



Baines' Endowed Church of England Primary Academy

English Policy

At Baines' Endowed Church of England Primary Academy, we aim to develop self-belief and self-confidence in all our pupils and staff, through our mission that:

"With God, nothing is impossible" Luke 1:37

To support our pupils, staff, parents and governors in their quest to achieve the 'impossible', we will teach, guide and nurture our community in the following twelve values:

generosity	compassion	courage	forgiveness
friendship	respect	thankfulness	trust
perseverance	justice	service	truthfulness

At Baines' Endowed, we believe that by valuing all God's children and teaching them to learn, develop and grow in the Gospel values, we will allow them the opportunity to believe that, with the help and love of God the Father, God the Son and God the Holy Spirit, they can achieve what they aim to achieve.

Intent

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society.

The overarching aim for English at Baines' Endowed is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding

- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Implementation

Reading

In Nursery

In Nursery the acquisition of reading skills is taught through the use of the Monster Phonics programme. At this stage, the focus is primarily on developing speaking and listening skills through daily activities in large or small groups.

The love of books and reading is further developed through the reading of a story each day in a large group or as a small focus group. Books are also available for children to borrow and take home.

EYFS, Keystage 1 and 2

The Monster Phonics systematic synthetic programme has been implemented for children from Reception to year 2. This uses a whole class approach to the teaching of phonics sounds, to support the development of reading and spelling skills. Fully decodable books are used during the guided reading session and as home reading books. These are supplemented with non-decodable books which support the acquisition of high frequency and common exception words.

Monster Phonics is also used as an intervention for children who have struggled to acquire the skills of reading during their formative years. Testing of phonic sound knowledge informs the class teacher who will require additional support during the guided reading carousel. This will be implemented by the TA in replacement of the comprehension activity.

Shared Reading

At Baines' teachers develop the children's understanding of reading through a Shared Read at the beginning of an English lesson. This is a five minute activity where the teacher will verbalise their inner thoughts whilst reading a text, and in so doing, will enable the children to understand how meaning is conveyed through the use of vocabulary and the choices of grammatical devices.

A Class Read

A class text is read every day. By the time our children complete their Baines' journey, we hope to have given them the opportunity to have heard many different stories and to have instilled a love of books and reading.

Home Reading Books

All children have a home reader and a school reading book. Teaching Assistants over-see the organisation and checking of the home readers.

- Reading should occur **a minimum** of three times a week. Children not fulfilling the required amount will be highlighted to the class teacher, who can discuss this with the parent/carer after school.
- TAs record the books completed by the children on the reading challenge sheets - once children complete their reading sheet, they will receive a badge. Children on the Accelerated Reader system will complete an AR Quiz to ensure that they have understood the books and inform the child and the Teaching Assistant of their next choice of book.
- Those children who are struggling to master reading or don't read enough at home will be targeted for in class intervention. TAs should be used to listen to these children.

Accelerated Reader

At Baines', from Year 2 upwards, Accelerated Reader is used to organise books into a scheme and to place children at the correct point in that scheme.

Children in years 2 - 6 are tested in September (as a baseline), December, April and June using the Star Reading test. Each test provides the class teacher with a reading age, percentile rank, and ZPD (zone of proximal development) for each child. Subsequent tests will also show progress made.

Each child is asked to complete an Accelerated Reader quiz for each book read which will test the child's understanding of the book they have read. The quiz will give a score; successful readers will achieve 80% correct answers.

Reports generated by AR are used by class teachers to group children. They identify children who need extra support in the classroom and those who will need additional intervention. These children are discussed during the Pupil Progress meeting.

Guided Reading

At Baines', the teaching of reading is developed through the Guided Reading session each day. In EYFS and Year 1, children access phonically decodable books from the Monster Phonics Scheme. These are closely matched to their reading ability. The children are placed in groups of similar ability. The class teacher will listen to each group two to three times a week.

In Year 2, children who know their first 100 high frequency words can access Accelerated Reader and begin to read books from the graded reading scheme. It should be noted, children who still need the support of phonically decodable books will remain on the Monster Phonics scheme. In year 2 classrooms there are five main activities each week: the pre read, guided reading session, post read, comprehension activity and an independent read. During the last week of each half term the book, read during the independent reading time, is discussed in a book club style with a focus on specific elements of the text.

In Key Stage Two, children access whole class guided reading sessions. Children read a range of text genres that link to the wider curriculum, classic stories or poems. The children read the same text over the course of a week where the teacher will model the reading and discuss the difficult vocabulary, the text will then be read by the children with increasing independence. Retrieval and inference skills are developed over the next two days. On the fourth day children will complete questions that have been asked verbally in a written format. The teacher may model how to respond to written questions. Once a week, children are encouraged to choose and read a book of their choice. The teacher will conduct a book club type session with a specific reading focus.

Additional support is provided for children who struggle to access the reading texts. They will be provided with phonics support one or two sessions a week

The Library

Classes can access the library on a weekly basis at break times. This is run by Year 6 librarians and monitored by TAs.

Writing

At Baines' Endowed, the Lancashire English plans are used as a foundation for the teaching of English. These plans provide an outline of the outcomes for the children in reading, writing and grammar, punctuation and spelling. Each half term a quality text is used as a focus, initially as a shared read and also to support the development of different writing opportunities. Each plan will give suggestions for two/three text types – a fiction and a non-fiction text. Over the year, a full range of genres of writing will be taught.

Planning through the 4 phases

During the planning process of each unit the teachers will plan through 4 phases to ensure children have developed the necessary skills to produce good quality pieces of writing which include vocabulary, spellings and grammar appropriate to the age group.

Phase 1: Immersion into the new topic through the reading of a good quality text, investigation of the plot, characters and key vocabulary.

Phase 2: Introduction of new grammar and punctuation skills with short opportunities to practise these on a little and often basis. This phase will also provide time to produce a number of short writing opportunities. However, good examples of a particular writing genre may be investigated by the children. This enables the children to gather vocabulary, study the use of grammatical skills that will be required during the next phase.

Phase 3: Demonstration/Guided writing.

The Jane Considine approach:

At Baines' The Jane Considine approach has been introduced across Key Stage one and two. Teacher demonstrate the writing process through shared writing with the whole class, verbally articulating the thinking processes a good writing will go through during the writing process. To ensure children are able to imitate the writing, teachers build a bank of ideas for vocabulary and grammatical skills with the children before demonstrating how to write a paragraph at a time with very specific skills demonstrated. Children are then given time to practise the skills they have been taught. Children will use the skills developed and practised to produce their own independent pieces of writing over a number of lessons.

Guided writing:

Guided writing sessions are short activities where skills are practised before the children work independently. Throughout phase 3 the teacher works with focused groups to teach specific writing techniques, punctuation or grammar that may have not been mastered during the whole class writing activity or to develop the skills of the greater depth writers further. The teacher will model what is expected and allow the children time to practise these skills. Each group taken may have a different focus depending on their needs.

Oral Story Telling:

Oral Story Telling is a resource that allows teachers and children to read and recite a story. The aim of Oral Story Telling is for children to recall the story by using actions specifically for key vocabulary, which they can use within their own independent writing. This is used more commonly in KS1.

Phase 4: Independent writing

Children are given the time to develop their own piece of writing that imitates the guided piece of writing and uses the same skills. The independent piece should be written over a number of days and be supported through the use of word banks, vocabulary and grammar displays and the use of their guided piece of writing. However, during this phase teachers will not provide support for spelling or the choosing of grammatical approaches.

Speaking and listening

Opportunities for the development of speaking and listening skills are specifically developed through the first two phases of the writing process, as outlined above. Children develop their skills of listening and discussion through the use of Voice 21 techniques. Wherever possible, these techniques are used in other curriculum areas.

The use of drama, freeze frames, and conscience alleys provide other opportunities to develop the children's deeper understanding of a text or character.

Each year, a Poetry Competition is held. Classes are asked to perform a choral recital of a poem learnt by heart. Individual children are also encouraged to choose, practise and recite a poem, initially to perform in front of the class, and then possibly in a whole key stage competition.

Biannually a Shakespeare week is held. Children have the opportunity to delve deeper into a Shakespeare play, act out scenes and become familiar with the storyline and themes.

Other opportunities to perform in front of an audience are provided during class assemblies and key worship activities such as Christmas and Easter celebrations and in school productions.

Spelling and Handwriting

At Baines' the Monster Phonics scheme is used to teach spelling and handwriting strategies in EYFS and Key Stage 1. Super Hero Spelling is used throughout Key Stage 2.

In Key Stage 2 The Nelson Thorne scheme is used to teach handwriting. Spelling and handwriting is explicitly taught each week and then practised throughout the week.

Impact

Teacher assessment

Phonics

Phonics is assessed regularly by the class teacher in EYFS and KS1. At the beginning of each academic year, all year groups complete a baseline phonics assessment completed by the class teaching assistant - this informs what intervention needs to be implemented. At the end of Year 1 all children complete the statutory phonics test, which some children may resit in Year 2.

Reading

Reading is assessed regularly by the class teacher through listening to children read, discussions about the text and through the children's written responses. This information is entered into Sonar.

Independent Writing

Teachers use Sonar (an online assessment tool) statements to assess each independent piece of writing. Year 2 and 6 writing is also assessed against the DfE assessment framework documents. To ensure standards are maintained, writing is standardised termly in year groups. Once a year, writing will be moderated by The English Team and each individual year group.

Formal testing

Formal assessment of reading, grammar, punctuation and spelling will be completed in years 2 and 6 with the use of SATs past papers. The information from these tests will be used to inform teacher assessments.

In Year 1 and 2 phonic assessments are completed inline with the Monster Phonics scheme. Data from these assessments is used to inform subsequent teaching and whether an intervention is needed. In Year 1 the Phonics Screening Check is used at various points throughout the year to inform teachers of the progress and where support is required.

In Years 2 - 6 a Star Reading test from Accelerated Reader is completed with each child in September, late November, April and at the end of the summer term. This informs the teacher of a child's reading age and helps to place them at the correct place in the reading scheme. This test also provides the teachers with a reading analysis for each child.

In years 1, 3, 4 and 5 NFER reading tests are used at the end of the autumn, spring and summer term to inform teacher assessments and to compare children to national data.

Grammar Spelling and punctuation is also formally assessed through the National tests and the NFER suite of tests.

Pupil progress meetings

The progress and attainment of all children are discussed during Pupil Progress meetings. These are held termly, discussions from these meetings will inform the teachers of strategies that can be used to improve pupil performance, highlight focus children that will need additional support in the classroom and those who will need intervention.

Learning walks

Throughout the year learning walks are conducted to observe various aspects of English teaching in practice. There is a clear focus for each learning walk. Teachers are provided with feedback with aspects of the activity which were good and an area for development.

Lesson Observations

Teacher's teaching skills in English are monitored through observations. Although there is no grading system, teachers are provided with feedback and support for areas of development.

Review

The English team is responsible for the review of this policy. This will take place when there are changes to English at National level or there are changes to the systems used to implement the policy.

Related policy documents or literature:

- *A guide to English at Baines Endowed Primary School.*
- *Assessment Policy*
- *Curriculum Policy*

signed A. Knowles date August 2025 English Coordinator/SLT

signed date Chair of Governors