



New Ash Green Primary School English Policy

INTRODUCTORY STATEMENT

English literacy develops the communication skills of listening, speaking, reading and writing. It is a subject in its own right with a large body of knowledge and a variety of skills and techniques to be mastered. We aim to develop in our pupils the ability to communicate effectively in speech and writing and to listen with understanding. We aim to make them enthusiastic, fluent and responsive readers who can learn and gain pleasure from the written word. Literacy is given the highest priority as a core subject because it gives access to the whole curriculum.

Aims and Vision

Our aims in teaching English are that all children should:

- develop positive attitudes towards books so that reading is an exciting and pleasurable activity
- read a varied selection of texts whilst gaining an increased level of fluency and understanding
- develop a range of reading strategies for approaching reading: using and applying phonological, contextual, grammatical and graphic knowledge
- use reading as a means of gathering information to support their learning throughout the entire curriculum
- enjoy writing in different contexts and for different purposes and audiences, including themselves
- write with increasing awareness of the conventions of grammar, punctuation and spelling
- form letters correctly, leading to a fluent and legible, cursive handwriting style
- develop listening and comprehension skills through a variety of means including reciprocal and nonreciprocal situations
- develop their spoken language skills in drama activities and as a valuable tool and progression to develop their writing skills
- express opinions, articulate feelings and formulate appropriate responses to increasingly complex questions and instructions

These aims are to be achieved principally through the implementation of the revised National Curriculum for English (2015). Our policy is a working document which reflects the ethos and practice within the school in relation to the teaching of English. It has been written with due regard to the requirements of the National Curriculum and it will be monitored and evaluated according to the changes within these documents as and when they arise.

Principles of the teaching and learning of English

English is important because:

- it is the basis of communication and understanding in our society
- it is the foundation for almost all the learning that goes on in our school
- its mastery empowers the learner and is essential for independent learning, the world of work and most other aspects of everyday life.

Strategies for the teaching of English

The English curriculum is organised into:

- direct teaching of spelling, grammar, phonics, reading, writing, speaking and listening during English lessons.
- Discrete teaching of phonics, grammar and punctuation.
- indirect teaching and learning which goes on throughout the school day and throughout all curriculum areas
- creative events organised to promote the teaching and learning of English, e.g., World Book Day, immersion days.

The skills that children develop in English are linked to, and applied in every aspect of our curriculum. The teaching of English develops skills through which our learners can give critical responses to moral questions they meet in their work. Their understanding and appreciation of a variety of texts bring them into contact with their own English heritage and other cultures. We strive to apply as many cross curricular links in our English lessons as possible.

ORGANISATION

Foundation Stage

In Reception, children have opportunities to develop their communication, language and literacy skills on a daily basis in both adult led and child initiated activities. A range of texts are used in the daily mixed ability Literacy lessons. Children have daily discrete phonics lessons, following the Essential Letters and Sounds Programme. Individuals develop their library skills by selecting their own reading books, (within their book band) to read with an adult at home and on a 1 to 1 basis with the teacher or TA weekly, with children who need additional support reading to an adult more frequently. Regular story times develop a love for books and storytelling.

Key stage 1

In Key Stage 1, daily discrete phonics lessons continue and are taught in ability groups, while children have daily mixed ability Literacy lessons with an emphasis on real texts. Children take part in both active and individual reading sessions and have regular story times and library visits to develop a love for reading. Literacy skills are developed across the curriculum. Provision is made for children who require extra support through intervention programmes, differentiated class teaching and targeted teaching groups.

Key stage 2

In Key Stage 2, children have daily Literacy lessons. Spelling and Grammar skills are taught both discretely and embedded within literacy lessons using a range of texts. Additional literacy sessions include active reading, spelling practice, grammar, handwriting and daily reading aloud of class novel, which where appropriate, is a text linked to their current topic learning. Literacy skills are developed across the curriculum. Provision is made for children who require extra support through targeted teaching; intervention programmes (e.g. Accelerate/Accelerwrite, Moondog, Wordshark), TA resources and differentiated class teaching.

SPOKEN LANGUAGE

We recognise the importance of spoken language in pupils' development across the whole curriculum; spoken language underpins the development of reading and writing. Children are encouraged to develop effective communication skills in readiness for later life. Opportunities to develop these skills include: talk partners, storytelling, roleplay and debating within lessons across the curriculum, class assemblies, School Council Representatives, school productions and a yearly talent show. Speaking and listening skills are taught in Literacy, across the curriculum and during extra-curricular activities too.

Children who require extra support in speaking and listening are referred to a Speech and Language therapist to further assess their needs.

We recognise the need for all pupils to speak, read and write standard English fluently and accurately, while acknowledging that a pupil's own dialect or other language is of prime importance. All staff members are role models who promote Standard English and take care to sensitively correct children's misconceptions with language.

Reading

At New Ash Green we place emphasis on both reading pleasure and reading for education.

Teachers model reading strategies during shared reading sessions, whilst children have the opportunity to develop reading strategies and to discuss texts in detail during active reading sessions – in KS1 these happen every day on a fortnightly rotation, and in KS2 they are daily.

In KS1, children also have the opportunity in school to read 1-1 with a teacher or TA at least once a week. As the children move through the school, opportunities to read independently for a sustained period of time are offered daily. A range of reading schemes are used to support early readers, as well as book banded 'real books' used for active reading. Teaching Assistants support reading activities to ensure that children have more frequent opportunities to read with adults. Reading Journals are used to provide a record of the books that they children read. Many exciting and rewarding activities are arranged in school to promote the pleasure and knowledge that can be gained from books, i.e. 'Book Week', pop-up book shop and our visits to the school library. Book Weeks include opportunities to bring books alive through planned activities and reading sessions in mixed classes. Where possible, visits by: published authors and skilled story tellers are organised in addition to making books and the use of drama to illustrate the texts studied.

In Key Stage 2, children choose books to take home and read. We also have a selection of banded books available to all classes to cater for all reading needs. Those children still learning to read have access to a range of books, which are at an appropriate interest age, but are at an accessible reading age. These help lower attaining and SEN children to continue to grow in confidence as readers with a text

that appears appropriate for their age group. We encourage all readers to share a book at home with their grown-ups. We believe that this not only helps to develop inferential skills, but also supports a lifelong love of reading. Throughout the Key Stage, children become more independent in recording what they have read in their reading contact books. We recognise the value of adults (both in school and at home) reading aloud to children, in order to improve their grasp of story language; enthuse them with a love of books and to inspire them to become great authors themselves. Children in Key Stage 2 use their Personal Reading Journal to begin to build up a record of what they read and to provide recommendations for others. Book Weeks include opportunities to bring books alive through planned activities and reading sessions in mixed classes.

All children also have weekly access to the school library, where they are encouraged to select books to take home and enjoy. Adult model making choices and discuss books with the children to encourage reading for pleasure. Furthermore, all year groups have a collection of 100 recommended reads for their year group, that are a range of both fiction and non-fiction texts. Children choose one of these to take home in addition to their colour banded book. These selections are updated regularly.

Writing

Writing is integral to all aspects of life and, with this in mind, we endeavour to ensure that children develop a healthy and enthusiastic attitude towards writing that will stay with them. Writing enables pupils to communicate with people around the world. Building on experiences, it encourages thinking and communication skills to grow.

- We aim to provide all pupils with a writing curriculum that will produce individuals who are: literate, creative, independent, curious, self-motivated and confident.
- We also aim to provide a stimulating environment and adequate resources so that pupils can develop their writing skills to their full potential.
- We aim to develop the children's ability to produce well-structured, detailed writing in which the meaning is made clear and which engages the interest of the reader.

Attention is paid throughout the school to the formal structures of English, grammatical detail, punctuation and spelling.

To support our teaching of writing, staff refer to a range of strategies from key influences such as the 'Talk for Writing' approach by Pie Corbett. Teachers are flexible in their selection of these English experts' strategies to suit the needs of the children and text type being taught. We also use the 2025 Writing Framework to support our teaching of writing.

Teachers model different writing strategies and the use of phonics and spelling strategies in shared writing sessions. Guided writing sessions are used to target specific needs of both groups and individuals, whilst children have opportunities to write at length in extended independent writing sessions at regular points during a term.

The children are given frequent opportunities, in school, to write in different contexts using quality texts as a model and for a variety of purposes and audiences. The text types, which are required to be covered, are outlined in our long-term plans for each year group to ensure that there is a breadth of coverage. They may be asked to produce their writing on their own or as part of group.

We recognise the important role that computing has to play in our school in the development of English skills. There are many opportunities for children to improve their writing inspired by drama techniques and film clips. Interactive technology is used regularly to enhance the teaching of English.

Grammar & Spelling

Marchman and Fernald - *Size of vocabulary at 25 months is predictor of linguistic and cognitive skills at 8 years of age.*

First and foremost, our pupils are given opportunities to explore and investigate the English language and its patterns through speaking and listening. As pupils move through our key stages, they develop, consolidate and secure the skills needed to read, share, enjoy and interpret a wide variety of literature. Our pupils learn to handwrite fluently and apply their spelling, grammar and punctuation skills to a variety of purposes in a range of thematic, cross-curricular contexts. Our pupils are encouraged to think creatively, to be adventurous with their use of language and to write with clear purpose. The school has a spelling and grammar progression, as outlined in the NAG Writing Progression document.

When spelling, our pupils:

- use their phonic skills effectively when blending phonemes for reading and when segmenting phonemes for spelling
- have an interest in words, their meanings and their origins, developing a growing vocabulary both for speaking and writing
- write with confidence and creativity, while developing the skills to self-edit, correct and improve
- be imaginative, creative and challenge themselves

EYFS and Year 1 In EYFS and Year 1 and our pupils follow a high-quality, systematic programme of phonics teaching following the Essential Letters and Sounds teaching programme (see separate progression document) Appendix 1. Our phonics teaching makes strong links between blending for reading, segmenting for spelling and handwriting. We encourage all of our pupils to apply their phonic knowledge when spelling.

By the end of Year 1, it is our expectation that the vast majority of our pupils will be secure at spelling Phase 5 words. Pupils who do not secure Phase 5 by the end of Year 1 are given additional support and intervention. The National Curriculum spelling objectives for Year 2 work in line with Phase 6 of Essential Letters and Sounds.

From Year 2 onwards, pupils are taught the age-related spelling content using a published scheme from Grammarsaurus. This scheme of work provides us with a manageable tool for meeting the requirements of the National Curriculum, has a clear progression through blocks of teaching units across the year and supports our

teachers with the teaching of spelling. Children who were not secure with their phonic phases by the end of KS1, continue with regular phonics teaching into KS2.

EYFS & KS1 – daily phonics lessons.

KS2 – daily spelling activity.

Assessment – spelling is tracked termly (6 times a year) against the statutory word lists and the result collated to monitor progress.

ASSESSMENT, RECORD KEEPING and TARGET SETTING

Teachers assess children's work in English in three phases.

The formative assessments that teachers make as part of every lesson helps teachers to adjust their daily plans. Teachers match these short-term assessments closely to the teaching objectives. These are detailed evaluations, which are annotated on the plans daily and used to inform future planning. Teachers use formative and summative assessments to measure progress against the key objectives, and to help them plan for the next unit of work. These assessments are also used to evaluate progress against school and national targets. They are reported back to and discussed with parents. The lowest 20% of readers are identified and tracked by class teachers to ensure that provision is made to narrow gaps in phonics and/or comprehension.

Writing is assessed against a personalised and differentiated success criteria created by the class teacher; tailored to that particular genre. Teachers assess the evidence collected against the National Curriculum objectives. At the end of each long term, assessments of reading, writing, speaking and listening are recorded within the monitoring and tracking process. This is moderated at phase level, whole school level and at cross school moderation and is recorded using Bromcom.

Children undertake the national tests at the end 6. There will also be the Baseline Assessment for children in foundation stage. We also take part in optional testing in Year 2.

RESPONDING TO PUPIL WORK/ FEEDBACK/ MARKING – see separate Feedback and Marking Policy

PARENTAL INVOLVEMENT

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, SAT's 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.

- Welcoming offers of help from parents to assist in school by listening to children read.
- Sending homework home in accordance with the school's Homework Policy and encouraging parental support.
- Stay and learn sessions and Foundation Stage workshops provide parents with support and practical ideas for helping children learn at home.
- The reading section of the website is used to provide up to date information for parents.

ROLE OF THE SUBJECT LEADER OF ENGLISH

Charlotte Nurdin- English Subject Lead and Writing Champion, Sarah Bassett Reading Champion. Their roles include:

- monitoring and analysis of pupil work samples, teacher's plans and lesson observations
- analysis of data, both internally tracked and nationally published
- auditing, evaluating and monitoring CPD and its impact
- purchasing resources, ensuring effective use of the available budget
- supporting colleagues and identifying CPD
- keeping up to date with curriculum developments
- managing our school library - provision of intervention
- monitoring and evaluating the quality and effectiveness of the learning environment and reporting on these to the school's Governing Body

CONCLUSION:

This policy should be read in conjunction with the following school policies: e.g. Teaching and Learning

Feedback and Marking
 Equal Opportunities
 Health and Safety
 SEND
 Computing
 Inclusion

APPENDICES

- Phonics Progression Document
- Writing Progression Document
- Books taught in each year group
- 100 books for each year group <https://www.thereaderteacher.com/>
- Active Reading Progression
- Staff Handbook