



English Policy

Date Written / Reviewed	February 2025
Date of Next Review	February 2028
Headteacher	<i>R Swaby</i>
Chair of Governors	<i>M Hopkins</i>

Aims

- To enable children to develop their skills in speaking and listening, reading and writing
- To enable children to communicate with others clearly and effectively and to express themselves creatively and imaginatively.
- To help children become enthusiastic and critical lifelong readers of a range of texts.
- To enable pupils to understand how the English language works by looking at its patterns, structures and origins.

Speaking and Listening

Objectives for Speaking and Listening:

- To provide different contexts in which children can listen, converse, argue, discuss, persuade and entertain others.
- To explicitly teach the skills of speaking and listening.

Activities for Speaking and Listening:

- Speaking for different audiences e.g. friends, class, peers, adults, assembly.
- Listening and responding, face to face, to performances and to recorded/broadcast material.
- Discussion and group interaction, in settings of different group sizes and at different levels of formality.
- Drama activities, including improvisation and role-play, as well as writing and performing their own scripted drama and that of well-known authors.
- Learning about the grammatical structures which are characteristic of spoken Standard English.

The range of purposes might include:

- investigating, selecting, sorting
- planning, predicting, exploring
- explaining, reporting, evaluating

Resources for Speaking and Listening:

Production scripts at different Key Stages

Storybooks

Broadcasts, digital media

Turn taking materials, e.g. circle time 'eggs', hand puppets

Listening stations

Computers

E-books

School Council opportunities

Class assemblies

PSHE/Circle Time activities/P4C activities

Opportunities for entry to Oldham Choral Speaking Festival

Chatterkids App for making own video content

Reading

Objectives for Reading:

- To enable children to engage with texts with fluency, accuracy, understanding and enjoyment.
- To develop children's appreciation of, and engagement with, literary texts, leading to a lifelong appreciation of reading for pleasure.

Activities for Reading:

- Individual, group and whole class reading from a broad variety of fiction and non-fiction texts and different genres.
- Word recognition tasks, exposure to high frequency keyword flashcards / cards/ games/ worksheets/software.
- Phonic games/worksheets/software.
- Exercises to enable knowledge of the grammatical structures of Standard English, including display of Standard English posters in each classroom.
- Context cueing and oral/written comprehension activities at literal, inferential and evaluative levels.
- Making connections between different text parts.
- Use of organisational features and systems to find texts and information. (E.g. Junior Dewey library codes, alphabetical order, chapters, headings, etc.)
- Skimming and scanning texts for information.
- Using the wider features of texts to obtain meaning (pictures, layout, print, style, etc.)
- Discussion relating to distinguishing between fact and fiction.
- Visits to village library.
- Peer reading opportunities
- Book clubs

Resources for Reading:

Our main reading scheme is Read Write Inc, supplemented by other publisher's scheme books (e.g. Oxford Reading Tree, Barrington Stokes) and recommended group readers

In Key Stage 2, group reading sets and whole class reading sets are available

Big books and e-books are available in class

Class bookshelf

Group reading sets

School non-fiction library, with a small fiction section

Espresso and YouTube videos and resources

Literacy games

Five-minute box

PAT intervention

Read Write Inc. Phonic Books and resources (EYFS / KS1 / lower KS2)

Inference Training

Nessy for individual pupils

Precision Teaching Resources

Various reading board games e.g. TRUGs

Annual visiting Book Fair

Reading Practice:

In Reception, children will be introduced to Read, Write Inc. Books and the main characters of the Oxford Reading Tree and the first high frequency words. All children will have their reading monitored in class at least once per week.

From Year 1 onwards, children whose reading ages are commensurate with their chronological ages will be heard to read on an individual basis. The session will involve reading together and/or around, together with some, oral work on vocabulary and comprehension. Reading will be closely linked to phonic learning activities. Small group reading sessions may begin in the late Spring or Summer term of Year 1.

Children whose reading attainments are below expected levels will continue to receive individual adult support in class for as long as this is required.

Children in Year 3 participate in guided reading sessions for at least 4 sessions per week. This will involve at least one session working with an adult on the group book (incorporating developing reading strategies, discussion about the text and response to the text), plus other sessions involving independent activities based around deepening understanding of the text and responding to it. Children in Years 4, 5 and 6 participate in whole class reading sessions for 4 sessions per week. This will involve a variety of activities as a class, in pairs and as individuals, and will incorporate a strong emphasis on building vocabulary knowledge as well as improving understanding.

Partner/peer work will also be used to further enhance reading. This will include older pupils acting as peer reading mentors for younger pupils, e.g. some Y6 pupils reading with Y2 pupils on a weekly basis. Pupils in Key Stage 2 will continue to have individual reading sessions in addition to guided / whole class reading, as needed.

An effective partnership with parents is essential to ensure the continued progress of all pupils. As well as regular communication between home and school, this is also facilitated through a meeting with new Reception pupil parents to introduce the school approach to phonics and reading.

Writing**Objectives for Writing:**

- To enjoy writing, understand its communicative purposes and realise that it is essential for clarifying thought/recording learning.
- To use writing to express creative ideas.
- To learn the main rules and conventions of written English, including appropriate use of Standard English.
- To use the planning, drafting and editing process to improve writing.
- To develop effective grammar, spelling and punctuation skills in line with year group objectives, including learning subject-specific terminology.

Activities for Writing:

- The school's published handwriting scheme, Spectrum, will be followed from Early Years upwards. Children aim to achieve a fluent, fully joined handwriting style. In EYFS and KS1, writing is usually in pencil. In KS2, children will be asked to write in blue pen when the teacher assess that they are ready, depending on the task.
- Spellings in Y1 will be linked to phonic learning. From Y2 to Y6, spellings will be based on activities from The Spelling Book (Jane Considine), using an investigative, personalised approach. Every child in KS2 will have an alphabetically ordered personal vocabulary book (Word Bank) in which to record own spelling attempts/teacher models.
- KS2 pupils will compete in a termly written Spelling Bee to consolidate spelling of HF words.

- Writing Weeks or Days may be organised to focus on specific authors / themes.
- Pupils will experience skills sessions to develop grammar, spelling and punctuation, but will also have access to longer writing sessions and Flash Fiction sessions to express their creative ideas.
- Older pupils will be given opportunities to make their own choices about the style and content of their writing, e.g. through Free Writing Days.
- Visiting poets/authors may be invited to promote a love for writing and to engage pupils in workshops / assemblies.
- The local environment will be used to give pupils the opportunity to write in response to outdoor learning.
- Visits / shared experiences will be used as engaging stimuli for the starting point of writing activities.
- Upper Key Stage 2 pupils will participate in the Dovestone Writing competition (DLP)
- Opportunities will be identified for pupils to write for a range of purposes and audiences, emphasising the real-world significance of writing (e.g. writing letters to politicians, organisations, etc).

Resources for Writing:

Chrome Books for word processing

Touch Typing

Writing frames

IPEELL writing resources

Clicker program

Word Aware resources

Spectrum Handwriting Scheme

Read Write Inc. Books and resources

Writing Corner (KS1)/ Writing Wall (KS2)

Pie Corbett grammar resources (Talk4Writing)

Alan Peat sentence type resources

Sue Palmer Skeleton Grammar

Vocabulary Ninja online subscription resources (including vocabulary, grammar, word banks)

Jane Considine 'The Spelling Book' for Year 2 to Year 6

Assessment for Writing:

This will be carried out in line with the school's Assessment policy, using our in-house spreadsheet recording system, linked to each year group's expectations. Teachers attend regular external moderation training and participate in regular internal moderation tasks.

Role of the English Leader

- To procure, organise and record resources within the available subject budget.
- To liaise with colleagues, offering support and guidance, as appropriate.
- To keep aware of national and local subject developments and inform colleagues of these, arranging INSET as appropriate.
- To keep the policy and scheme of work guidelines up to date.
- To organise or promote enrichment relating to English.
- To monitor and evaluate the implementation of the policy across school.

Role of Governors

To participate in the development and review of this policy, monitoring its effectiveness across the school. Questions might include: Is the policy being implemented across the school? Are the children being taught

the main rules and conventions of English? Are pupils engaging with texts with fluency, accuracy, understanding and enjoyment?

Assessment

Assessment is an integral part of the teaching and learning process. It is the responsibility of the class teacher to assess pupils within the class. We aim to make assessment purposeful, allowing us to match teaching activities to the needs of the pupils to ensure progress. Information for assessment will be gathered in various forms:

- by talking with pupils.
- by observation and marking work, giving targeted feedback.
- by reading and writing assessments.
- by SATs at the end of Key Stage 1 and 2.

Assessment identifies pupils as Working Towards, Expected and Greater Depth, indicating their progress towards the yearly objectives for their year groups. Ongoing assessment is recorded using the in-house spreadsheets for each year group.

Monitoring and Evaluation

The English leader, in consultation with the headteacher, governors and staff, will monitor the effectiveness English Policy via monitoring of planning, and teaching and learning (through lesson observations). Pupils' work may be scrutinised and pupils will be encouraged to get involved in discussion about their work. The policy will be reviewed every three years or sooner if legislation / school practice changes.

Data Protection Statement

The procedures and practice created by this policy have been reviewed in the light of our Data Protection Policy. All data will be handled in accordance with the school's Data Protection Policy.

Data Audit for The English Policy					
What?	Probable Content	Why?	Who?	Where?	When?
Pupil assessment data	Name D.O.B. SEND/PP Test data Teacher Assessment data	Monitor a child's progress and identify next steps Well-Being of Your Child	All Staff (as necessary)	Staff electronic records Paper tests are stored within locked office cupboards during statutory test timelines. Data is deleted / shredded as necessary	Held on File throughout a child's time at school Key data is passed onto a new School when moving on Some data is archived until the child is 25 (e.g. SEND pupil)

As such, our assessment is that this policy:

Has Few / No Data Compliance Requirements	Has A Moderate Level of Data Compliance Requirements	Has a High Level of Data Compliance Requirements
	✓	