



English Policy

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Prepared by	L.Highton, T.Parkin, L.Wilson
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The English National Curriculum (2014) states:

'The overarching aim for English in the National Curriculum 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.'

The National Curriculum aims to ensure that all pupils:

- Read easily, fluently and with good understanding
- Develop the habit of reading widely and often, for both pleasure and information
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- Appreciate our rich and varied literary heritage
- 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 learn; they should be able to elaborate and explain clearly their understanding and ideas
- Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

At Crowle Primary Academy we believe the development of skills in English is central to improving a child's life chances. We aim to deliver a high quality English curriculum that gives children the best possible opportunities to become confident, literate, successful members of society. Teachers have high expectations for all children to achieve and enjoy English and to be able to use the skills and rich vocabulary they have acquired in a range of contexts. We strive to ensure all children can communicate clearly in spoken and written form. Rich texts are at the heart of our teaching and a love for reading is promoted throughout the school.

Curriculum and Academy Organisation

At Crowle Primary Academy we place rich texts at the core of English planning allowing teachers to use the text as the context for the requirements of the National Curriculum. The English curriculum is organised into reading and writing and these are taught as whole class sessions. English is taught on a daily basis, for at least an hour. We have a fully-comprehensive approach to the teaching of English which covers a range of genres and links to topics where appropriate ensuring progression in a range of contexts. Vocabulary, punctuation, spelling and grammar have high status within English sessions. In Foundation Stage and KS1 there is also a daily phonics input and phonics support continues in Key Stage 2 when necessary.

The Foundation Stage

Foundation stage pupils will experience Communication and Language, and English as part of the seven areas of learning as stipulated in the EYFS. The children have experience of aspects of the English programme of study every day, e.g. phonics, shared text work etc. Through careful planning and observations of children, teachers will ensure that foundation stage pupil's needs are provided for. Speaking and listening skills are vitally important as they underpin all learning at this early stage. The communication, language and literacy programme in the Foundation Stage builds on children's language starting points. Development of these skills is encouraged through activities such as listening to stories and poems, joining in with rhymes and songs, participating in drama and imaginative play, responding to simple instructions, talking to accompany play, amongst other activities. Knowledge about books is developed through activities such as one-to-one reading, shared reading, retelling stories and continuous access to a book area. Emergent



writing is encouraged through role-play and continuous provision areas. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the literacy aspects of the children's work to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for the children. Read Write Inc. is used as a systematic approach to the teaching of phonics, which begins in Foundation Stage. Phonics teaching continues into key stage one and key stage two as required.

Speaking and listening

The spoken language underpins the development of reading and writing and supports progress across the curriculum. We ensure that children's competence and confidence in speaking and listening is continually developed. Children are exposed to a wide range of rich, challenging and varied vocabulary and language across the curriculum. Opportunities to develop speaking and listening skills are embedded throughout the curriculum and pupils are also taught to understand and use the conventions of discussion and debate, taking on a role and drama.

Reading

The teaching of reading focuses on the development of competence in word reading and comprehension. The children are taught to read with confidence, accuracy, fluency and understanding, orchestrating a range of independent cues (phonic, graphic, grammatical, and contextual) to make sense of what they have read. Good comprehension draws from knowledge of language and on knowledge of the world. Comprehension skills develop through pupils' experiences of high quality discussion and teaching, carefully chosen texts (stories, poems and non-fiction) which broaden the children's understanding of the world. Children are encouraged to read widely and with pleasure and opportunities to increase their vocabulary are built into daily teaching. It is essential that all pupils are able to read fluently and with confidence in any subject.

Reading curriculum

Reading is an integral part of our academy, serving as a foundational skill that is interwoven throughout every aspect of the curriculum. Reading is embedded into the everyday life of the academy, shaping well-rounded, inquisitive minds.

Reading opportunities are given in foundation subjects where the children are given a purpose to read

Reading is planned and taught using objectives from the National Curriculum. Pupils enjoy high-quality whole texts (fiction, non-fiction and poetry) through English lessons and the wider curriculum. They are taught to read fluently and enjoy a wide range of texts through:

- Extra 1:1 reading sessions for target pupils
- Daily phonics sessions, based on the Read Write Inc phonics scheme, for pupils in Foundation Stage and Key Stage One and for target pupils in Key Stage Two
- Exposure to a wide range of quality literature
- Planned opportunities for independent, paired and shared reading
- Weekly guided reading sessions for pupils in Reception and targeted pupils in Key Stage One where they have the opportunity to orally rehearse comprehension responses with some written activities



- Regular whole class reading sessions and written comprehension activities in Key Stage Two based on the class novel study
- Half termly Readers' Theatre sessions in Key Stages One and Two
- Teaching of reading strategies in Key Stage Two based on the ERIC approach (Explain, Retrieve, Interpret, Choice) which is a skills based approach to the teaching and learning of reading comprehension
- Links made between reading and writing activities through the novel study approach and to the wider curriculum, as appropriate

We recognise the value of all readers sharing books with an adult, whether at school or at home. Each class has a class-reader which is shared at planned moments during the school day. Parents and carers are encouraged to listen to their children read at least three times each week. Children who do not read regularly at home are identified as target readers and will have extra 1:1 reading session in school with a member of teaching and support staff or a volunteer from the community. Books are organised so children read books at their current phonic level. To promote reading for pleasure, children have access to a class collection of books that have specifically chosen as quality texts. Parents are encouraged to share these books with their children. Pupils are also encouraged to use and select books from the school library.

Children's progress within the book bands is monitored half termly and children are moved on to 'free-readers' when they are deemed competent readers by the end of year 2. Free-reader texts are organised into two levels- upper and lower.

Many additional activities are arranged to promote the pleasure of reading, such as 'World Book Day', 'National Poetry Day', 'booknics', secret storyteller sessions and inviting authors into school to work with children. Where possible, parents are invited to take part in reading events. Children have the opportunity for paired reading, as classes can pair up to create 'reading buddies'. The school ensures that there is a wide range of texts within the school, library and classrooms to provide and challenge all reading ages and abilities. Reading corners in classrooms promote reading for pleasure and children will have access to a variety of books which they can read by choice. They will include a variety of genres and authors and cover a wide range of potential interest. The school also has a peaceful reading area in the grounds which is used for shared and individual reading. Children are encouraged to review and recommend books that they have read to others.

Writing

The teaching of writing at Crowle Primary Academy focuses on developing pupils' competence in both transcription and composition. We believe that writing is essential to thinking and learning and strive to promote enjoyment of this complex skill. Pupils are taught how to plan, revise and evaluate their writing as well as articulating and communicating their ideas fluently and coherently for the reader. This requires clarity, awareness of the audience, purpose and context and an increasingly wide knowledge of vocabulary and grammar. At Crowle Primary Academy, our approach is based on 'The Write Stuff' approach to teaching writing, with some adaptations to meet the needs of our children. The 'Our Approach to Writing' document outlines the structure of our writing lessons. Writing also depends on fluent, legible and, eventually, speedy handwriting. Pupils are taught to:

- Develop the stamina and skills to write a length
- Spell and punctuate sentences with increasing accuracy
- Use an increasingly wide range of grammar correctly
- Write down ideas fluently using clear, neat handwriting
- Use an increasingly wide range of vocabulary



- Show awareness of audience and purpose
- Expand the range of their writing

Specific practices include:

- Planning meaningful and purposeful opportunities for writing based on the class writing text and, where possible, real-life purposes to engage and inspire pupils
- Planning for writing which require pupils to write in a wide variety of forms
- Providing pupils with opportunities to self-assess, peer-assess and evaluate their thinking and writing with their teachers
- Teaching pupils to plan, proof-read, redraft and present their work appropriately
- Planned opportunities to introduce, explain, explore and use new vocabulary found in reading and writing
- Explicitly teaching handwriting skills
- Daily phonics sessions, based on the Read Write Inc phonics scheme, for pupils in Foundation Stage and Key Stage One and for target pupils in Key Stage Two
- Grammar lessons woven into the writing teaching sequence based on application to sentence work. Practices also include the use of Rainbow Grammar – see Spelling, Punctuation and Grammar section

Spelling, Punctuation and Grammar

Throughout the school, the teaching of grammar and punctuation has a high priority. Grammar lessons are woven into a structured sequence of learning so that pupils can learn new skills and then apply these to their writing tasks.

Grammar is taught through lots of sentence work, in each grammar lesson there is an expectation of applying newly learnt skills into sentence writing. This can be done through the use of Rainbow Grammar, both in discreet lessons and as an integral part of other writing activities. Rainbow Grammar breaks sentences down into coloured sections, is designed to teach the children grammar in stages and builds on previous knowledge. As children build their knowledge, they learn how to structure more complex sentences, using grammar and punctuation correctly.

During their Reception year, children are taught to read and spell common exception words through phonics teaching and in other English and topic activities. From Year 1, children learn common spellings daily from rules and patterns identified in the National Curriculum. In addition, the discreet teaching of spelling begins in Year 2 with daily lessons, using a spelling scheme and building on phonics skills developed in the Early Years and Key Stage 1. The statutory word lists for each year group have a high profile in the classroom and spellings of these are linked to our gold standard expectations. From year 3 children have a weekly spelling test of up to seven words. The focus of the spelling test are the spelling rules and using the words in context. Application of spelling strategies are used in all subject areas and children are given time to proof read their work to check for spelling errors. Spelling events are organised throughout the year from Year 2 and parents are encouraged to support their child to learn spellings.

Handwriting

We recognise that handwriting is a skill that must be explicitly taught and practiced regularly. At Crowle Primary Academy, we follow the 'Achieving Excellence in Handwriting' method for teaching handwriting. This means that we use a consistent approach of teaching handwriting throughout the school using Martin Harvey/ Debbie Watson's guidelines and clear terminology. The style taught joins all lower case letters other than tail letters, such as g,y,q.



We teach and encourage the children to adopt an effective pen hold, and check their posture is correct when writing. This is referred to as the BBC (bottom, back in chair) and TNT (tummy near table) .Expectations of handwriting are high across the curriculum.

In years one to four, handwriting lessons utilise handwriting sheets, which are collated in handwriting folders. In year five and six, handwriting is completed on plain paper, using a line guide. Most other writing in both KS1 and KS2, is completed on plain paper using the age-appropriate line guides. Written work that is in the form of jottings does not need line guides.

Handwriting lessons follow the sequence of lessons from Martin Harvey and Debbie Watson. These are progressive starting from single letter formation to the more complex joins. Each lesson begins with a warm up which usually practises the tall, small and tail lines. Previous letters and joins are revisited as needed.

The 'Whole School Approach to Writing' document outlines the approach with an example of the handwriting style. When planning and delivering lessons, teachers refer to this as well as the lesson progression from Martin Harvey and Debbie Watson.

Resources

The text based approach for the teaching of English, requires pupils to have their own copy of the studied text when appropriate. We also use a range of texts resources to support our novel study approach to planning and teaching. Every classroom has a set of dictionaries, thesauri and others resources. The academy has a variety of big books, most of which are stored in the library. There are also sets of 'real' books available in shared areas and in every classroom.

Assessment

Assessment and evaluation is an ongoing process which feeds back into the teacher's planning. Summative judgements in English are tracked using an assessment recording system which enables us to track and evaluate individual and group progress. Each child has a moderation folder and by the end of the academic year, this will contain a minimum of six pieces of independent writing which have been marked using the writing assessments checklists. In addition to this, each class from Y1 – Y6 also complete a piece of writing as part of 'No More Marking'. This is assessed using comparative judgements and used as additional evidence in making overall judgements. Progress meetings are held termly to ensure that teachers are pro-active in using assessment information to inform both whole class teaching and provision mapping. Teachers will assess whether children are working below, within or above expected standards for their age group. Teachers use an annual report to inform parents about children's progress in English and two evenings each year to allow parents to consult with teachers.

At the end of Key Stage 2 children undertake the statutory testing in reading and SPAG (spelling, grammar and punctuation). In Year 1 children take the phonics screening check. Children who do not meet the required pass mark retake the check in Year 2.

Formal testing in reading and spelling, punctuation and grammar is carried out termly in years 2-6 and is considered alongside teacher assessment to make termly summative judgements. Regular writing assessments against set criteria take place in all year groups.

Children in Foundation Stage are assessed against the Early Learning Goals.



Throughout the year, moderation is planned for within phase meeting or in staff meetings and externally to check that assessment judgments are consistent across the academy and nationally.

Monitoring

This subject is monitored by the English Leaders through:

- analysing data including ASP
- moderation of writing
- assessment records
- planning and work scrutiny
- lesson observations
- parent/staff/pupil feedback
- link governor reports

Information from the above is collated and recorded in the School Evaluation Form, which is then updated when necessary. It also helps to form the subject action plan each year, which is monitored and reviewed continually.



