



Scargill Church of England Primary School

English Policy

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1. Aims

This policy is for the staff in our school. It aims to set out:

- Our approach to teaching, monitoring and assessing English knowledge and skills
- How we will make sure our provision for the teaching of English is of consistently high quality

2. Legislation and guidance

This policy reflects the requirements and expectations set out in:

- The National Curriculum programmes of study for English
- The Special Educational Needs and Disability (SEND) Code of Practice 2014
- The Equality Act 2010
- The Special Educational Needs and Disability (SEND) Code of Practice 2014
- The Equality Act 2010
- The Early Years foundation Stage profile and Handbook (2001)

3. Our vision for English in our school

Our school aims to develop pupils' skills in reading, writing, speaking and listening. By the time that pupils move on from our school, our aim is for them to:

- › Be fluent readers and writers
- › Have a positive attitude towards books and reading, reading widely for pleasure and information
- › Enjoy writing in different contexts and for different purposes and audiences
- › Write clearly, accurately and coherently, adapting language and style accordingly
- › Be curious and creative when it comes to reading and writing, for example by being interested in learning the meaning of new words
- › Have a wide vocabulary and understanding of grammar
- › Feel confident speaking in class and be able to clearly explain their understanding and ideas
- › Listen carefully and sensitively to adults and their peers

4. Our guiding principles for the teaching of English

We teach English best when:

- › There's a joyful culture around reading in the school
- › All staff feel they have the knowledge, skills, understanding and professional support they need to teach English and literacy effectively
- › There's sufficiently detailed and frequent ongoing assessment of pupil progress
- › We expose pupils to different types of reading material, such as through stimulating, high-quality and curiosity-inspiring classroom displays
- › We involve families in supporting their child's reading and writing
- › The English curriculum is coherently planned and sequenced
- › We identify where pupils have learning gaps or aren't making the expected progress, and make sure interventions target these
- › Teaching resources are available, up to date, varied and diverse, and match pupil and curriculum needs
- › We engage pupils in high-quality back-and-forth interactions
- › We model new language and accurate grammar to pupils
- › We support pupils with speech, language and communication needs, for example by putting on extra small-group storytimes

5. Roles and responsibilities

5.1 The head of school

The head of school is responsible for:

- › Building a team of expert teachers who know and understand the processes that underpin learning to read and write
- › Providing teachers with the appropriate training and resources so that they can competently deliver the English curriculum
- › Creating a stimulating school environment where pupils are exposed to different types of reading material, such as through displays, books and other classroom resources

5.2 The English lead

Our English Leads are responsible for providing leadership and management for English and literacy to secure:

- › High-quality teaching and subject knowledge of staff
- › A coherently planned and sequenced English curriculum
- › Consistent assessment and accurate teacher judgements within English and literacy
- › Effective use of resources

5.3 Teachers

Teachers are responsible for:

- › Planning effective English and literacy lessons
- › Providing opportunities for pupils to apply their English and literacy skills in a variety of ways
- › Completing the relevant marking and assessment
- › Making sure that support staff have:
 - Access to planning materials and resources
 - The knowledge and skills they need to support and challenge pupils

6. Curriculum

6.1 Writing

Intent

Writing is a crucial part of our curriculum at Scargill. By the end of Year Six, we intend our children to have developed a love of writing and to be able to express their thoughts and ideas clearly and

creatively through the written word. We also intend to create writers who can re-read, edit and improve their own writing, and enable pupils to be able to use confidently the essential skills of grammar, punctuation and spelling. At Scargill, we set high expectations for all our children to take pride in their work and have a fluent, cursive handwriting style alongside allowing their imaginations to flourish.

Implementation

Talk for Writing

Writing is evident in every aspect of our curriculum and varying text types are taught throughout the school. The objectives of the National Curriculum are closely followed to ensure that the skills learnt in spelling, punctuation and grammar are embedded and transferred into writing. Lessons are carefully planned so that skills are taught, embedded, revisited and then developed in a sequential way which promotes learning and retention of knowledge and skills. 'Talk for Writing' strategies are used throughout the school to support the teaching of writing and are adapted to meet our school's needs.

Grammar and Punctuation

Grammar is taught in context throughout all Talk for Writing units using the Talk for Writing grammar progression document and the writing progression document. From Reception onwards, teachers use the correct technical vocabulary in their teaching to encourage the correct use of these terms by children. We also have a stand-alone 'Place Value of Punctuation and Grammar' unit at the start of the academic year; this is to revisit key parts of grammar.

Spelling

At Scargill, spellings are taught using the Grammarsaurus approach. The focus of the programme is on the teaching of spelling, which embraces knowledge of spelling conventions – patterns and rules; but integral to the teaching is the opportunity to promote the learning of spellings, including statutory words, common exceptions and personal spellings. This begins in Year 3 as soon as children are secure with Phonics. Lessons are taught discreetly; daily in Y2 and 5x across a two week period in KS2. In Year 2, the children learn spellings through Little Wandle, which follows on from the phonics programme in Reception and Year 1.

Handwriting

At Scargill, we use Nelson Handwriting in year 1 - 6. This is a programme designed to help all children develop a confident, legible and personal handwriting style and meet higher curriculum expectations. The programme includes resources for pattern practice, motor skills and fun activities to bring handwriting to life. Handwriting is taught discreetly in daily 10 minute sessions until a fluent and personal style is developed.

6.2 Reading

Impact

Pupils will make good progress from their own personal starting points. By the end of Year Six they will be able to write clearly and accurately and adapt their language and style in and for a range of contexts, purposes and audiences. Our pupils will acquire a wide vocabulary and have a strong command of the written word. Most importantly, they will develop a love of writing and be well equipped for the rest of their education.

Intent

At Scargill Primary School, it is our intention to ensure that by the end of Year 6, all pupils are able to read fluently and with confidence, in any subject in their forthcoming secondary education and beyond.

We therefore intend to encourage all pupils to read widely across both fiction and non-fiction to develop knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, to gain knowledge across the curriculum and to develop their comprehension skills. We are committed to providing vocabulary rich reading material and the opportunities to explore unfamiliar vocabulary by using a tiered vocabulary triangle.

Implementation

Early Reading and Phonics

The systematic teaching of phonics has a high priority throughout Reception and Key Stage 1. Phonics is taught daily to all children in Reception, Year 1 and those in Year 2 who have not passed the phonics screening in Year 1. Group reading sessions take place 3x weekly and books are closely matched to each child's secure phonic knowledge.

Shared Reading

All children in KS2 take part in Whole Class Shared Reading sessions 2x a week. A wide range of age-appropriate texts are used which cover different genres and a diverse range of authors. This is delivered through the FRED's Reading scheme, which is adapted for our school. The children use a range of choral, echo, paired and teacher reading to develop prosody. We discuss questions across the range of domains and write down answers during one of the sessions.

Independent Reading in KS2

Teachers assess children on their fluency and comprehension to match to the correct 'book band' level. Children are then free to choose their own books from within their book banded level. This year we will be investing in new books for our KS2 children.

Reading for Pleasure

At Scargill we provide children with many opportunities to develop a love of reading. Teachers read to pupils during daily 'R-time' sessions (Reading Time). This is a non-negotiable part of the school day and enjoyed by both staff and pupils alike. All classrooms have their own class reading areas with a range of age-appropriate books and topic books. In Reception and KS1, children are free to choose these books and take home as a 'share with me' book. We also have a school library area which has undergone extensive refurbishment. Throughout the year, we promote a love of reading through events and activities such as national reading events, book sales and swaps, author visits, book clubs, book fairs and take and other opportunities we can to promote reading for pleasure

Impact

Through the teaching of systematic phonics, our aim is for children to become fluent and confident word readers by the end of KS1. As a Year 6 reader, transitioning into secondary school, we aspire that children are fluent, confident and able readers, who can access a range of texts for pleasure and enjoyment, as well as use their reading skills to unlock learning and all areas of the curriculum. We firmly believe that reading is the key to all learning and so the impact of our reading curriculum goes beyond the results of the statutory assessments.

6.3 Cross-curricular links

We will facilitate cross-curricular learning of English and literacy skills, making sure that the links with other curriculums are natural and not forced. This will be achieved through activities in other subjects such as:

- Annotating sources
- Group discussions
- Comprehension
- Topic research

6.4 Adaption

We will provide suitable adaption to make sure that every pupil makes maximum progress in English and literacy, by:

- Recognising where some pupils need specific help with their English skills, e.g. if they are dyslexic
- Providing resources such as phonics mats and writing frames to scaffold pupils' learning
- Identifying pupils who would benefit from more support in an area of their English learning, and running small intervention groups for targeted support each week to aid their progress and attainment. We will monitor these closely to move pupils in and out of these groups as needed

- › Making sure pupils who need it are extended through the use of additional, more-demanding and open-ended tasks and planned challenges within each lesson

7. Marking and feedback

Feedback will clearly explain to pupils what they're doing well, and what they need to do next to continue to improve their work.

It will be given by following the Marking policy.

8. Monitoring, assessment and moderation

8.1 Monitoring

We will monitor teaching and learning of English and literacy in our school to make sure that all of our pupils make the best possible progress from their starting points.

Laura Birkin, Megan Lang and Kay Chisholm will monitor and evaluate the impact of teaching on pupils' learning through:

- › Conducting learning walks
- › Reviewing marking and feedback sheets
- › Planning scrutiny
- › Book scrutiny
- › Peer teaching and learning

SLT will monitor and evaluate the impact of teaching on pupil's learning through:

- › Termly pupil progress meetings
- › Gathering input from the school council
- › SEND SP reviews
- › Performance management reviews

8.2 Assessment

We will track pupils' progress using a combination of formative and summative assessment, through ongoing formative assessment throughout every lesson, in-school summative assessment in the form of hot write, spelling checks and end of term assessments.

Our pupils will sit the following formal assessments:

- › The phonics screening check at the end of year 1

- › National Curriculum tests in the summer terms at the end of KS1 and 2

We will provide regular targets for pupils, and provide termly verbal reports against these at parents' evenings. Pupils will receive a written report annually and two data sheets. In Reception Parents will be made aware of their child's progress in phonics termly.

8.3 Moderation

We will standardise writing samples to:

- › Demonstrate how pupils' work meets National Curriculum attainment targets for KS1 and KS2, to help with assessment
- › Make sure staff have a consistent approach to marking pupils' work

We will refer to the Standards and Testing Agency (STA)'s exemplification materials for KS1 and KS2 to support with this.

We will moderate teacher assessments of reading and writing termly through department moderation sessions. Moderation sheets will be used and TAF sheets for Year 2 and 6.

9. Resources

9.1 Books

We will select and use books that:

- › Engage pupils emotionally
- › Cover a wide range of subjects
- › Elicit a strong response, such as curiosity, anger, excitement, laughter or empathy
- › Have a strong narrative that will sustain multiple readings
- › Extend pupils' vocabulary
- › Have illustrations that are engaging and reflect children from all backgrounds and cultures
- › Help pupils connect with who they are
- › Help pupils to understand the lives of people whose experiences and perspectives may be different from their own
- › Include stories set in both the UK and around the world
- › Include both modern and traditional stories
- › Include fiction and non-fiction

It's unlikely that just 1 book will meet all of these criteria, but our full selection as a whole will.

Once we've chosen our books, we will:

- › Identify a core set of stories for each year group
- › Refresh the list regularly (at least once a year), as new books are published and as our school welcomes new teachers
- › Encourage teachers to familiarise themselves with the stories their pupils will know from previous years
- › Get teachers to choose their own books to read aloud alongside the core set of stories
- › Share the list with parents, and explain its purpose, so they can buy or borrow the books

9.2 Book corners

When visiting their book corner, pupils will be able to:

- › Browse the books
- › Revisit the ones the teacher has read to them
- › Borrow books to read or re-tell at home (via the library)
- › Spend time there

When arranging the book corner, teachers will:

- › Avoid displaying too many books at once
- › Choose a space in the classroom that is well lit and of an adequate size
- › Display books pupils have listened to recently, at their eye level on outward-facing shelves
- › At the start of the year especially, include around 20 of the children's favourites from the previous year (either on lower shelves or in boxes)
- › Make the books look attractive and easy to find – removing any that are dull and dog-eared, unless these are particularly well-loved
- › Refresh the display to highlight topics, titles or authors that might engage pupils
- › Involve pupils in this process by getting them to help return books to the central school library
- › Keep any books that have been previously read in extra boxes for pupils to read and retell again, at school and at home

9.3 Rhymes and poems

We will choose rhymes and poems that will develop pupils' language skills. Teachers along with the support of Rachael Marshall-Clarke will identify a core set of poems for each year group, including:

- › Rhyming poems
- › Poems where alliteration is a strong feature

- › Word games
- › Traditional songs and rhymes
- › Nonsense rhymes
- › Poems that:
 - Are particularly rhythmical
 - Can withstand a lot of repetition
 - Elicit a strong emotional response
 - Extend pupils' vocabulary in different areas of learning

9.4 Dictionaries and thesauruses

To support with writing and spelling, we will make sure that pupils have access to dictionaries and thesauruses by

- › Having at least 1 dictionary and thesaurus available in each classroom
- › Availability of dictionaries and thesaurus within the library

10. Review

This policy will be reviewed every year. At every review, the policy will be shared with the full governing board.

11. Links with other policies

This policy links with the following policies and procedures:

- › Curriculum policy
- › SEN/SEND policy and information report
- › Marking and feedback policy
- › Behaviour policy
- › Early Years Foundation Stage (EYFS) policy