



...we really care and
make learning fun.

Stottesdon C. of E. Primary School

The Shropshire Gateway Educational Trust



English Policy

All references in this policy are saved in: Staff Public/ Policies 2021/English Policy

This policy needs to be read alongside other school policies including:

- Assessment
- Teaching and Learning
- Equalities Policy
- SEND Policy
- Gifted and Talented
- Curriculum Statement
- Early Years Policy
- Transition from Reception to Y1 document
- Phonics and Early Reading
- Handwriting Policy

This policy should also be read alongside the National Curriculum and other documents from the Standards and Testing Agency.

Rationale:

- The National Curriculum clearly states that teaching the English language is an essential, if not the most essential role of a primary school.
- At school we recognise that without effective communication, little achievement can be made. We know that we have a duty to ensure that English teaching is a priority and we recognise that this is part of the essential knowledge that is needed in society.
- 'Teachers should develop pupil's spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.' (National Curriculum)
- Stottesdon is an inclusive school. We set high expectations and recognise the importance of accurate and regular assessment in order to support individuals at every part of their learning journey and in whatever circumstances. We use one to one support, small groups and cross-phase work to help with this. We agree with the statement of the National Curriculum, that 'pupils...who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.'

Speaking and Listening:

The National Curriculum states that pupils should be 'taught to speak clearly and convey ideas confidently in Standard English'. They should:

- Justify ideas with reasons
- Ask questions to check understanding
- Develop vocabulary and build knowledge

- Evaluate and build on the ideas of others
- Select the appropriate register for effective communication
- Give well-structured descriptions and explanations
- Speculate, hypothesise and explore ideas
- Organise their ideas prior to writing

Speaking and Listening has a key role in classroom teaching and learning. Children's creativity, understanding and imagination can be engaged and fostered by discussion and interaction. Teachers consider the 4 aspects of speaking and listening (below) when planning and find opportunities in all curriculum subjects to incorporate them into their planning. This is done explicitly as well as finding opportunities to reinforce and develop skills.

- Speaking: being able to speak clearly and to develop and sustain ideas in conversation. Teachers in Early years, where necessary, support children with the acquisition of speech, in line with the Sound Wheel (see SEN policy and resources).
- Listening: developing active listening strategies and critical skills of analysis.
- Group discussion and interaction: taking different roles in groups and working collaboratively.
- Drama: improvising and working in role, scripting and performing and responding to performances.

Essential communication skills are integral when exploring and composing texts. In our school, we recognise the potential of speaking and listening and use a range of techniques to raise confidence and enjoyment whilst sharing ideas.

Our aims:

- To enable our children to speak with clarity, confidence, and expression and to take account of their audience, purpose, and differing situations
- To encourage our children to listen with concentration to others, to respond and build on their ideas and opinions and to identify features of language used for specific purposes
- To show our children how to adapt their speech to a wide range of circumstances and demands by giving them the opportunity to listen and respond to literature, give and receive instructions and develop the skills of participating effectively in group discussions

Ways in which we support this:

- Exploratory play
- Partner talk and collaborative work
- Reciting and reading aloud
- Re-telling, role-play and drama activities that enliven and enrich children's understanding of character
- Listening to and participating in stories, rhymes and songs
- Discussing a range of diverse and cultural texts
- Orally rehearsing ideas for writing
- Class discussions
- Class debates
- Assemblies
- Harvest, Easter and Christmas church services
- Special celebration assemblies
- School council and elections
- In whole class work, shared reading and writing provide opportunities for discussion when working on texts, looking at meaning and considering the use of writing techniques to achieve particular effects
- Talk for Writing approach across the whole school
- Story telling
- Questioning – recall, inference/analysis and synthesis/evaluation
- Talking partners – to share ideas independently
- Sharing and circle time activities
- Choral poetry
- Whole class guided reading (KS2)
- Opportunities for play (social interaction) see Early Years curriculum



2. Reading:

The National Curriculum states that pupils should be taught to read fluently, understand extended prose and be encouraged to read for pleasure. Reading is singled out as of extreme importance since through it 'pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually.' Reading allows pupils to 'acquire knowledge' and to 'build on what they already know.' We welcome the research and guidance of The Reading Framework which we have embraced and underpins a lot of our practice.

The Curriculum divides reading skills into two dimensions:

- Word reading/decoding
- Comprehension

We recognise that both these elements are essential to success and we support the acquisition of both sets of skills through various methods. We recognise that these areas are clearly linked to the other aspects of English learning: speaking and listening, writing, grammar, and vocabulary. We also understand that reading is a developmental process and part of life-long learning and we encourage and praise children at every stage of it ([see phonics and early reading policy](#)).

2.1 Our aims:

- To enable our children to learn to read easily and fluently using a range of strategies including phonological awareness to decode and use phonic plausibility
- To help them to be able to read with fluency, accuracy, understanding and enjoyment
- To help them become confident, independent readers, through an appropriate focus on word, sentence, and text level knowledge
- To develop enthusiastic and reflective readers through contact with challenging and substantial texts

Ways in which we support this:

- KS2 whole class guided reading (twice weekly)
- A systematic phonics programme (Little Wandle). Books are phonically decodable and with keywords they have been taught.
- Clear pupil reading strategies (Word Attack)
- Key Stage Two pupils who are struggling with reading or making slower progress are given accelerated reading support (Little Wandle)
- Children are given opportunities for regular reading to adults in school (see Home Reading support letter)
- Pupils are encouraged to read widely, through our use of differing class texts, and a range of high-quality books in classrooms
- Each class has a reading spine text list in order to successfully navigate reading with confidence ([see staff resource folder](#))
- From Yr2, pupils are encouraged to read for pleasure during quiet reading time and are given the opportunity to listen to an adult read
- Ensuring that all children have a daily period of quiet reading and parents supported with reading at home
- Using a home-school reading diary and rewarding regular reading at home through our book shop system
- Giving regular opportunities for guided reading, experiencing a wide range of different texts at least



Help your child read...

Research shows:
Reading regularly (daily or almost daily) + reading enjoyment = educational success + positive social and emotional consequences.
READING IS THE SINGLE MOST IMPORTANT THING YOU CAN DO TO HELP YOUR CHILD'S EDUCATION

The MORE that you READ, the MORE that you will know. The MORE that you LEARN, the MORE places you'll go.

1. Read regularly. little (7 mins) and often (daily) is the best.
2. Read everywhere: bed time; whilst you are preparing tea; brother's swimming lesson; in the dark with a torch; in the garden...
3. Spot sounds on spelling patterns: use the sound mats at the back of the reading book. Play fastest finger-first!
4. Talk about the book - pictures, plot, characters, feelings, predictions.
5. Talk about the vocabulary. What does it mean? What other word could you use?
6. Share if/like funts: sentence each, paragraph each, page each, read to them.
7. Spot the punctuation. What does it make us do?
8. Encourage expression, especially with different characters.
9. Once your child can read DON'T STOP READING WITH AND TO THEM. This can be a vulnerable time...continue to promote the choice and enjoyment of books.
10. Reading shows you care. Reading helps you connect. Reading unlocks confidence.
11. Focus on what they can do not on what they can't. Praise.
12. HAVE FUN. Enjoyment of reading is THE most powerful gift we can give children.

How, Together, We Will Track and Reward Your Child's Reading:

1. Regular entries in their diary: child, parents (4X A WEEK), teachers, volunteers.
2. 'I read with my teacher stamps' from Guided Reading
3. Book shop style reading areas with our recommended reads.

OPEN A BOOK GROW YOUR MIND

twice a week

- Provide a good role-model ourselves by telling children about our favourite children's books or parts of stories
- Little Wandle Progression followed by colour book bands to help guide reading choice
- Encouraging discussion about favourite stories, books and other texts (weekly book club)
- Reading areas which promote high quality texts, support choice and offer a range of genre, phonic games and word attack strategies
- Actively teaching comprehension skills (Reading Explorers – skill based; Headstart reading comprehension – develop reading skills and encouraging engagement with literature; Written comprehension questions – Cracking Comprehension and teacher's own designed activities, to support pupils next development steps, on a regular basis.



3. Writing:

The National Curriculum states that pupils should:

Develop the stamina and skills to write at length

-
- Use accurate spelling and punctuation
- Be grammatically correct
- Write in a range of ways and purposes including narratives, explanations, descriptions, comparisons, summaries and evaluations
- Write to support their understanding and consolidation of what they have heard or read

The 2014 Curriculum divides writing skills into two dimensions:

- Transcription (spelling and handwriting)
- Composition (articulating ideas in speech and writing)

We recognise that both these elements are essential to success and we support the acquisition of both sets of skills through various methods. We recognise that these areas are clearly linked to the other aspects of English learning: speaking and listening, reading, grammar and vocabulary.

3.1 Our aims:

- To understand the importance to write for a purpose and engage the audience.
- To help our children develop an understanding that writing is a creative process, essential to thinking and learning and enjoyable in its own right.
- To enable our children to learn to communicate meaning in narrative and non-fiction texts, spelling and punctuating accurately and for a range of purposes.
- To enable them to improve their planning, drafting and editing skills

Ways in which we support this:

- Following a writing journey:
 - Enjoying and analysing quality texts (Talk for Writing approach)
 - Identifying key features
 - Magpie vocabulary, sentence construction, ideas etc
 - Practise with short compositions and key skills
 - Plan/innovate our own text
 - Draft a version – edit (polish) and up-level
 - Produce a final version



- Working walls to show and support learning journey
- Valuing children's writing at all stages thus encouraging children to see themselves as writers from early on - celebrate writing across the curriculum within each class
- Providing real purposes for writing, enabling children to become increasingly aware of their intended audience
- A multi-sensory approach providing a range of contexts and stimuli (Talk for Writing)
- The use of drama skills
- Providing a role model through the teacher sharing their own writing processes and experiences
- Providing writing frames and scaffolding where appropriate where appropriate
- Giving children experience of a range of ways to plan so they can choose which is appropriate for their needs as they progress through the school
- Teaching grammar as a separate lesson where necessary as well as embedded within daily writing sessions
- Providing time for planning, editing and revising
- Marking extended pieces of work in-depth and set targets with the pupil
- Use checklists for pupils to self-assess or peer assess, when appropriate so they can evaluate effectively.
- Encouraging joined handwriting to support spelling and speed from Year 1 when letter formation is secure (see handwriting policy)
- Supporting pupils with learning and motor difficulties
- Meeting with parents to help them support their child

The Gas Mask	Novel Ideas
Main Character (MC) with Grandma in house looking for ration book	Jack with granddad looking for ration book with up to the attic looking through boxes talking about WW1 and the gangs.
MC finds gas mask	Jack finds a dog tag in a box and wonders if it belongs to the soldier he still looking for the coins.
MC puts on gas mask and is transported back to WW1	Jack gets transported back to WW1 where he finds a piece of shrapnel from a 23 year old British soldier who is his granddad on the day he died. There is also a dog tag and a piece of metal with a name on it.
Bombs are landing	Jack rescues the man who was buried under a pile of rubble and gives him his favourite book.
MC finds girl trapped in house	Jack rescues the man who was buried under a pile of rubble and gives him his favourite book.
MC rescues girl and she gives him her favourite book	Jack rescues the man who was buried under a pile of rubble and gives him his favourite book.
MC puts gas mask back on and returns back to Grandma's house with Grandma's ration book!	Jack goes back to the attic and gets the coins granddad wanted. He then goes to school and says he has a bunch of gold coins.

and Mr Simpson would be so impressed. There was a dusty picture of the old Liverpool team which said, you will never walk alone, you will die with a missing eye, blood stamps and a rusty dog tag.

Now, you I wear this Grandad's gas mask Jack says to read the engraved names on the tin.

Your Mum as told me that your learning the history of WW1 and all about the tough camps, and that got me thinking I've got a bunch of gold coins somewhere round here.

Grandad rumbled still critically rambling through the old boy, silent on getting the gold coins, smiling excitedly and quickly pulled the dog tag for his head, the metal cold on his neck.

Suddenly Jack had noticed what felt like a small object on the floor. It was covered by a piece of shrapnel, and a small object on the floor. It was covered by a piece of shrapnel, and a small object on the floor.

Jack picked up the shrapnel and not knowing what it was, and what it was, he noticed that it was a dog tag. It was a dog tag, and it was a dog tag. It was a dog tag, and it was a dog tag.

Jack went to the man on the floor and he said, 'I found a dog tag for you.' Jack went to the man on the floor and he said, 'I found a dog tag for you.'

Oh god, yelled the lady, thank you.

Monday 24th June 2024
L.O: To

The Dog Tag

The attic was dusty and quite dark, and was piled up to the ceiling with old cobwebs and old books.

Now, you I wear this Grandad's gas mask Jack says to read the engraved names on the tin.

Your Mum as told me that your learning the history of WW1 and all about the tough camps, and that got me thinking I've got a bunch of gold coins somewhere round here.

Grandad rumbled still critically rambling through the old boy, silent on getting the gold coins, smiling excitedly and quickly pulled the dog tag for his head, the metal cold on his neck.

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Monday 12 June 2024
L.O: To plan my adapted story about 'The Light House Keeper's lunch'

The original story | My new story

Mr and Mrs Grinling and the white cottage	Hissy
All about the lunch	PB&J, Sausage, Spaghetti
The seagull steal the food	Duke
The cat in the basket	Salmon
Mr and Mrs Grinling decide how to protect the basket	Salmon
The disgusting food	Salmon
Mr Grinling enjoys his lunch	Salmon

Tuesday 14th May 2024
L.O: To write effective sentences

Use your **CL** (Context, Link, Example)

How adverbs

Powerful verbs

commas in a list

Unluckily, his lunch didn't arrive so he went away and got some more. He ate some more and he was happy. He ate some more and he was happy. He ate some more and he was happy.

Thursday 10th May 2024
L.O: To write a story

Punctuation

Next to a brightly lit table in a busy cafe, Mr Grinling sat with his wife. He was eating a delicious meal of fish and chips. He was eating a delicious meal of fish and chips. He was eating a delicious meal of fish and chips.

4. Spelling and Vocabulary Development

The National Curriculum makes clear that learning vocabulary is key to 'learning and progress across the whole curriculum' since it allows pupils to access a wider range of words when writing and for them to understand and comprehend texts efficiently.

Vocabulary teaching needs to be:

- Ongoing
- Progressive and systematic
- Making links from known words
- Subject specific- accurate mathematical and scientific words

Our aims:

- To encourage our pupils to have a wide and growing vocabulary

Ways in which we support this:

- Development alongside KS1 phonic programme (see progression of phonics which includes application to writing and spelling)
- Word of the Day to introduce and encourage high level vocabulary throughout the school – to be celebrated weekly through sentence of the week
- Use of purple pen to edit
- Spelling lists/key words to take home and learn
- Consistent application across the whole curriculum ensuring that spelling knowledge is applied and valued across all subjects
- Regular spell spot across all subjects
- Whole school Spelling Bee initiative and celebration
- Using the correct vocabulary orally
- In-depth word-based lessons looking at patterns - No Nonsense spelling scheme with regular weekly input from teacher at least 3 times a week (if not following Little Wandle spelling programme - Yr5/6)
- Using dictionaries and thesauruses
- Using texts to explore vocabulary choices and the effect they have
- Targeted one to one/small group support where appropriate
- Use of alphabetic code to support accurate phonic choices (grow the code)

5. Foundation Stage (see Early Years Policy)

Teachers in the Foundation Stage follow the *Communication and Language strand and Literacy strand of the Early Years Foundation Stage (EYFS) Framework 2021*.

By the end of the Foundation Stage children should:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions
- Make comments about what they have heard and ask questions to clarify their understanding
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers
- Participate in small group, class, and one-to-one discussions, offering their own ideas, using recently introduced vocabulary
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher
- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary
- Anticipate – where appropriate – key events in stories
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play
- Say a sound for each letter in the alphabet and at least 10 digraphs

- Read words consistent with their phonic knowledge by sound-blending
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words
- Write recognisable letters, most of which are correctly formed
- Spell words by identifying sounds in them and representing the sounds with a letter or letters
- Write simple phrases and sentences that can be read by others

6. Specific groups: (see assessment policy)

- Analysis of English achievement is carried out termly, pupils who are moving slower or making little or no progress are discussed and interventions put in place to support pupils.
- Pupils entitled to pupil premium are given additional English support and this is monitored for effectiveness termly.
- Pupils with EAL are given additional support in all aspects of English.
- Pupils who are gifted and talented receive additional support and a differentiated curriculum.
- Pupils with SEN will have English based targets on their provision map/EHCP. These are reviewed termly.

7. Planning and Assessment: (see assessment and planning policies)

Planning:

- Termly curriculum maps can be found online for all classes: staff workgroup/curriculum maps.
- Pupils can be taught in mixed Key Stage Classes where appropriate and planning shows differentiation.
- Short term planning is flexible allowing for assessment for learning after each session/ group of sessions.
- Pupils may be streamed by ability for some sessions/types of homework/support.

Assessment:

- Teachers assess pupils' learning during and as part of every session. They adapt their practice accordingly and adjust daily plans. Written or verbal feedback is given to help guide children's progress and relates to their targets.
- Support by careful assessment of pupils spelling ability through work analysis, dictation, end of phonics phase assessment (see phonics and KS2 screening)
- Children (appropriate to age and ability) are encouraged to make judgements about how they can improve their own work.
- Teachers use on-going and regular formative assessment to assess against the key objectives and help them plan for the next unit of work.
- Summative assessments of reading comprehension ability are carried out, tracked and monitored half-termly.
- Writing levels are assessed termly, using assessment sheets and include external moderation across the Trust.
- End of Key Stage Assessments are analysed by the English lead (KS2) and KS1 and Head teacher and feed into the school SEF, development plan and performance management.

8. Resources

There are a range of resources to support the teaching of English across the school. All KS2 classrooms have dictionaries, thesauruses, and all classes have a variety of age-appropriate resources. Year 2 have sound mats (in appendices), common exception word lists and high frequency word fans. All classes have a wide range of high-quality fiction and non-fiction texts.

9. Monitoring and review

Monitoring of the standards of children's work and the quality of teaching in English is the responsibility of the subject leader. The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in the subject, and providing a strategic lead and direction for English in the school. The subject leader gives the Head teacher an annual summary report evaluating the strengths and weaknesses in the subject and indicating areas for further improvement. The named governor responsible for literacy meets regularly with the subject leader to review progress.