



English Policy

Ethos

English has an important place in education and society. A high-quality education in English teaches pupils to speak, write, listen and read effectively in order to communicate ideas and emotions. The National Curriculum places an emphasis on promoting high standards of Language and Literacy by equipping pupils with a strong understanding of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. Within the curriculum there is a clear focus on learning new skills and applying these across a range of genres and subjects, this is known as a ‘mastery approach’.

Aims

- To develop pupils’ phonic awareness using Read Write Inc, phonics programme.
- To develop confident, fluent readers by teaching pupils how to read ‘Common Exception Words’ on sight and encouraging pupils to re-read texts speedily.
- To promote a ‘love of reading’ for both pleasure and information.
- To place an emphasis on the development of spoken language.
- To support pupils in acquiring a wide range of vocabulary.
- To encourage positive attitudes and stamina within writing.
- To support pupils in acquiring the competence and confidence to apply writing skills across a range of genres.
- To dedicate specific time to teach a cursive handwriting style, using ‘Letter Join’ handwriting scheme.
- To place an emphasis on non-negotiable skills specific to Nursery, Reception, Year One and Year Two.

Spoken Language

The acquisition of spoken language across the whole curriculum underpins children’s cognitive, social and linguistic development. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers ensure speaking and listening activities underpin all lessons using some of the following teaching methods:

- Through discussion, pupils are encouraged to listen and respond appropriately to adults and their peers.
- Planning techniques are used to encourage pupils to share and discuss ideas, ‘think before you write’.
- Drama based activities allow pupils to adopt, create and sustain a range of roles.
- Enquiry based lessons encourage pupils to question, explain and justify answers in order to extend their knowledge and understanding.

Reading

Through reading pupils develop culturally, emotionally, intellectually, socially and spiritually. Reading also enables pupils both to acquire knowledge and to build on what they already know. Within the National Curriculum, Reading is categorised into two programmes of study; 'Word Reading' and 'Comprehension'. The teaching of reading is developed in the following ways:

- Daily differentiated phonics sessions, with a focus on developing decoding and sight reading skills.
- Timetabled weekly Guided Reading sessions to develop reading competency, confidence and comprehension skills.
- Pupils designed a bespoke Reading Sticker to be used as a reward in school for excellent progress or effort.
- A weekly focus of five 'common exception words' are taught in school and sent home to practise.
- Designated Reading Areas within each classroom to establish an appreciation and 'Love of Reading'.
- An extensive, up-to date, bank of reading books to inspire and motivate pupils to read.
- The use of online resources in school; Bug Club, Lexia and Education City, which are also available for home access.

Writing

The programmes of study for writing are constructed similarly to those for reading: 'Transcription' (spelling and handwriting) and 'Composition' (articulating ideas and structuring them in speech and writing). The teaching of writing is developed in the following ways:

- Transcription based sessions allow pupils to master basic skills in sentence construction and encoding (spelling).
- Pupils are given the opportunity to plan ideas and extend vocabulary during language based activities.
- The introduction of a sentence mantra supports pupils' composition.
- A 'writer's toolkit' is available in composition sessions to encourage pupils to be more independent and confident writers.
- Tasks are exciting, stimulating and purposeful, to promote a 'love of writing'.
- Pupils have designed a bespoke writing sticker to be used in school for excellent progress or effort.
- Pupils are given the opportunity to draft and improve their written work.

Spelling, Punctuation and Grammar

To be future confident and competent communicators, pupils are encouraged to use Standard English using the elements of spelling, punctuation and grammar. To support the development of these skills teacher's:

- Teach encoding skills to spell words using phonetically plausible attempts.
- Focus weekly spellings in Key Stage One on the first 200 high frequency words including common exception words.
- Set high expectations for the correct spelling of taught common exception words within independent writing.
- Teach simple spelling rules such as adding prefixes and suffixes to root words.
- Teach the correct use of simple punctuation such as; leaving spaces between words, capital letters, full stops and apostrophes.
- Model and encourage the correct use of grammar in spoken and written sentences.

Responding to Work

- Highly visual stamps are introduced to pupils and used to communicate progress and next steps.
- Teachers are encouraged to provide verbal feedback during lessons using short succinct comments in books.
- Corrections are highlighted using a practise purple highlighter.
- Pupils respond to marking using a practise purple pen.

Reception

	hold a sentence, say it out loud
	use capital letters correctly
	use finger spaces
	use a full stop at the end of a sentence
	start in the right place
	sit letters on the line
	form letters correctly
	use Fred fingers to spell words
	highlighted error to correct / practise
	verbal feedback given

Year One

Marking stamps to be used as targets	
	hold a sentence, say it out loud
	capital letter
	finger space
	full stop
	start in the right place
	sit letters on the line
	form letters correctly
	make your writing neater
	use Fred fingers to spell words
	verbal feedback given
	use vocabulary to add detail
	highlighted error to correct / practise

Year Two

Marking stamps to be used as targets	
	hold a sentence, say it out loud
	capital letter
	finger space
	full stop
	start in the right place
	sit letters on the line
	form letters correctly
	use connectives
	make your writing neater
	use sounds to spell words
	read your work
	join your letters
	write in paragraphs
	verbal feedback given
	use vocabulary to add detail
	highlighted error to correct / practise

Assessment and Recording

- Assessment is a continuous process. Teachers are expected to assess and record the attainment of all pupils in their class through observations, marking and updating online pupil trackers.
- EYFS Class Teachers input a judgement of Beginning, Developing or Secure in their age-phase. A baseline assessment is conducted within the first 6 weeks of entering Nursery and Reception. Subsequent assessments are made mid Spring, mid Summer and at the end of the Summer term.
- KS1 Class teachers are expected to input a judgement of Beginning, Developing or Secure on the School Pupil Tracker termly.
- The data will be analysed by the SLT and used to inform pupil progress meetings.