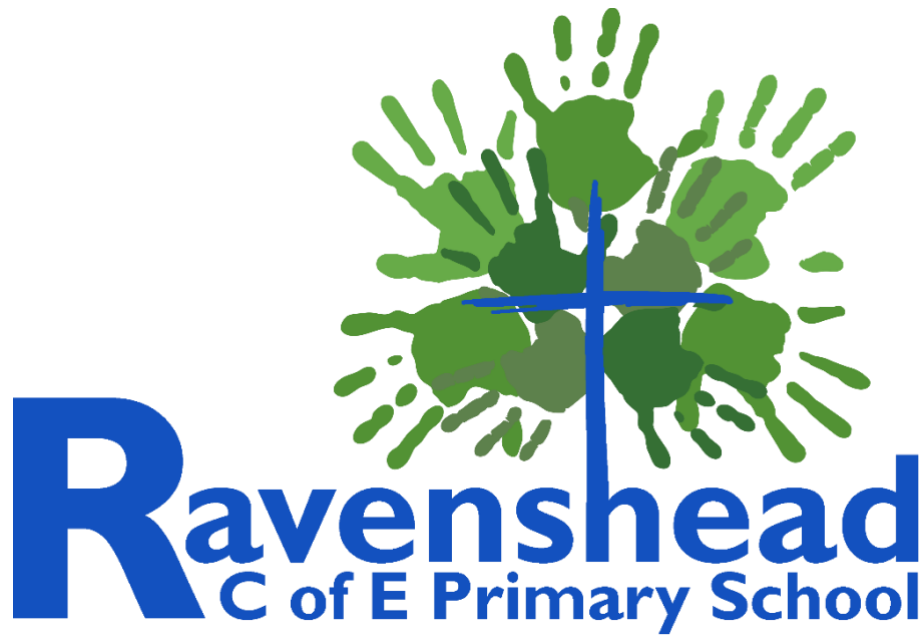




English Policy

This policy was updated: September, 2025.

This policy will be reviewed: September, 2026.

Statutory policy: No.

Source: **School.**

Writing, Vocabulary and Grammar Coordinator: Mrs Stivens

Reading Coordinator: Mrs Sawyer / Mrs Stivens

Spelling Coordinator: Mrs Richardson / Mrs Stivens

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Our School Vision

Our school vision is based on the theme of '*Taking Care*'. We strive to encourage our children, staff and wider community to 'take care' of one another through the core Christian Values of:

Kindness, Hope, Courage and *Respect*.

Our vision is inspired by the words in Corinthians:

"Let love and kindness be the motivation behind all that you do."

(1 Corinthians 16.14)

Ravenshead C of E Primary School is committed to valuing diversity and to equality of opportunity. In biblical tradition, children in particular are seen to hold a special place in the priorities of God. Furthermore, we hold to the foundational belief that all people are created in God's image and are intrinsically valuable. Everyone should be treated as fundamentally precious, irrespective of behaviour, achievements or potential.

Therefore, we aim to create and promote an environment in which pupils, parents/carers and staff are treated fairly and with respect and feel able to contribute to the best of their abilities. The school's biblical foundation provides a model of Christian community described as the 'body of Christ', in which everyone has a part to play, and everyone without exception has God-given gifts which are to be used for the benefit of others.

1. Introduction

- 1:1 This policy outlines the teaching, organisation and management of English (Reading, Writing and Spelling) learning and teaching at Ravenshead C of E Primary School.
- 1:2 We believe that English is an integrated and fundamental component of the whole primary curriculum. It is pivotal for all learning in every curriculum area.
- 1:3 Our understanding of English incorporates speaking, listening, reading and writing. These elements of language are interdependent and integral to all learning. English should therefore be promoted holistically.
- 1:4 English is fundamental to personal and social development and to lifelong learning. Good communication skills equip us for everyday life and enable us to survive and function in a civilised community.

2. Our Aims

- 2:1 We aim to develop pupils' abilities within an integrated programme of Speaking & Listening, Reading & Writing in accordance with the New English Curriculum 2014. Pupils will be given opportunities to interrelate the requirements of English within a creative, broad and balanced approach to the teaching of English across the curriculum, with opportunities to consolidate and reinforce taught literacy skills.
- 2:2 **Our aims in English are:**
 - To develop a whole school consistent approach to the teaching of reading, writing, including handwriting, and spelling.
 - To encourage positive attitudes and enjoyment of English.
 - To improve standards so that each child is able to reach his/her expectations outlined in the new curriculum.
 - To enrich and support other areas of the curriculum.

Reading:

- To improve reading standards/ progress and ensure that every child is a reader.
- For children to read with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct.
- For children to have an interest in books and read for enjoyment.

Writing:

- To continue to emphasise the importance and standards of handwriting.
- For children to write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct.

- For children to have an interest in words and their meanings, developing a growing vocabulary in spoken and written forms.
- For children to have a suitable technical vocabulary to articulate their responses.
- For children to continue to understand a range of text types and genres and to be able to write in a variety of styles and forms appropriate to the situation.
- For children to be developing the powers of imagination, inventiveness, and critical awareness.

Handwriting:

- To develop a neat, legible, speedy handwriting style using continuous cursive letters, which leads to producing letters and words automatically in independent writing.
- To establish and maintain high expectations for the presentation of written work.
- For pupils to understand, by the end of Year 6, the importance of neat presentation and the needs for different letterforms (cursive, printed or capital letter) to help communicate meaning clearly.

Spelling:

- To improve spelling standards.

2:3

We will achieve these aims by the following objectives:

- Pupils will be encouraged to make fair critical responses about their own language work, that of their peers and that of popular authors and poets.
- Pupils will mature socially through working collaboratively in groups and pairs and with response partners.

Reading:

- In F2 the children have regular paired reading sessions.
- Since September 2021, Year 1 have been using a decodable book, paired shared reading approach.
- In Years 2-6, pupils will have daily reading lessons using a book-based approach: Reading Leaves (from Literacy Tree) to enhance reading comprehension with sequenced activities that guide children through whole books, creating critical readers.
- Teachers will also have regular AFL (Assessment for Learning) lessons to fill in any gaps for learning or teaching of skills that the children need more work on.
- Pupils will be taught to read fluently with good comprehension, which is reflected in appropriate expression and intonation, from a wide range of text at their own level for pleasure and relaxation.
- Children will read daily at school, through our reading for pleasure timetable and regular trips to our school library and local library too.

Writing:

- In F2
- In Years 1-6, pupils will have daily writing lessons using a book-based approach: Writing Roots (from Literacy Tree).
- Grammar is embedded within each writing lesson.
- Pupils will develop their cognitive skills, imagination, and personal expression through a range of writing genres using clear, concise language with accurate punctuation and grammar, in a style appropriate for the purpose.
- The Literacy Tree 'Coverage and Progression' document will be used to ensure that all objectives are being covered and that the skills are being revisited and built upon.
- Pupils will make progress using neat, legible (joined, where appropriate for the child) handwriting that is embedded in lessons across the curriculum and taught discretely using the class teacher's expertise.
- Pupils will write creatively across a range of topics and genres that stimulate their imagination.

Handwriting:

- All teaching staff are encouraged to model the printed or cursive style of handwriting chosen for each year group (EYFS: Print, Y1: Pre-cursive and Y2 – 6: Cursive) in all their handwriting, whether on whiteboards, displays or in pupils' books.
- Pupils will experience coherence and continuity in the learning and teaching of handwriting across all school years and be encouraged to take pride in the presentation of their work. Our objective is to help pupils enjoy learning and developing their handwriting with a sense of achievement and pride.
- Handwriting is a cross-curricular task and will be taken into consideration during all lessons.
- Formal teaching of handwriting will be carried out regularly and systematically to ensure Key Stage targets are met.
- For children who experience handwriting difficulties due to fine motor development, including those who are left-handed and those with special educational needs, the appropriate additional support will be put into place.

Spelling:

- Spelling is taught in context through investigation and application using Literacy Tree. These sequences complement Writing Roots, using the same texts for additional short writing opportunities.
- The school uses Supersonic Phonics to plan effective phonics sessions which are consistent and uses decodable phonics books.

Speaking and Listening:

- Pupils will be encouraged to listen attentively, paying attention to detail, to process the information and retain aurally as much detail as they are able.

- Pupils will be encouraged to speak confidently with intonation, clear diction, accurate grammar and style with regard for their listener.

3. Statutory Requirements

- 3:1 Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Document (2014).
- Read easily, fluently and with good understanding.
 - Develop the habit of reading widely and often.
 - Acquire a wide vocabulary and understanding of grammar and punctuation.
 - Appreciate our rich and varied literacy heritage.
 - Write clearly, accurately and coherently, adapting their language in style.
 - Use discussion in order to learn.
 - Competent in the arts of speaking and listening.

4. Subject Organisation

- 4:1 The English Curriculum is delivered using the New National Curriculum 2014.
- 4:2 The school is made up of 12 classes. F2 has x2 classes; KS1 is made from x1 Y1 class, x1 Y1/2 class and x1 Y2 class; LKS2 is made from x1 Y3 class, x1 Y3/4 class and x1 Y4 class; and there are x2 Y5 classes and x2 Y6 classes.
- 4:3 Our planning system includes -

Long Term Planning

The New Curriculum objectives provide this. It clearly sets out the key learning objectives to be achieved by the children in each year group (or year groups) in the yearly teaching programmes.

Medium Term Planning

These are termly outline units of work, the main teaching objectives, and when they will be taught. Each text type is matched to specific grammar and punctuation skills to ensure grammar is being covered across the classes. Text types will still be taught within each year group. They are saved on SharePoint each term to ensure adequate coverage.

Short Term Planning

These are five-day plans that provide details of activities, key questions, AFL, speaking and listening, and teacher input. They also outline strategies for differentiation and use of success criteria to achieve learning objectives. This is particularly important to support the learning of SEND children. Short term planning also takes account of the role of any teaching assistants, parent helpers available during the teaching of English, as to how they will support the work of the teacher in the class.

5. Speaking and Listening

5:1 The Four Strands of Speaking and Listening are:

- Speaking.
- Listening.
- Group discussion and interaction.
- Drama.

These permeate the whole curriculum.

5:2 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. They are regularly provided with opportunities to develop speaking and listening skills within English lessons but also across the whole of the curriculum.

6. Reading

6:1 From Year 1 upwards, a whole class approach to teaching reading is followed using one text but completing a variety of different activities in order to teach and embed the reading skills appropriate to each year group according to the national curriculum. Children will complete written activities, drama-based activities and speaking and listening activities in order to internalise the book and how it is structured.

6:2 The whole class approach to reading aims to improve the quality of written responses to comprehension questions, as well as deepening the understanding of how reading skills link closely with writing.

6:3 The whole class approach also supports the mastery approach to teaching reading.

6:4 Children are exposed to a variety of different question styles within the lesson (both written and verbal) to allow children to explore specifically formatted questions as well as linking these to the reading skills that each type of question relies upon.

6:5 F2 and KS1 classes have their own class libraries which are categorised into Fiction and Non-Fiction. KS2 has a library which is separated into fiction and non-fiction sections. In addition to the KS2 library, the school has year group specific class libraries. Children select a reading for pleasure book and take their books home to read with their parent/carer and are given regular opportunities to change their books. In addition, children in FSU, Y1 and Y2/Y3 (where appropriate) are allocated a decodable phonics reading book.

- 6:6 Teaching Assistants support the development of reading amongst the children. Target groups are operated effectively to ensure that all pupils make good progress.
- 6:7 In KS1, children have reading records, whereby adults from home record each time their child reads to them. In KS2, reading online forms are sent out weekly for families to complete when their child reads at home. If a child reads three times in a week, they are awarded Ravenshead Reader Dojos (x3) and entered into the prize draw to win the reading award for that week of 20 Dojos (which the children decided on by voting through Smart School Council).
- 6:8 The use of adult helpers is maximised, and children are read with according to need.
- 6:9 Children are encouraged to read independently at appropriate times throughout the day, for example, during the register/ after lunch.
- 6:10 In Year 1, children regularly take home high frequency words to learn with their parents/carers.
- 6:11 Author visits have taken place and will be arranged in the future to further enthuse children's approach to reading.

7. Spelling

- 7:1 In Key stage 1 and Foundation, children are taught phonics/ spellings daily for a minimum of 20 minutes.
- 7:2 Year 3 – 6 have 30mins of spellings each week via Spelling Seeds (from Literacy Tree). These can be taught as x1 30min session, x2 15min sessions, or as x3 10min sessions. This is decided by the class teacher and the needs of their class. Typically, classes do x3 10min sessions each week, followed by x2 10 mins handwriting sessions where the same spellings are being used.
- 7:3 Spelling homework is not sent home, however key words may be sent home for the children to practise and learn. Y1-6 use Emile to practice their words for that week.
- 7:4 Each class has a spelling display which enables children to use a variety of strategies to help the remember spellings correctly.

8. Writing

- 8.1 From Year 1 upwards, a whole class approach to teaching writing is followed using one text but completing a variety of different activities in order to teach and embed the writing skills appropriate to each year group according to the national curriculum. Children will complete written activities, drama-based activities and

speaking and listening activities in order to internalise the book and how it is structured.

- 8:2 Thematic links are made through themes and conventions within significant literature. Dramatic conventions support immersion and create a hook with the book to create resonance.
- 8.3 Literary language is explicitly taught and applied in writing. Explicit grammar skills for writing are taught in context and are applied purposefully.
- 8.4 In KS2, explicit spelling skills are explored and linked to vocabulary acquisition.
- 8.5 Distinct shorted and longer writing opportunities are created rather than genre-led.
- 8:6 A cross-curricular approach, where applicable, has been adopted in order to provide the children with a real purpose for writing. Wherever possible, children's own experiences will be used for their writing and to help them apply the skills that they have learnt.
- 8:7 Handwriting is taught discreetly as well as a key focus all of time across the curriculum.

9. Cross-curricular Opportunities

- 9:1 Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through literacy lessons to other areas of the curriculum.
- 9:2 Across both key stages, where possible, a themed topic approach has been adopted and the majority of the children's English work is linked to the themed topic, providing the children with a real purpose for writing.

10. Links to Computing/ ICT

- 10:1 ICT will play an integral part in the learning of English and a variety of approaches will be used to ensure that learning is effective. Lessons will be taught using the interactive whiteboard and children may occasionally use laptops. Children will use ICT for research, to map work, to access simulations and to present work.

11. Assessment

- 11:1 Work will be assessed in line with the Assessment Policy (available from www.ravensheadcofeprimary.co.uk).

11:2 Assessment will be on a continuous monitoring basis involving informal techniques such as teacher observation, small group discussions, questioning about tasks, work sampling, self-assessment and up-levering, and informal summative assessment and this will inform planning and teaching. Reporting to parents occurs annually with a written report and also through parent consultations.

12. Inclusion and Equal Opportunities

12:1 We aim to provide opportunities for all children to enable them to achieve as highly as they can in English according to their individual abilities.

12:2 Children or groups of children that are underachieving or are capable of exceeding age-related expectations will be identified and suitable learning challenges will be provided. Interventions may also be implemented to support the progress of these children.

12:3 Class teachers are responsible for identifying any difficulties that children may be experiencing, so that through early intervention, these pupils can be helped. All children with special needs in any area of English have Individual Education Plans and an ongoing dialogue with parents.

12:4 All children are provided with support in a range of ways:

- Input from class teacher.
- Differentiated work to ensure progression.
- Input, where necessary, and when available, from teaching assistants in the form of direct teaching or the provision of resources that meet the child's needs.
- Specific work for children to share with adults at home.
- Appropriate and achievable targets along with a programme of support.

12:5 Teachers use ongoing Assessment for Learning to identify target groups or individual children to work with Teaching Assistants in the afternoon sessions. Same day intervention or pre-teaching children has proven to be effective.

12:6 Other English interventions are deployed across the school to support children in making progress:

Key stage 1

- Phonics interventions are based on our Supersonic Phonics scheme. Interventions are provided for the lowest 20% and children with significant gaps.
- Switch On is a strand of the reading recovery scheme. It can be used to bring children up to age related expectations and is currently also used in Year 3.

Key stage 2

- Toe by Toe to support children with dyslexia done daily with a Teaching Assistant.

- Booster sessions will take place where TA support will allow – especially in the lead up to SATs. These include Further Literacy Support sessions.
- Phonics Booster sessions will take place at least twice a week.
- Switch on is a strand of the reading recovery scheme. It can be used to bring children up to age related expectations.

12:7 All children are provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

13. Role of Subject Leader

13:1 The Subject Leaders will be responsible for improving the standards of teaching and learning in English through:

- Monitoring and evaluating English.
- Pupil progress. Provision of English (including Intervention and Support programmes - this is decided alongside the SENCO).
- The quality of the Learning Environment.
- The deployment and provision of support staff (this is decided alongside the SENCO.)
- Taking the lead in policy development.
- Auditing and supporting colleagues in their continuing professional development.
- Purchasing and organising resources.
- Keeping up to date with recent English developments.
- Moderation of children's work.

14. Parental/Carer Involvement

14:1 We are fortunate that our parents/carers are supportive and keen to support their child's learning at home.

14:2 Parents/carers are asked to listen to their children read on a regular basis and complete their child's reading online form as an ongoing log.

14:3 Scholastic Book Fairs are held most years and are well supported by parents/carers.

14:4 Family Reads occur each year and are well attended and often linked with World Book Day.

14:5 In Foundation, the parents/carers of the new children are provided with a checklist which encourages greater independence in the child. Research has proven that greater independence and confidence in their abilities enables the children to be more confident and successful in Literacy.

15. Linked Policies

This policy should be read in conjunction with:

- Teaching and Learning Policy.
- Assessment and Record Keeping.
- Homework Policy.
- Responding to pupils' work/Feedback/Marking policy.
- Special Educational Needs Policy.
- Computing Policy.
- Equal Opportunities Policy.
- Health and Safety Policy.