



**Rudston Primary School**

**English Policy**

**Date: September 2022**

**Subject Leader: Mrs Cavanagh**

This policy and all school policies are produced in accordance to guidance set out in our school legislation and guidance policy.

**Approved By Governors: September 2022**  
**Review Autumn Term 2023**

## **Our Mission Statement:**

To develop a love of learning,  
enabling all children  
to reach their full potential.

\* Respect \* Resilience \*  
\* Responsibility \* Enjoyment \*  
\* Challenge \*

## **Safeguarding Statement:**

“Rudston Primary school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.”

### Reading Intent

At Rudston Primary we are fully committed to providing a reading curriculum that exposes children to rich and varied high quality texts. Through our Reading curriculum children are encouraged to explore authors and genres, to be able to use texts with confidence to support learning in all areas of the curriculum and challenge their content and relevance. Through our Reading Curriculum we encourage children to escape to world of imagination and creativity while still using their Reading skills as a tool for acquiring subject specific knowledge. Children leave Rudston with a life-long love of reading which will prepare them for more advanced learning in the future.

### Writing Intent

At Rudston Primary we are fully committed to providing writing opportunities throughout the curriculum which enables the children to develop a clear understanding of the purpose of being a good writer and its value in the real world.

Through our writing curriculum children are encouraged to explore authors and genres, to be able to use these texts as stimulus to inspire their writing in all areas of the curriculum. Within their writing they will develop an awareness of audience, purpose and context.

Through our Writing Curriculum we encourage children to escape to a world of imagination and creativity while still using their writing skills as a tool for communicating subject specific knowledge efficiently.

### Phonics Intent

At Rudston Primary we are fully committed to providing a robust, well-paced, good quality phonics curriculum from our Bright Stars nursery up to year 6. We follow the Read Write Inc. programme to achieve this.

The intent in Nursery is to embed adult-led activities in a language-rich provision that serves the best interests of the children by fully recognising their propensity for play and its importance in their development.

Children entering Reception will have experienced a wealth of listening activities, including songs, stories and rhymes. They will be able to distinguish between speech sounds and many will be able to blend and segment words orally using 'fred talk'.

In Reception, Year 1 and 2 we have a robust assessment cycle which ensures all children are taught in the group that is right for them. Children in KS2 who still need Read Write Inc. are taught in small groups at a fast pace.

Through our reading and writing curriculum across all year groups, children leave Rudston able to use texts with confidence to support learning in all areas of the curriculum and use their reading skills as a tool for acquiring subject specific knowledge. Children at Rudston can use their written word knowledge to escape to a world of imagination and creativity while still using their writing skills as a tool for communicating subject specific knowledge efficiently. We intend for children to develop their independent editing skills whilst enhancing their fluency in spelling, vocabulary, grammar and punctuation.

English is the principle means of communication for most of us who live in this country. Children and adults communicate with each other and understand others through the use of this language. They can do this most effectively if they are taught how to speak it, understand it, read it and write it to a high standard. Children come to school with varying levels of language skill which we extend and deepen and provide them with a variety of language experience. All English teaching will contribute to skill development in the following areas:

- Speaking and Listening
- Reading
- Writing

### **Our Vision**

At Rudston Primary School we believe that English is a fundamental life skill enabling children to develop their speaking, listening, reading and writing for a wide range of purposes. The knowledge and skills involved in speaking and listening, reading and writing are vital to success within all areas of education.

We believe that sound English skills are a necessary preparation to allow our pupils to effectively engage in further education and training, employment and ultimately achieve economic well-being. English also fosters the ability to use language purposefully and creatively, to encourage powers of imagination and to promote spiritual, moral and cultural understanding.

The development and progress through our reading schemes provides the opportunity for our pupils to read using increasing and more advanced reading skills, to develop the ability to read accurately, fluently and with expression and to also comprehend the written text. Our schemes include both fiction and non-fiction reading materials. We uphold and strongly emphasise the main purpose of writing, which is to convey meaning as a result of learning and to use and apply the basic skills of writing, vocabulary, grammar, spelling and punctuation.

## **INTENDED IMPACT**

### **Speaking and listening**

We aim that children will:

- Think critically and logically.
- Order their thoughts and express them clearly.
- Develop skills of oracy giving the children confidence and understanding, equipping them for work and leisure.
- Express and justify their feelings and opinions with increasing clarity and effectiveness and respect the opinions of others.
- Communicate with ease in many varied circumstances for different audiences and purposes.
- Have suitable technical vocabulary to articulate their responses.

Implementation - The above aims are developed through:

- Providing a range of opportunities for children to talk and listen in formal and informal settings.
- The use of drama and role play to explore imaginary situations.
- Class discussion and debates on topical or contentious issues, both local and world-wide.
- Show and Tell sessions or News Sharing when children are encouraged to speak to their assembled classmates.
- Interviewing and hot seating carried out as part of a topic or project.
- Participation in class assemblies, school productions etc.

## **Reading**

We aim that children will:

- Read with confidence, fluency and understanding.
- Be able to use a full range of reading strategies, e.g. phonics, word recognition, graphic knowledge, picture or context clues, but with phonics as the first strategy.
- Have an interest in books and read for enjoyment which provides them with a wealth of texts and story patterns for their own writing.
- Develop the skill of sustained reading.

- Develop imagination and critical awareness through reading experiences of the best examples of traditional and modern literature.
- Have knowledge of a range of authors, poets and playwrights.
- Have experience of group, shared and individual reading.

Implementation - Reading skills are developed through:

- Providing a wide range of reading material and opportunities for children to select from, for information and entertainment.
  - Use of Read Write Inc phonics, reading and writing scheme.
  - Structured daily phonics lessons in Reception and KS1 and emphasis on using phonics as first strategy to decode.
- Additional reading and phonics support for all children who have not yet reached the stage of being able to read independently and fluently.
- Regular Reciprocal reading and / or whole class reading is developed throughout KS2.
- Home Reading through Read Write Inc home readers and reading comprehension on Google Classroom.
- A whole school emphasis on reading for pleasure, involving all staff, parents and children.

## **Writing**

We aim that children will:

- Have an interest in words, their meanings; developing a growing vocabulary in spoken and written forms.
- Understand a range of genres – be able to write in a variety of styles and structures appropriate to the audience and purpose.
- Be developing the powers of imagination, inventiveness and critical awareness.
- Have suitable technical vocabulary to organise their responses.
- Produce independent pieces of writing using correct punctuation and sentence construction.
- Write extended pieces of text.
- Have knowledge of a range of authors, poets and playwrights.
- Develop fluid and well-formed handwriting – following the Read Write Inc handwriting scheme.

- Be able to self-edit using toolkits.

Implementation - Writing is developed through:

- A wide range of contexts for writing from role play to assembly productions. Writing skills are applied both in Read Write Inc., English lessons and through our Learning Challenge curriculum.
- Punctuation, grammar and spelling which are taught on a regular basis.
- Providing opportunities for collaborative writing.
- Verbal feedback.

Implementation - Phonics and Spelling are developed through:

- The marking of GPS and verbal feedback to pupils. Children are to then correct own work through editing.
- Sound-symbol relationships.
- The teaching of regular spelling patterns and non-standard forms.
- The structure of words; compound/complex words, prefixes, suffixes, roots and origins.
- Vocabulary associated with topics and specific curricular areas.
- A variety of strategies to enable independence in spelling, such as word banks, dictionaries, displays, spelling journals etc.
- Learning of spelling lists according to Statutory Requirements through Spelling Shed which is used in class and at home.
- Non-negotiable spellings from previous year groups displayed.

## **Handwriting and presentation**

Implementation - Handwriting is developed through:

- Read Write Inc. lessons
- The number of teaching and practice/application sessions reflects the key stage and needs of the children.
- Consistent reinforcement through modelling (by all members of staff including LSPs, supply teachers and students) and Verbal feedback.
- Introduction to the use of pens from Year 3, with the aim of all children to be writing in pen by the start of Year 4.

- High expectations from all staff of letter formation, ruler use for underlining and neat crossing out for corrections.

Handwriting strategy and progression:

Handwriting is a skill which needs to be discretely taught and practised.

- In EYFS and KS1 the children are taught to form the letters in their RWI lessons following their scheme.
- Year 2 to teach the children how to join if appropriate for their phonics level.
- Year 3 to continue joining practise as well as the introduction to pen use.
- Year 4 – 6 to maintain this high expectation of handwriting with discrete lessons and practise sessions if needed.

### **Role of Subject Leader**

- Monitor planning, ensuring it meets the minimum requirements and that an appropriate level of challenge is being planned. In addition to this it will be looked at alongside books regularly by the English coordinator.
- Monitor curriculum coverage and the teaching of GPS and Read Write Inc.
- Organise opportunities for in school reading and writing moderation, regularly.
- Monitor children's workbooks and/or files, regularly.
- Arrange discussions with pupils about English, regularly, following lesson observations.
- Learning walks across whole school.
- Attend co-ordinator meetings.
- Attend moderation meetings.
- Keep up to date with new initiatives.
- To provide, when necessary, inset training.
- Purchase English resources.
- Review new materials for use in school.
- Write annual Subject leader review.



## **Impact - Teaching and Learning**

Our children are taught in an English rich environment where the all encompassing nature of English will be reflected in the cross-curricular links for reading, writing and speaking and listening. The English curriculum draws on a variety of teaching/learning approaches and we strive for a balance between those that concern the child's individual developing use of language and those that concern the knowledge about language and literature. The mode of working in English is a balance between whole class teaching, teacher directed group work and independent working. The English curriculum is taught through Read Write Inc. lessons and carefully chosen quality texts which the children become immersed in. Texts are challenging and a balance of classic and modern literature is used.

## **Implementation - Subject Delivery**

At Rudston Primary School we use a variety of teaching and learning styles in our English lessons in order to meet the needs of all our pupils. Our principal aim is to develop children's knowledge, skills, and understanding. In Key Stages 1 this is mainly taught through Read Write Inc. sessions. In KS2 we do this through lessons in which children experience a reading or writing activity, a focused word or sentence activity, a guided group or independent activity, and a whole class session to review progress and learning. In all classes children have a wide range of abilities, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. Members of staff have high expectations that all children can achieve their full potential. Wherever possible, Learning Support Practitioners work in class, supporting all ability groups, specific individuals or groups of children, ensuring that work is matched to the needs of the child.

## **Phonics**

At Rudston we teach phonics through the Read Write Inc. scheme. Children in Reception and KS1 are taught in groups based on ability. They are taught sounds, reading and writing in this hour lesson. In Nursery children are taught to blend words using 'Fred games'. In Year 3 and 4 children receive Read Write Inc. if working below expected age related reading levels. In Year 5 and 6 children are taught Read Write Inc. through the Fresh Start programme.

## **Spelling, Punctuation and Grammar**

In KS1 spelling, punctuation and grammar is taught through Read Write Inc. In KS2 spelling sessions are taught discreetly each week through the Spelling Shed scheme and online resources. Children are encouraged to access Spelling Shed at home. Each class has a 'Spelling Stop' or a 'GPS area' and English working wall to support children with their spelling.

In KS2 vocabulary, punctuation and grammar are taught through the quality texts as well as discrete sessions when needed.

## **Resources**

It will be the responsibility of the English Subject Leader to purchase, store and maintain new English resources. All staff members will be involved in identifying the needs for new resources and will inform the English Co-ordinator of any areas in which resources could be improved.

There is a wide range of resources to support the teaching of English across the school. Resources listed as follows-

- In KS1 there is a large stock of the RWI reading books, non fiction books and writing books.
- Each classroom has a store of books for a class library or reading area.
- All classrooms have dictionaries and Y2 – 6 have thesauruses.
- Each classroom displays subject specific vocabulary which pupils are encouraged to use regularly.
- Each class has an English Working Wall to support children's learning; including toolkits and non-negotiable spellings.
- Children have access to a school library (one in each Key Stage) containing high quality reading material, which is up to date, relevant and balanced in its presentation of fiction and non-fiction as well as ethnicity, culture and gender.
- Book banded guided reading books are stored in corridors in both KS2.
- A wide range of Spelling, Grammar & Punctuation board games are available for both Key Stages.
- All year groups have access to full Read Write Inc. teaching packs including flash cards and word cards.

## **Planning**

Clear and careful planning is important to the success of the teaching of English. In KS2 teachers choose a main text for a half term following the children interests, needs and genres outlined in the curriculum. In KS1 staff following the planning outlined in Read Write Inc. based on the assessments.

## **Long term and medium term planning**

Our whole school English coverage curriculum is based on the Primary National Curriculum Programmes of Study (2014) for English to ensure coverage. Teachers are encouraged to plan their units of work in a way that supports good cross-curricular links, enhanced by our Learning Challenge Curriculum. Teachers are responsible for ensuring coverage and progression and this is monitored by the curriculum leaders.

## **Short term Planning**

In line with the school policy on planning, teachers are expected to show differentiation where appropriate and progression over the week and unit in specific areas. Teachers plan to include a range of teaching strategies ensuring a balance between audio, visual, and kinaesthetic techniques. Plans are shared with learning support practitioners and are adapted in the course of a unit in response to on-going assessments.

## **Homework**

We acknowledge and value the effect that input from home has on a pupil's motivation and attainment. Homework includes:

- Reading
- Developing spelling skills and knowledge (through Spelling Shed)
- Reinforcing class work.
- Cross-curricular opportunities for reading and writing through our Learning Logs

The emphasis in our teaching of English is in extending pupils' knowledge about language, starting from what children can do, from their positive achievements in language and from the implicit knowledge about language that all children possess. We work together in order to make the learning experience of our pupils as smooth and continuous as possible and as diverse and exciting as possible.

## **Equal Opportunities**

- All pupils irrespective of gender, race, religion or disability, are entitled to a broad and balanced English curriculum. We have high expectations of all our pupils.
- Attainment of boys and girls as well as the achievement of other groups (i.e. SEND, EAL, Pupil Premium) is carefully monitored.
- Children access the curriculum at the appropriate level, thus ensuring progression and differentiation.
- Suitable resources and learning environments will be made available to enable children to access the learning required.

## **Inclusion Provision**

Interventions for children who are not making expected progress are discussed and planned for during Pupil Progress meetings. Sessions are delivered in specific areas (reading, writing, spelling, handwriting) for a focused period of weeks. There is a focus on pre-teaching to support vulnerable learners at risk of not reaching age related expectations.

## **Special Needs**

SEND Children have their particular needs recognised and are supported in the classroom by their class teacher who provides support as appropriate.

## **EAL**

We are aware that children with English as an additional language may have specific challenges that may require tailored support in order to access the curriculum. There is additional support for children with EAL from EMTAS.

## **More Able Pupils**

We are committed to raising standards of our more able pupils. These children are given a chance to further their understanding and deepen their learning through more challenging tasks and questioning from the class teacher and use of the LSP.

## **Monitoring**

Monitoring is undertaken in various ways:

- Pupil voice
- Learning walks undertaken by the English team.
- Scrutiny of pupils' work.
- Planning meetings with staff
- Lesson observations when appropriate
- Long, medium and short term planning reviewed.

## **Assessment**

Assessment is a vital part of planning and teaching English. It is both formative and summative.

## **Formative**

Formative assessment, carried out by the class teacher, is an integral part of their role and is used on a regular basis to inform future planning. It involves identifying children's progress against teaching objectives, determining what a child has already achieved and moving them on to the next stage of learning.

It includes:

- Focused feedback in line with our feedback policy.
- Short assessment tasks.
- Keeping notes on those achieving below or above expected outcomes.
- Individual monitoring of progress on Google Classroom or home reading record books.
- Keeping records of the children's progress on O Track.

## **Summative**

This provides end of year information on pupils' progress.

- Statutory Teacher Assessments in English are undertaken in Year 2.

- In Year 6 SATs tests are set in accordance with legal requirements at the end of KS2.
- At the end of Foundation Stage children are assessed in line with EYFS 0-5 criteria under statutory regulations.
- At the end of Year 1 children undertake the Phonics Screening Test.
- NFER test in years 1, 3, 4 and 5.
- Read Write Inc assessments are carried out every half term.

## **Cross Curricular Links**

The skills developed in the teaching of English are generic. It is a component of all other subjects. This will be particularly true of computing and Foundation Subjects and in our themes.

We use a Learning Challenge Curriculum which often has cross-curricular links to English and provides regular opportunities for reading through research and extended writing.

## **Reporting to Parents**

Parents are given the opportunity to discuss English with their child's teacher through Parents Evenings and annually through a written report. Reporting in English will focus on each child's progress in all areas of the subject.

## **Review of Policy**

This policy was written by Jessica Cavanagh and was reviewed by the governors at the start of school year 2022/2023. The policy will be reviewed in 2023.

Sign \_\_\_\_\_

Date \_\_\_\_\_