



English Policy

Subject Leaders	Miss H Taylor & Mrs J Torbett
English Governor	Mrs J Geldard
Last Updated	September 2024
Date to Review	September 2025



English Policy

This policy reflects the school values and philosophy in relation to the teaching and learning of English.

It sets out a framework within which teaching and non-teaching staff can operate.

The policy should be read in conjunction with the Lancashire Key Learning in English documents.

English is a core subject within the National Curriculum.

Our aims and intent in teaching English are as follows:

The fundamental purpose of the English curriculum is to enable all pupils to develop fully their ability to use and understand English. It aims to equip them with the linguistic skills and confidence to make sense of themselves and the world around them. In this way the subject contributes to their growth as personal and social beings.

The liberating, enlivening and clarifying power of language is the subject's central concern. It is essentially about communication.

Competence in English grows through the interaction of the essential language skills:

- spoken language, listening and drama: the ability to talk and listen in a variety of contexts in order to express feelings and ideas; to give and respond to information and instructions; to read aloud and to act and discuss in groups of varying size.
- reading: the range, accuracy and fluency of their reading; their ability to read, understand and respond to a range of genre, fiction and non-fiction.
- writing: the amount and range of their writing, their ability to write accurately and appropriately for different purposes.

and also the skills of:

- spelling, vocabulary, grammar and punctuation
- handwriting and presentation.

The teaching of English enables pupils to use their proficiency in one of these to improve the quality of their work in the others, as when they read more widely to improve their written work or engage in reflective discussion to clarify their thoughts about what they have read.

English aims to provide for pupils through the consistent use of good quality literary and non-literary texts, a range of models of excellence in writing, access to knowledge about language and a lifelong source of enjoyment and information.

It enables pupils to recognise the power of language, the closeness of links between thinking, speaking and writing and the need for clarity and precision in all three.

These aims are consistent with our school philosophy and take account of the LEA Curriculum policy.

The subject comprises programmes of study from the 2014 English curriculum and year group expectations. These expectations are classed as:

- Developing - when a child is working towards their year group's expected level.
- Expected - when a child is achieving the standard expected of their year.
- Greater Depth - when a child surpasses the expected level of their year group and is widening their understanding.

The class teacher, with help from the English subject leaders, is responsible for the English in each class. In Years 3, 4, 5 and 6, support is provided by an additional English teacher for some lessons per week (as required) in order to develop skills in smaller, more focused classes. In other years, support is provided by teaching assistants. Children will also practise their language skills throughout the whole curriculum.

Reading in EYFS and KS1

The Lancashire Key Skills in Reading document is followed to support reading development.

At Moss Side, we consider reading to be the key to unlocking the door for children to learn. As such, we place a heavy emphasis upon this skill as soon as children begin in EYFS.

- **Phonics**

From the start of EYFS, children use Letterland characters to learn phonetic sounds as they develop their ability to segment (split up sounds) before blending them back together in order to read a variety of words. This follows the structure set out in the Letterland scheme. Children are grouped (usually from within their own class) and work within that group every day for 20 minutes in EYFS and KS1.

- **Individual Readers**

On a weekly basis, children will read an online text linked to their phonetic ability matched to their learning in their phonics sessions that week. This same text has been previously taught as part of the phonics sessions.

The reading scheme gives the children supplementary opportunities to read from individual reading books. The support of parents is encouraged as children are required to access these texts at home. 'Phonic Bugs' are additional decodable reading books, aimed to add consolidation at the level of phonics that pupils are currently on. This supplementary reading aims to give children a better fluency and foster a love of reading.

All children in EYFS read individually daily within school and we encourage parents to listen to their children read each day at home.

The reading scheme is under review with the aim of updating the books.

This regular reading continues throughout KS1 and KS2, with quantity judged according to the child's individual needs.

- **Reading for Pleasure**

A daily 'read aloud' story focussing on an age appropriate text encouraging enjoyment of reading.

- **Reading as a 'Reader'**

English lessons are often linked to a quality text allowing for focus on 'reading skills' as part of English lessons.

Reading in KS2

Reading in KS2 follows a multi-strand approach.

- **Whole Class Reading**

Teaching the whole class means that all pupils can read with the teacher more often, moving faster through more or longer texts and benefiting from the teacher's expert explanations, modelling, questioning and feedback. It also makes possible more integration between 'guided

reading', topic-related reading, reading as stimulus for writing, daily reading aloud to the class and following a 'class reader'.

Children will take part in three half-hour sessions per week, which focus on good quality texts often (but not always) exploiting links to class topics. The sessions are structured based on skills linked to year group expectations (Key Learning in reading) and the VIPERS teaching method (vocabulary, inference, prediction, explain, retrieval and summarise).

- **Reading for Pleasure**

A daily 15 minute session to serially read a novel aloud to class. All children will have a copy of the text and follow along with a ruler. The session is purely to develop an enjoyment of reading without the expectation of written work afterwards.

- **Reading as a 'Reader'**

One English lesson per week focusses on solely on reading comprehension skills taken from the NC Reading Domains.

- **Individual Readers**

Every pupil will be heard read on an individual basis to check progress. The frequency of this will vary according to ability. It is recognised, that in lower KS2, there will be greater need for individual readers than in upper KS2. Free reading commences when a child demonstrates a fluency in reading and comprehension (based on Salford Reading Test see below). More able readers are encouraged to read more challenging texts as they move through the key stages. To facilitate this, the pupils have access to an extensive range of reading material covering all their needs. This is constantly being reviewed and extended.

Reading progress is assessed annually through the Salford Reading Test which provides a reading age to compare to children's chronological age. Reading comprehension is assessed through end of year SATs in Years 2 and 6 and through NFER tests in Years 3, 4 and 5.

Children with specific needs are given extra assistance during these sessions by support teachers, TAs and volunteers. Examples of such support are:

- Additional reading in the school day
- Volunteer readers
- Junior reading buddies
- 'Nessy' online
- Reading Plus
- Barrington Stokes book scheme (as a targeted 'free reader')
- Bounce Back Phonics
- Toe by Toe

- Words First

Writing

EYFS and KS1 pupils follow a structured approach to developing core writing skills, in order to build confidence by allowing for repetition and the use of controlled vocabulary.

In KS2, all children follow the Lancashire Key Skills in Writing document. The teaching sequence for writing is:

- Creating interest
- Reading and analysing
- Gathering content for own writing
- Writing (firstly scaffolded then independently).

Years 3, 4 and 5 use the Lancashire Unit Plans, or plan their own units; however the above sequence is adhered to. Year 6 follow a similar sequenced approach but benefit from specialist, focussed teaching in half class groups for the majority of the week.

From Years 1 - 6, writing is assessed termly using the school's APP grid. Samples of written work are added to an individual portfolio which moves up with the child each year. Writing is also assessed annually through end of year SATs in Years 2 and 6 and the EYFS ELGs, which are used to support transition to Year 1.

Spelling

Spelling is taught through phonics in Foundation and KS1 using 'Letters and Sounds' with 'Letterland' materials to facilitate this. Year 2 uses the 'No Nonsense' scheme to aid transition from a phonetic approach to formal spelling patterns. KS2 follow the 'Spelling Shed' programme. In KS2, spelling is assessed three times a year using the 'Single Word Spelling Test' which provides a spelling age to compare to chronological age.

The nature of our scheme of work and approach to language techniques means that children have ready access to dictionaries, thesauri, reference materials, topic books and a library, plus the use of wordbooks and appropriate Letterland material. Class Ipads allow access to online versions of the aforementioned spelling aids.

Handwriting

In Year 3, children are encouraged to begin to adopt a joined handwriting style. The Nelson scheme is followed.

Speaking and Listening

Pupils are encouraged to develop their speaking and listening skills through regular assemblies and foundation subjects, play reading and performances, DVDs, productions, class discussion etc. Children are encouraged to prepare and deliver presentations to the class on a subject of their choice, using ICT if appropriate. Each class has its own computer and/or access to the computer suite and/or access to individual laptops or iPads. Relevant programs are used to reinforce learning where appropriate.

Subject planning and evaluation is normally at the individual class level and is overseen by the English subject leader and headteacher.

We hope and expect that parents will be actively involved with their child's acquisition of English skills and aim to promote this in the following ways:

1. preschool contact with parents and new children where pre-reading material is loaned to the children and a relationship built between the new child and the teacher;
2. by holding open evenings during which their child's work is displayed and discussed;
3. by giving parents a list of activities they can practise with their child at home, at the appropriate level, E.G spellings - hearing children read;
4. by setting homework at the appropriate stage and development;
5. by setting up and manning displays covering such issues as new resources and their use.
6. by sharing English targets with parents and pupils.

Subject Leader's role

The duties and responsibilities of the Subject Leader include the following:

1. To read, understand and interpret the National Curriculum 2014 in English and the Lancashire Guidelines in order to help the staff also understand what is required.
2. To review and to keep up to date the English policy and scheme of work in English, at least annually.
3. To keep under review and make suggestions for the updating and regeneration of all the English resources in the school.
4. To devise and support a scheme of assessment (including testing) in English. This scheme must incorporate the end of the key stage assessments and have appropriate record keeping practice.
5. To liaise with the staff about the development of English teaching in school.



6. To attend courses of a routine nature and also key developmental courses on behalf of the staff. To lead discussions with staff on return to school. To arrange school-based in-service training for members of staff as appropriate.
7. To be aware of developments needed in the school to improve the attainments of the pupils in English.
8. To support teachers within the classroom.
9. To undertake 'Learning Walks' to observe current practice and identify strengths and areas for development.
10. To feedback areas for development of art to senior leaderships following staff discussion, learning walks and pupil voice, in order for this to inform the School Development Plan.
11. To provide updates to the governing body to keep them informed about art in school and abreast of any changes.
12. To ensure information on the school website is up to date.
13. To support teachers in their planning.
14. To organise and implement Book Weeks.

Assessing Impact

The subject leader will review termly progress in the following areas:

- Assessment data (reading ages, spelling ages, NFER, writing grids) and identify causes for concern/areas of strength. These will be fed back to the teachers and the head so appropriate interventions can be undertaken (G&T/less able).
- The teacher will speak to teachers after 'Learning Walks' (once per term) with the same intentions as above.
- The subject leader will be involved with analysing summative data at the end of the year to identify any trends/cause for concern/praise. Groups of specific children (Summer born/FSM/boys/girls) will be looked at.

Inclusion

When teaching English, we aim to deliver an inclusive curriculum for all pupils by:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers and assessment for individuals and groups of pupils

This policy needs to be read alongside the following whole school policies:

- assessment
- equal opportunities



Moss Side
Primary School

English Policy

- SEND
- marking
- positive behaviour