



English Policy

May 2024

Document control and record of amendments

Version	Reason for amendment	Sections amended	Amended by/date	Reviewed by/date	Approved by /date
1.0	New format	All	S Mackie January 2011	EJS Staff 14.07.11	Governing Body 17.5.11
2.0	Scheduled Revision	Contribution of English to the School's Curriculum Statutory Requirements Curriculum Delivery Approaches to Spoken Language Approaches to Reading Approaches to Writing Assessment & Target Setting Inclusion Role of Subject Leader Parental Involvement	K Pembridge March 2015	EJS Staff 9.3.15	Curriculum Committee 8.5.15 Governing Body 29 th June 2015

Elmbridge Primary School
English Policy

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3.0	Updated to reflect Primary setting	Approaches to Spoken Language Approaches to Reading Approaches to Writing and Handwriting Assessment & Target Setting Inclusion Curriculum Delivery	English Team	EPS Staff October 2017	Governing Body October 2017
4.0	New Format	All	English Team	EPS staff October 2021	
5.0	Amalgamation of reading and writing policies and scheduled update	All	English Team	EPS Staff May 2024	SLT May 2024

Date for Review: May 2027

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1. Curriculum Intent

This subject policy is designed to support the overall curriculum intent of Elmbridge Primary School. This is summarised as:

- The Elmbridge curriculum will evolve to reflect the knowledge and skills needed for life in the 21st Century
- Our pupils will be confident to embrace the next stage of their learning
- Pupils will have enquiring minds, be independent and resilient
- Pupils will value the importance of reading and be able to communicate ideas effectively
- Staff and pupils will know how to look after their physical and mental health
- Staff and pupils will show respect, tolerance and compassion for each other

Reading Intent

At Elmbridge Primary School reading is everything. It is the gateway for children to access the world around them. Reading with passion, purpose and frequency is crucial in supporting well-being, curiosity and academic success. Pupils can answer their own enquiring minds across a range of subjects; through the skills of decoding, fluency and comprehension. Reading is a safe forum for each child to develop an understanding of the world around them, experiencing the values of compassion, empathy and tolerance whilst learning about and deriving pleasure from their own and other cultures.

Writing Intent

At Elmbridge Primary School, writing is important because it allows the children to communicate, entertain and inform, taking the thoughts inside their heads and sharing them with others. Writing is also an act of creation and can provide children with a safe space to develop their imaginations, and to be playful with language.

At Elmbridge, we want to help children to be experienced and knowledgeable about the technical elements of writing, and to understand the multitude of purposes for which it can be used so that they have the skills necessary to change the world one day.

Oracy Intent

At Elmbridge Primary School we refer to Speaking and Listening as 'Oracy'.

Communication is Key.

At Elmbridge Primary School we understand that being able to communicate freely, confidently and articulately is fundamental to improving and securing happy, successful and aspirational futures for our children. It is our aim that all children at our school know the value of their own voice, becoming inspirational and engaging orators regardless of their background, culture or race; enabling them to embrace the future they aspire to have.

2. Implementation

Pupils will learn about and develop skills in 3 key areas of Reading; they will revisit and build upon these areas during every year at Elmbridge Primary. The 3 key areas are:

- Reading - Phonics and decoding.
- Reading for accuracy, fluency and understanding. To understand both the books they can already read accurately and fluently and those they listen to.
- Reading for pleasure by developing motivation to read, vocabulary and understanding.

These key areas are set out in the National Curriculum Programmes of Study as Word Reading and Comprehension.

The progression of objectives document outlines how the curriculum is progressive from Reception to Year 6.

Phonics

At Elmbridge Primary we follow the systematic teaching programme 'Read, Write, Inc' (RWInc) Phonics to ensure that synthetic phonics is taught in a clear, consistent and systematic way. Throughout this programme the children learn the 150+ graphemes that represent the 44 speech sounds. This knowledge is taught and consolidated daily in EYFS and KS1. We continue to use the RWInc programme for small groups of children in Y3 as appropriate. Beyond Year 3 phonics is taught on a 1-1 basis for individual children who require it. Through daily phonics teaching, the children learn to read accurately and fluently with good comprehension. Within phonic sessions, children read a book that is matched carefully and closely to their own phonic knowledge. Each book has a 'Three Read Rule'. On the first read children focus on accurate word reading; the second, on developing fluency and the third, on comprehension. Children further consolidate and develop their reading skills through the books that are sent home to practise with. These books are linked to the scheme and are closely matched to their phonic knowledge as demonstrated through a RWInc assessment. Books sent home also have the 'Three Read Rule'. Phonic assessments are carried out termly (6x yearly) and children are placed in new groups after each assessment; if, however, an individual child makes sudden progress or is beginning to fall behind then that child is placed into the appropriate group immediately.

Accelerated Reader

Once children have completed the RWInc scheme, mastering the early reading skills, they progress onto 'Accelerated Reader'. Accelerated Reader is a programme that develops reading and comprehension skills in a systematic way and is suitable for children in Year 1 that have completed the RWInc scheme and for children in Year 2 onwards.

To make sure each child is working within their Zone of Proximal Development (ZPD) the children take a 'Star Reader Test'. This is a customised reading test for children to take. The report from this assessment determines each child's reading level and allows for accurate measuring of progress.

Star Reader Tests are completed once every term (six times yearly) to ensure that each individual child is working within the most appropriate level.

Reading for Pleasure

At Elmbridge Primary, reading is everything. We have a commitment to ensuring that all children are given the opportunities to develop a love of reading. All children from EYFS to Year 6 are read aloud to daily with the purpose of enjoyment. We also use a class text for the children to enjoy ensuring they pursue a love of reading from this shared experience with their peers and familiar adults. Alongside the books that are taken home to develop their reading skills, children are able to take home a book of their choice. This book is to be shared for pleasure and therefore it may be a book that is below their reading level and equally may be a book that they are not able to decode independently. We also encourage to read books that they have at home or from a library that they have visited outside of the school day.

Oracy

Pupils will learn to communicate, clearly, articulately and confidently. We recognise the importance of language in pupils' development across the whole curriculum - cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. 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. We develop the children's oracy skills in a variety of ways including; asking children to explain their understanding of what they read and to discuss and present their ideas before they write. Every subject has a clear progression of the vocabulary that the children are expected to know, understand and use both within those subject areas and across the curriculum. We ensure that there are opportunities for talk within most lessons and we encourage the children to develop their presentation skills, which are explicitly taught across curriculum areas. For example, children are asked to stand when talking to the class or small group. We use the term 'Active Listening' which the children understand as; looking at the person speaking, maintaining eye contact (as appropriate), giving full attention and knowing when and how to respond. We encourage meaningful debate within our classrooms where children are encouraged to build upon or challenge the ideas and opinions of others. Drama forms part of our English sessions and is progressive within the 'Centre for Literacy in Primary Education, Power of Reading' (CLPE, P.O.R) planning that we use. Pupils participate in activities where they can adopt, create and sustain a range of roles. Within these sessions they have the opportunities to improvise, devise and script drama for one another, as well as rehearse, refine, share and respond thoughtfully to drama and theatre performances.

We participate in an annual oracy competition, organised by the Gloucestershire Schools Partnership. Every child across KS1 and KS2 is given the opportunity to plan, rehearse and present a short talk on a topic of their choice. From this children are chosen to represent the school in an oracy competition, competing against other schools within Gloucester.

We use 'Talk Boost' and 'Neli' as oracy interventions for children in EYFS and KS1 to ensure that are youngest learners are able to communicate with their peers and to ensure that we are closing the gap for children who enter school with below age related expectations with their communication skills.

Writing

Pupils will learn the features of, and techniques for, a variety of different types of writing during their time at Elmbridge.

As the National Curriculum states, we want our children to be able to 'write clearly, coherently and accurately, adapting their language and style in and for a range of contexts, audiences and purposes.'

Children will revisit text types as they progress through the school, to build upon their previous skills. (See genre progression documents.)

Types of writing children practise will include:

- Non-chronological reports
 - Recounts
 - Instructions
 - Explanations
 - Discussion texts
 - Persuasive writing
 - Story writing across various genres (including descriptive writing)
 - A range of poetry types and forms
- Playscripts

Writing will focus on three key areas: transcription and handwriting; vocabulary, grammar and punctuation; and composition.

To develop writing at Elmbridge, we will:

- Treat children as writers from the earliest stage, showing them how writing can help them to share their ideas.
- Understand that the best writers are also readers, encouraging children to experience a range of texts and experiment with different styles and techniques in their own writing.
- Provide experiences where the children can acquire confidence and a positive attitude to writing, including some opportunities to write for pleasure on subjects of their choice.
- Provide children with regular 'short burst' writing activities, allowing them to practice and refine their writing technique.
- Develop and sustain writing skills by providing regular opportunities for children to write for a range of purposes and audiences, making sure children understand the point of what they are writing.
- Use shared and modelled writing sessions and show ourselves as 'teacher-writers' in order to model the writing process for children.
- Teach children to become critical readers of their own writing by using self-evaluation and re-drafting and checking their work independently for sense, accuracy and meaning.
- Teach grammar and punctuation in the context of children's own writing, as well as through discrete lessons.

- Teach children to develop their ability to organise and present imaginative and/or factual writing and poetry in different ways.
- Teach strategies for spelling to enable children to become confident and competent spellers.
- Instil a sense of the power of writing in our children, so they understand how it can help them to communicate, entertain and inform.

The progression of objectives document outlines how the curriculum is progressive from Reception to Year 6.

Early Years Foundation Stage (EYFS)

In the EYFS, reading consists of two dimensions; language comprehension and word reading. Language comprehension is taught and developed daily through shared story times and reading of non-fiction texts and through the enjoyment of rhymes, poems and songs. At Elmbridge Primary, we use the Power of Reading programme, produced by CLPE to ensure that language comprehension is developed and embedded throughout each year. Texts are carefully chosen to engage and excite the children, to develop their awareness and understanding of the world around them and to broaden their use of language and activities. The skills of word reading are taught from the very beginning of the year and are developed speedily following the systematic phonics programme RWInc.

Writing is taught in reception as an integral part of the work covered during the year. We relate English aspects of the children's work to the objectives set out in the Early Years curriculum, which underpin the planning for children aged three to five. Children are given the opportunity to write throughout each and every day and are shown the correct formation of graphemes within their Phonics session. During this time, children are taught how to listen to and represent the sounds that they can hear in words. Specifically, 'Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.' (Literacy Early Learning Goal.)

Key Stage 1 & 2

During Key Stage 1, word reading by decoding continues to be taught through the RWInc Phonic programme. The 'Three Read Rule' during phonic sessions ensures that word reading, fluency and comprehension are continually developed and embedded. Language comprehension is developed through daily story times/shared book times. To further develop the skills needed to be a successful reader and writer we use the 'Power of Reading programme' produced by CLPE. Texts are carefully chosen to excite and engage the children. The difficulty of text and language progresses throughout each year, building upon what has been previously taught. Within each unit of work children are explicitly taught how to use existing knowledge to:

- draw on what they already know or on background information and vocabulary provided by the teacher
- check that the text makes sense to them as they read and correct inaccurate reading
- discuss the significance of the title and events
- make inferences on the basis of what is being said and done

- predict what might happen on the basis of what has been read so far
- participate in discussion about what is read to them, taking turns and listening to what others say
- re-read these books to build up their fluency and confidence in word reading
- explain clearly their understanding of what is read to them.
- discuss word meanings, linking new meanings to those already known
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.
- through writing activities, consider the needs of the reader for engagement purposes.

Continued use of Accelerated Reader throughout Key Stage 2 ensures that programme ensures that children are able to decode, develop accuracy, fluency and understanding. Further to this, we continue to use the CLPE programme 'Power of Reading' in KS2. Texts are carefully chosen to excite and engage the children. The difficulty of text and language progresses throughout each year, building upon what has been previously taught. Within each unit of work children are explicitly taught the skills and processes necessary to meet their end of year expectations, building upon the knowledge they have previously gained. Below is an example of the end of year expectations for Year 6.

- Use and apply root words, prefixes and suffixes to read and understand the meanings of unfamiliar words.
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
- Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words

Understand what they read by:

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views

Throughout Key Stage 1 and 2, children will develop their writing skills through a variety of short burst tasks, using the features of various fiction and non-fiction texts for a variety of purposes. These tasks will be linked to or inspired by CLPE texts, designed to progress the children's understanding as they move within and across year groups, revisiting previous knowledge. They will also work on key grammar and punctuation objectives that may be taught discretely or as part of a wider written task. They will receive explicit teaching on handwriting techniques and participate in explicit phonics/spelling sessions every week. Children will also have the opportunity to polish and publish key pieces of written work.

English lessons are timetabled for 50-60 minutes four times a week, which gives pupils enough time to deepen their learning and practise their skills. We expect 3 out of these 4 lessons to provide children with an opportunity to practice their writing specifically.

3. Methodology

Planning

The English curriculum has been planned to ensure there is progression from early years to Year 6 and so that lessons follow a deliberate sequence; this will enable pupils to build on previous learning, revisit areas of the subject in order to deepen their learning and allow for subject knowledge and skills to be built on as the pupil makes the transition between year groups. Overall curriculum objective planning is used to create medium term plans in each year group. Lessons are taught from medium term plans, but with the flexibility to respond to pupils' needs, as well as the contributions they bring to the classroom.

Teaching

The teaching of synthetic phonics is carried out in a deliberate and purposefully systematic way as set out by the RWInc programme. This is a 30-minute session which takes place daily; within each session children read a series of decodable and non-decodable words, and a text that is closely linked to their developing phonic knowledge. Children who have moved onto the Accelerated Reader programme are given at least twenty minutes per day in which to read their text and/or complete a comprehension task, continuously developing their comprehension and fluency skills.

The Power of Reading is used to deliver a whole class text and is used as the basis for English sessions daily. Texts or elements of these texts are used daily following the CLPE Power of Reading systematic approach.

Children are also listened to regularly by an expert in school. In the EYFS and KS1 children are heard reading their phonics book at least 3x weekly, alongside their home reading book which is shared in school at least once every two weeks. Once children have progressed onto accelerated reader the level of in school reading support is as follows;

Urgent Intervention	Daily Read
Intervention	3x weekly
On Watch	1x weekly
At/Above Benchmark	2x per 6 weeks

Recording Reading

Each child has a reading diary/planner in which their reading both at home and in school is recorded.

Further evidence of children's reading can be obtained through Accelerated Reader Assessments.

Supporting Reading at Elmbridge Primary School

At Elmbridge Primary School, Reading is everything. Other curriculum areas will support reading by:

- Using high quality texts to support the learning within their curriculum areas.
- Introducing new concepts and knowledge through books or pieces of text.
- Use of current news/magazine articles on latest issues
- Use of school and other library books

- Internet research

Enrichment and Cultural Capital

- Library visits
- Author visits
- Mystery Reader
- Birthday Books
- Reading certificates
- Lending Libraries
- Buddy Readers
- Accelerated Reader quizzes
- Cheltenham Literature Festival
- GSP Really Wild Reading Festival
- Stories for Bedtime
- World Book Day
- Book Week
- Book Fairs

4. Impact

Formative and Summative assessment

The school uses the principles of on-going formative assessment, which helps them understand what a pupil has learned and will help plan the next steps. Teachers will also use evidence from a task completed during the relevant assessment window (See table below).

(Purely for illustrative purposes only)

Year	Assessment 1	Assessment 2	Assessment 3	Assessment 4	Assessment 5	Assessment 6
EYFS	Phonic On - Entry Baseline Assessment	Phonic Assessment Independent Written Task	Phonic Assessment	Phonic Assessment Independent Written Task	Phonic Assessment ELG Assessment	Phonic Assessment Independent Written Task
1	Phonic Assessment	Phonic Assessment	Phonic Assessment	Phonic Assessment	Phonic Assessment Phonic Screening Check	Phonic Assessment End of Year Comprehension Task.
2	Phonic Assessment Star reader Test	Phonic Assessment Star reader Test	Phonic Assessment	Phonic Assessment Star reader Test	Phonic Assessment Star reader Test Comprehension Task (SATS)	Star reader Test
3 - 6	Star reader Test Single Word Spelling Test	Star reader Test Independent Written Task		Star reader Test Independent Written Task	Star reader Test Y6 - SATS Reading Test	Star reader Test End of Year Comprehension Task. Independent Written Task

Monitoring

The English curriculum and policy are regularly evaluated and reviewed by the subject leader. The views of pupils, parents, staff and governors are used to make changes and improvements to the curriculum on an ongoing basis. Subject leaders are responsible for monitoring the standards in their subject. They should aim to formally monitor their subject 3 times per year and complete a monitoring report form, which is then shared with the SLT. The Monitoring should link to the subject action plan and may, in turn, lead to new action points being set. The curriculum governors should be invited to support the monitoring at least once per year.

Moderation

Part of the role of the subject leader is to organise moderation across the different classes and year groups (this could be as part of a staff meeting or during PPA time). They may decide to keep a portfolio of exemplars in order to help staff understand the standards in each particular year group. The subject leader should also aim to make links with other schools, so standards can be judged against those in other settings.

5. Continuing Professional Development

The subject leader should aim to keep up to date with their own subject knowledge and skills, as part of their on-going appraisal. They, in turn, ensure that teachers have the relevant knowledge and skills they need to deliver high quality English lessons. They may decide to:

- Audit staff knowledge in order to identify gaps
- Deliver training during staff meeting, Twilight or INSET
- Invite external experts to deliver training
- Deliver annual training of RWInc - this may be led by RWInc consultants or by the Reading Lead.
- Deliver training on updates to the reading and writing frameworks
- Attend *GCC* training annually
- Liaise with other local schools to moderate writing.

6. Equal Opportunities

All children have an entitlement to access the English curriculum and all children will have access to the resources within the school. All children will be given the opportunity to participate in all activities regardless of gender, race or ability. This will be supported by:

- Providing differentiated work when needed
- Using TA/Teacher support and/or interventions for pupils who need to catch up (1-1 phonic tutoring)
- Referring to MY PLANS or EHCP targets for SEND pupils
- Supporting families so all pupils are able to take part in reading activities.
- Supporting EAL pupils with resources available in school/ pre teaching of new vocabulary.
- Monitoring the progress and attainment of disadvantaged pupils

7. School Values and Spiritual, Moral, Social and Cultural Development.

As a school, we **work together** to enable our pupils to be:

Ready, Respectful, Safe

Elmbridge Primary School supports **SMSC** in all subject areas. In English, this may look as follows:

Spiritual development

English aims to develop pupil's enjoyment of the subjects they learn and develop a natural fascination and curiosity. When considering broader themes around texts they read and write - love, friendship, finding meaning in life - children may develop their own spiritual ideas and understanding. Reading widely about other places and cultures will encourage the children to discuss, write about and explore the world around them.

Moral development

Through stories pupils will be encouraged to reflect on how their society is affected by decisions made by people similar to and different from one another, helping children to make informed choices in the future. In persuasive writing and discussion texts, children may be considering key arguments around a moral issue, particularly when different people are impacted in different ways. They may write their own stories containing moral dilemmas.

Social development

Through stories and non-fiction texts pupils will learn to understand the need to consider the views and needs of others. Pupils will be encouraged to work together and co-operate with others in lessons. In persuasive writing and discussion texts, children will learn to argue constructively - sharing their own views and considering those of others. Children may extend their empathy skills by placing themselves in the shoes of characters in class texts and their own stories. Reading sessions will allow children to work collaboratively, as well as independently, when sharing stories. Children are encouraged to write for a purpose and a set audience, for example when writing non-chronological reports and stories.

Cultural development

Teaching children to respect cultural diversity, by promoting positive responses to cultural opportunities provided in lessons. Through reading and writing, children should gain understanding of cultures beyond their own. In particular, imaginative writing should allow children to explore different cultural contexts.

8. Links to other Policies

- Teaching and Learning
- SEND
- Staff Development
- Assessment & Feedback
- SMSC Development
- Off-Site Visits
- Pupil Premium
- EAL
- Behaviour and Relationships

9. Links to other Subjects

Links to other subjects

Connections to other subject areas may be made when teaching English, if they help a pupil develop their knowledge and understanding. These may include:

- Using knowledge of places or times to discuss significance of events or to make predictions.
- Interpreting the meaning of subject specific vocabulary to deepen understanding of the text they are reading.
- Reading a variety of structures that may have been taught through writing elements of English.
- Charting places or journeys referred to in their stories. (Link to *Geography*.)
- Writing texts with specific historical or cultural settings or contexts. (Link to *History and Wellbeing*.)
- Creating texts that share factual and scientific information. (Link to *Science, History, Geography*.)
- Presenting written texts using technology. (Link to *Computing*.)
- Writing as a tool to share personal views, feelings and opinions. (Link to *Wellbeing*.)