

# Camrose Primary School with Nursery



## English Policy



Article 3: All organisations which are involved with children should do what is best for the child.

Article 28: All children have a right to an education.

Updated by	Bernadene Ogle
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Shared with staff	May 2025
Date to be reviewed	May 2028 or as needed



**ENGLISH POLICY**

**Our School Vision:**

Every child at Camrose Primary School will be able to fully undertake their place as a global citizen through their knowledge and understanding of the world, its history and its people.

**Purpose**

The purpose of this policy is to describe our practice in English at Camrose Primary School and the principles upon which this is based. This revised policy takes into account the new National Curriculum (2014) and explains how the new curriculum has been embedded into our teaching of English.

**Intent**

At Camrose Primary School, our aim is to deliver a high-quality education in English, which includes all the skills of language, in order to prepare our children to participate fully as a member of society. It is acknowledged that “speaking and listening, together with reading and writing, are prime communication skills that are central to children's intellectual, social and emotional development” (Rose 2006). Pupils will be given opportunities to interrelate the requirements of English within a broad and balanced approach to the teaching of English across the curriculum, with opportunities to consolidate and reinforce taught literacy skills.

In line with the overarching aims of the national curriculum, it is our intent that by the time our children leave us at the end of KS2, they will:

- be able to read and write independently, with confidence, fluency and understanding, orchestrating a range of strategies to self-monitor and correct.
- have developed the habit of reading widely and often, for both pleasure and information
- use reading as a means of gathering information to support their learning throughout the entire curriculum
- have sound comprehension skills and be able to reorganise, infer, evaluate and appreciate a range of texts
- be able to express themselves in an effective and appropriate manner to a wide range of audiences and for a wide range of purposes speaking clearly, fluently and with confidence
- have acquired a wide vocabulary and write in different contexts and for different purposes and audiences (including themselves), with increasing awareness of the conventions of grammar, punctuation and spelling
- form letters correctly, leading to a fluent and legible, cursive handwriting style
- have an appreciation of our rich and varied literary heritage

## **Implementation**

### **EYFS**

In Nursery, the children are introduced to phonics using Little Wandle Phonics Scheme, which concentrates on developing children's speaking and listening skills and lays the foundations for the phonic work which starts in Phase 2. The emphasis during Phase 1 is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills. In Reception, children have daily phonics lessons. Children have opportunities to develop their communication, language and literacy skills on a daily basis in both adult led and child initiated activities. The three stages of reading focuses on: decoding, prosody and comprehension. Children are given opportunities to:

- speak and listen and represent ideas in their activities;
- develop their vocabulary
- use communication, language and literacy in every part of the curriculum;
- become immersed in an environment rich in print and opportunities to communicate.

### **Key Stage 1**

In Key Stage 1, daily phonics lessons continue in addition to daily English lessons. Children take part in both class focused, individual and small group reading sessions and have regular sessions of story time to develop a love of reading. Literacy skills are developed across the curriculum. Provision is made for children who require extra support through intervention programmes (e.g. Little Wandle in small groups) and differentiated class teaching. Children learn to speak confidently and listen to what others have to say. They learn to read and write independently and with enthusiasm. They learn to use language to explore their own experiences and imaginary worlds.

### **Key Stage 2**

In Key Stage 2, children have daily English lessons. These include discreet comprehension lessons and SPAG lessons (Spelling, Punctuation and Grammar). Additional English sessions include USSR (uninterrupted sustained silent reading) handwriting, class novel, spellings and library sessions. Opportunities are provided for children to consolidate and reinforce English skills across the curriculum. Provision is made for children who require extra support through intervention groups and differentiated class teaching. Children learn to change the way they speak and write to suit different situations, purposes and audiences. They read a range of texts and respond to different layers of meaning in them. They explore the use of language in English and non-fiction texts and learn how the structure of language works. They have opportunities to learn and recite a piece of text.

**Learning takes place using a variety of strategies, which include:**

- Shared sessions
- Modelling
- Guided group work
- Independent activities
- Peer and group tasks
- Basic skills sessions

**TEACHER'S WILL:**

- Have a clear understanding of the objectives being taught and share this with the children.
- Plan and deliver well-paced lessons which drive learning forward.
- Pass on their optimism and high expectations for success to the children.
- Listen and respond to children in a sensitive and supportive manner, discussing and evaluating children's successes.
- Ensure there are carefully planned opportunities to develop key English skills across the curriculum.
- Plan regular opportunities for children to complete more extended and in depth pieces of writing either through a topic or in English lessons, as appropriate.
- Be mindful of the English needs of the child in all subject areas and differentiate questions and activities as appropriate to allow all children access.
- Model oral and written responses for the children to learn from.
- Mark work against the learning objectives using positive comments and next steps for improvement, in accordance with our marking policy.
- Teach children the skills needed for planning, drafting, evaluating and redrafting their work.
- Set individual writing targets as appropriate to enable children to make rapid progress and feel a sense of achievement in their writing.

**SPEAKING AND LISTENING:**

The Four Strands of Speaking and Listening: Speaking; Listening; Group Discussion and Interaction, and Drama permeate the whole curriculum. Interactive teaching strategies are used to engage all pupils in order to raise reading and writing standards. Children are encouraged to develop effective communication skills in readiness for later life.

Opportunities to develop these skills include: debating, class assemblies, talk partners, drama (weekly lessons), KS1 Christmas production and Y6 Summer production. Further and more extensive information regarding this part of English is documented in our Speaking and Listening Policy.

**READING**

Teachers model reading strategies during reading sessions, and children have the opportunity to develop reading strategies and to discuss texts in detail. Independent reading provides time for both assessment and 1-1 teaching. Daily phonics lessons in EYFS and KS1 enable children to decode efficiently. This is followed by three sessions of group reading per week. This is continued into KS2 where necessary.

A range of book banded books are used to support readers. Teaching assistants support reading activities to ensure that children have more frequent opportunities to read with adults.

Activities are arranged in school to promote the pleasure and knowledge that can be gained from books, e.g. World Book Day, visits by published authors, skilled story tellers from many cultures, performances by professional theatre groups, making books, using drama, dance and music to illustrate texts.

Children in the EYFS classes are assigned a book from the 'Little Wandle Reading Scheme'. In KS1 children are assigned a book from a reading scheme, 'Little Wandle' or an equivalent colour coded book according to their level. In addition to this, children have the opportunity to

choose a book from the class library. Each child has a home school reading record that parents can use to share information about a child's reading. Parents are encouraged to read with their child daily. Staff monitor this and hope to see at least 3 signatures each week. Information is given on how to support their child in reading at reading workshops and in curriculum letters. In Key Stage 2 we have a selection of banded books to support appropriate text choices. KS2 children have weekly Reading Comprehension lessons with a focus on a specific reading objective. Age-related texts are selected from Reading Comprehension Ninja. During a USSR (uninterrupted sustained silent reading) session, pupils read a book of their own choice to develop reading for pleasure. Assessments are recorded in the red reading profile book. This is used to support the reading assessments. Pupils are tested termly using appropriate tests and an NFER reading test.

#### **Reading for Pleasure:**

Pupils choose a book from the school library and class library to read at their leisure. The expectation is for pupils to read daily at home for 20 minutes, at least three - four times a week. Each pupil has a reading record book where they record their reading. A half-termly Reading Treat is awarded to encourage regular home reading.

We encourage all pupils to share a book at home with their grown-ups. We believe that this not only helps to develop inferential skills, but also supports a lifelong love of reading. Every pupil has a reading record book in which they record their home reading. We encourage parents/carers to listen to /share reading with their child and sign or comment in the reading record book.

#### **Reading aloud to the class:**

Teachers should match the children's interests, age and class topic to a range of books throughout the year to be used to read aloud to the class. Teachers read to their class for at least 15 minutes each day. Reading aloud should be used by the teacher to instil a love of reading both for pleasure and for information, encourage the children's own reading interest and to model reading with intonation and expression. This will also allow for the discreet teaching of speaking and listening skills and oral comprehension. In Key Stage 2, a class novel should be read which could be used to provide extracts for explicit teaching within the literacy lesson. This can also support their writing.

### **SPELLING**

Children's phonological awareness and spelling strategies are assessed and this informs teaching. Dedicated time is allocated for teaching and investigating spelling. Children are encouraged to practise their spellings as homework and are given tasks to support their learning in class. Children are tested weekly. Word banks (given and created) along with dictionaries can be used to support children's spelling at the point of writing. Spellings patterns are used and have been handwritten so that children and parents can see what is expected. 300 HFW are to be known by the end of KS1. Termly tests are carried out to assess this. We want the children to understand the meaning of the words in different contexts and children are encouraged to write sentences using them. In KS2, pupils are encouraged to look up the meaning of unknown words in a dictionary.

### **WRITING**

We aim to develop the children's ability to produce well structured, detailed writing in which the meaning is made clear and which engages the interest of the reader. Attention is paid throughout the school to the formal structures of English, grammatical detail, punctuation and spelling. Teachers model writing strategies and the use of phonics and spelling strategies in

shared writing sessions. Guided writing sessions are used to target specific needs of both groups and individuals, whilst children have opportunities to write at length in extended independent writing sessions at the end of each unit.

The children are given frequent opportunities in school to write in different contexts using quality texts as a model and for a variety of purposes and audiences. There are many opportunities for children to improve their writing inspired by drama techniques and film clips. They may be asked to produce their writing on their own or as part of group. Children will also be given the opportunity to use computers/laptops for their writing. Handwriting lessons are taught to help children develop fluent, clear and legible joined up writing. Children work hard to achieve a pen licence in Year 3; this encourages them to take care of their presentation and pride in their work using blue handwriting pens.

Grammar, (this includes grammatical awareness, sentence construction, punctuation and the higher skills of grammar), is taught specifically and also continually throughout all lessons.

### **CROSS-CURRICULAR LITERACY OPPORTUNITIES**

Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum. As a school we recognise the importance of cross-curriculum writing.

### **THE USE OF COMPUTING**

We recognise the important role Computing has to play in our school in the development of English skills. Computing is used on a daily basis to enhance the teaching of English and to give all children the opportunity to experience, read and write multimodal texts and develop visual English. Computing is also used by the children to promote and improve reading and writing.

### **ASSESSMENT AND TARGET SETTING**

Work will be assessed in line with the Assessment Policy. Writing Portfolios are used to keep a record of children's writing progression. A writing activity is completed with no teacher assistance at least once a half term. Y6 will have at least 5 pieces of work of different genres completed during the two weeks around SATs. KS2 and KS1 carry out teacher assessment using Camrose's curriculum writing APP grids.

### **MODERATION**

Staff take part in writing moderation sessions three times a year to ensure that assessment is consistent throughout the school. Formal end of key stage assessments in Y2 and Y6 are in conjunction with the English Leader/ SLT. We participate in moderation session with other local schools as well as LEA moderation.

### **INCLUSION**

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. Challenges are provided for all abilities. Tasks are adapted to support SEN and EAL pupils according to their needs. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment.

### **EQUAL OPPORTUNITIES**

Camrose Primary has universal ambitions for every child, whatever their background or circumstances. Children learn and thrive when they are healthy, safe and engaged.

In order to engage all children, cultural diversity, home languages, gender and religious beliefs are all celebrated. Our curriculum includes a wide range of texts and other resources which represent the diversity and backgrounds of all our children.

We believe in 'valuing what the child brings to school' and recognise the importance of supporting a child's first language, not only to foster self-esteem, but to assist in the learning of English.

### **PARENTAL INVOLVEMENT**

We aim to involve parents directly in the life of the school, and thus in the development of children's skills, knowledge and understanding in English. Parents are involved in listening to children read, and are encouraged to discuss books with them. Every class has a half-termly Parent Drop-In session where parents are invited to share a book / listen to their child read within the school setting.

We recognise the value of adults (both in school and at home) reading aloud to children, in order to improve their grasp of story language, enthuse them with a love of books and inspire them as writers.

There are opportunities each term when parents can discuss their children's progress with their teacher. Half termly curriculum letters provide information about the English curriculum and how parents can support their children. They also emphasise the importance of reading. Parents are encouraged to read both with and to their children at home in order to promote reading. Parents are welcomed into school on planned days to support reading in the classroom.

### **THE SUBJECT LEADER**

The role of the subject leader involves:

- Having an oversight of curriculum coverage and ensuring that the curriculum meets the requirements of the national curriculum.
- Action planning for future development
- Ensuring that appropriate resources are in place to deliver a rich and challenging curriculum
- Leading CPD sessions, providing guidance and support to colleagues
- Monitoring the planning and teaching of English throughout the school along with the Headteacher/ SLT (book scrutiny, lesson observations, constructive feedback)
- Working in collaboration with the SENCO and other staff to suggest and implement intervention where necessary
- Keeping informed about developments and new initiatives to support the teaching of language and English and ensure staff are informed;
- Auditing needs of the school and acting upon findings
- Updating the English policy when necessary

This policy should be read in conjunction with the following school policies:

- Handwriting Policy
- Teaching and Learning Policy
- Assessment and Record Keeping
- Marking policy

This policy will be reviewed every three years or in the light of changes to legal requirements.

Date of review: May 2025

Next review date: May 2028