best when:

- There is a joyful culture around reading and reading for pleasure in school
- All staff feel they have the knowledge, skills, understanding and professional support they need to teach English and literacy effectively
- There's sufficiently detailed and frequent ongoing assessment of pupil progress
- We expose pupils to different types of reading material, such as through stimulating, high-quality and curiosity-inspiring classroom displays
- We involve families in supporting their child's reading and writing
- The English curriculum is coherently planned and sequenced
- We identify where pupils have learning gaps or aren't making the expected progress, and put in place interventions to target these
- Teaching resources are available, up to date, varied and diverse, and match pupil and curriculum needs
- We engage pupils in high-quality back-and-forth interactions
- We model new language and accurate grammar to pupils
- We support pupils with speech, language and communication needs – for example, by putting on extra small-group story time

5. Roles and responsibilities

5.1 The headteacher

The headteacher is responsible for:

- Building a team of expert teachers who know and understand the processes that underpin learning to read and write
- Providing teachers with the appropriate training and resources so that they can competently deliver the English curriculum
- Creating a stimulating school environment where pupils are exposed to different types of reading material, such as through displays, books and other classroom resources
- Promoting a culture of reading for pleasure at the core of the curriculum
- Developing links with organisations such as school and public library services, reading charities and others

- Involving parents/carers and families in supporting their children's reading and writing

5.2 The English and literacy lead

Our English and literacy subject lead is Miss Kennington with Mrs Pennick focusing on writing. They're responsible for providing leadership and management for English and literacy to secure:

- High-quality teaching and subject knowledge of staff
- Teaching and learning that is evidence-based
- A coherently planned and sequenced English curriculum where pupils are taught to read from the beginning in reception
- A rigorous programme that includes well-conceived and structured resources for teaching phonics
- A programme of reading aloud to all pupils from reception to year 6
- Consistent assessment and accurate teacher judgements within English and literacy
- Effective use of resources

5.3 Teachers

Teachers are responsible for:

- Planning effective English and literacy lessons
- Providing opportunities for pupils to apply their English and literacy skills in a variety of ways
- Completing relevant marking and assessment
- Making sure that support staff have:
 - Access to planning materials and resources
 - The knowledge and skills they need to support and challenge pupils.

6. Curriculum

Early reading: Little Wandle (EYFS and KS1)

- Daily phonics lessons of 20 to 30 minutes, with no one left behind: lessons follow the Little Wandle Revised sequence (Phases 2 to 5, with Phase 1 woven through Nursery and Reception).
- Reception: begin Phase 2 in the first weeks of the Autumn term; Year 1: Phase 5 with the Phonics Screening Check preparation in the Summer term; Year 2: spelling and Phase 5 revisit as needed.
- Assessment: half-termly Little Wandle assessments to identify gaps, with weekly review built into lessons.
- Keep-up support: daily 1:1 or small-group keep-up sessions for any child falling behind, delivered by trained staff.
- Reading practice sessions: at least three sessions per week in small groups, focusing on (1) decoding, (2) prosody, (3) comprehension, using books matched to the child's secure phonic knowledge.
- Home reading: a decodable book matched to the child's phase, plus a sharing book for pleasure.
- Phonics Screening Check: administered in Year 1 in June; Year 2 re-takes take place where required.

Catch-up in KS2

- Pupils in Years 3 to 6 not yet secure in phonics follow Little Wandle Catch-up (or Rapid Catch-up) sessions, with age-appropriate books.
- Progress is reviewed termly by the English lead and SENCO.

Comprehension and reading for pleasure (Year 2 to Year 6)

- Whole-class reading lessons teaching the VIPERS domains: Vocabulary, Inference, Prediction, Explanation, Retrieval, Summarising/Sequencing.
- Daily class story time: all classes share a novel or picture book at least 10 to 15 minutes a day.
- Texts are drawn from the school reading spine and Grammarsaurus unit texts, ensuring diversity of authors, genres, cultures and poetry.
- Reading areas, library visits, reading challenges and author events promote reading for pleasure.
- Fluency is built through repeated reading, echo reading and performance poetry.

Writing

Grammarsaurus writing units

Each year group follows the Grammarsaurus English long-term plan, with units organised around a high-quality text and a writing outcome. A typical unit (about 2 to 3 weeks) follows this structure:

1. Immerse: read and explore the stimulus text; build vocabulary and background knowledge.
2. Analyse: study a model text; identify features, structures and the grammar focus.
3. Teach: explicit grammar and punctuation lessons, linked to the writing purpose.
4. Plan and rehearse: oral rehearsal, planning frames, shared writing.
5. Write: independent first draft over extended sessions.
6. Edit and improve: teacher and peer feedback, editing checklists, redrafting.
7. Publish and celebrate: final copy shared with a real audience.

6.1 Timetabling

- Little Wandle Phonics lessons are delivered daily
- Guided reading sessions take place every day
- Poetry is taught as part of our English lessons
- Quality completed writing is produced at least twice every half term.
- Spelling is taught daily
- Grammar and punctuation takes place as part of a weekly plan for English
- Oracy, or spoken language
- (For reception and KS1) daily story time

6.2 Cross-curricular links

We will facilitate cross-curricular learning of English and literacy skills, making sure that the links with other curriculums are natural and not forced. This will be achieved through activities in other subjects such as:

- Annotating sources
- Group discussions
- Comprehension
- Topic research

7. Inclusion

We set high expectations for all pupils, and will support all pupils to develop their skills in English, literacy and reading – including:

- Pupils learning English as an additional language (EAL)
- Pupils with SEND
- Disadvantaged pupils
- Those who are known (or previously known) to children's social care
- Pupils who may face other barriers to their learning and/or wellbeing

For more details on how we provide support, see our SEND policy.

7.1 Adaptation

We will provide suitable adaptation to make sure that every pupil makes maximum progress in English and literacy, by:

- Recognising where some pupils need specific help with their English skills – for example, if they have dyslexia, are learning English as an additional language, or lack phonic confidence in writing – and providing appropriate support
- Providing resources such as phonics mats and writing frames to scaffold pupils' learning
- Identifying pupils who would benefit from more support in an area of their English learning, and running small intervention groups for targeted support each week to aid their progress and attainment. We will monitor these closely to move pupils in and out of these groups as needed
- Making sure pupils who need it are challenged using additional, more demanding and open-ended tasks and planned challenges within each lesson

8. Marking and feedback

Feedback will clearly explain to pupils what they're doing well, and what they need to do next to continue to improve their work. (See marking and feedback policy)

9. Monitoring, assessment and moderation

9.1 Monitoring

We will monitor the teaching and learning of English, literacy and reading in our school to make sure that all of our pupils make the best possible progress from their starting points. We will also monitor to identify gaps in pupils' learning.

SLT and English leads will monitor and evaluate the impact of teaching on pupils' learning through:

- Conducting learning walks
- Reviewing marking and feedback

- Termly pupil progress meetings
- Gathering input from pupil voice
- Planning scrutinies
- Book scrutinies
- Pupil Book studies

9.2 Assessment

We will track pupils' progress using a combination of formative and summative assessment.

Our pupils will sit the following formal assessments:

- The phonics screening check at the end of year 1
- National Curriculum tests in the summer terms at the end of KS2
- KS1 and KS2 grammar, punctuation and spelling (GPS) tests

We will provide regular targets for pupils, and provide termly verbal reports against these at parents' evenings. Pupils will receive a written report during the summer term.

9.3 Moderation

We will standardise writing samples to:

- Demonstrate how pupils' work meets National Curriculum attainment targets for KS1 and KS2, to help with assessment
- Make sure staff have a consistent approach to marking pupils' work

We will refer to the exemplification materials for [KS1](#) and [KS2](#) from the Standards and Testing Agency (STA) to support with this.

We will moderate teacher assessments of reading and writing at least termly during staff meetings and as part of subject monitoring in school and as part of Trust/LA moderation.

10. Learning environment

Pupils will learn English and literacy in spaces that:

- Are well-organised
- Contain appropriate and good-quality resources for pupils to refer to (in a space where they can find or see them easily)
- Have minimal distractions
- Display letter cards and posters showing grapheme-phoneme correspondences that match our school's phonics teaching programme

11. Resources

11.1 Books

We will select and use books that meet the recommendations in the [2023 reading framework](#), including that they:

- Cover a wide range of subjects and vocabulary
- Elicit a strong emotional response
- Have a strong narrative
- Have illustrations that are engaging and reflect children from all backgrounds and cultures
- Include fiction, non-fiction, modern and traditional stories

Once we have chosen our books, we will:

- Identify a core set of stories for each year group
- Refresh the list regularly (at least once a year), as new books are published and as our school welcomes new teachers
- Share the list with parents and carers, and explain its purpose, so they can buy or borrow the books

11.2 Book corners

When visiting their book corner, pupils will be able to:

- Browse the books
- Revisit the ones the teacher has read to them
- Borrow books to read or re-tell at home
- Spend time there

When arranging the book corner, teachers will display books clearly and in an engaging way.

11.3 Rhymes and poems

We will choose rhymes and poems that will develop pupils' language skills. Rachel Kennington will identify a core set of poems for each year group, based on the criteria on page 30 of the reading framework.

11.4 Dictionaries and thesauruses

To support with writing and spelling, we will make sure that pupils have access to dictionaries and thesauruses by

- Having at least 1 dictionary and thesaurus available in each classroom
- Having access to writing Ninja and spelling dictionaries in every class.
- Allowing pupils to use the computer during lessons to look up word meanings and synonyms

12. Review

This policy will be reviewed every year by Miss Kennington, Mrs Pennick and Miss Brady. At every review, the policy will be shared with the full governing board.

13. Links with other policies

This policy links with the following policies and procedures:

- Curriculum policy
- SEN/SEND policy and information report
- Marking and feedback policy
- Assessment policy
- Equality information and objectives
- Behaviour policy
- Early Years Foundation Stage (EYFS) policy