

At Greenbank Primary School, we firmly believe in the pivotal role of language and English in fostering holistic child development and facilitating access to the entirety of the curriculum. We understand that mastering English, both verbally and in writing, is transformative for our students, serving as the cornerstone for all subsequent learning endeavors. We actively cultivate a culture of reading, viewing it not only as a vital life skill but also as a means to instill in our students a genuine passion for literature. This passion not only enhances their academic achievements across various subjects but also brings enrichment to their lives beyond the classroom.

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum in England: English Programmes of Study – Key Stages 1 and 2 and in the Communication and Language and Literacy sections of the Statutory Framework for the Early Years Foundation Stage. Our curriculum is drawn from these documents. We believe that our children learn best when given the opportunity to apply their knowledge and skills across the entire curriculum in rich and varied ways.

We acknowledge and celebrate the diverse cultural and linguistic backgrounds of our pupils and value their expertise in their first languages. Currently at Greenbank, we have pupils from 32 different countries speaking 19 different languages. Throughout their time at our school, all children will be supported and encouraged to achieve their personal best in an inclusive learning environment. We strive to ensure that children with Special Educational Needs and Disabilities (SEND) and those with English as an Additional Language (EAL) are given additional support if required so that they may achieve their full learning potential.

The teaching and learning of English at our school adhere to the statutory guidelines outlined in the National Curriculum for England, specifically the English Programmes of Study for Key Stages 1 and 2, as well as the Communication and Language and Literacy sections of the Statutory Framework for the Early Years Foundation Stage. Our curriculum framework is derived from these official documents.

Overall Aims and Objectives

By the end of Key Stage 2 we want all our pupils to possess:

- Proficient and confident communication skills in Standard English.
- Attentive and empathetic listening abilities, capable of comprehending the spoken word with ease and pleasure.
- Fluent and critical reading skills, enabling them to engage with a diverse array of materials for both enjoyment and informational purposes.
- Effective writing skills tailored for various audiences and objectives, characterized by accurate and confident command of spelling, punctuation, and grammar.

Phonics

At Greenbank Primary School, we implement the "Read Write Inc." Programme, designed to foster accurate and fluent reading skills alongside strong comprehension abilities. Through this structured approach, students not only develop proficient letter formation and spelling



accuracy but also cultivate the capacity to generate cohesive ideas for writing in a systematic manner.

Introducing the programme during the Nursery's Summer term, we continue its implementation until students achieve competence in phonological knowledge. Continuous assessment ensures students are appropriately grouped based on their individual needs. For those requiring additional support, access to supplementary daily phonic sessions or one-on-one tutoring is readily available.

RWI Progress Expectations

Nursery	
Summer Term	Begin RWI Nursery Programme
Reception	
End of Autumn 1	Read single-letter Set 1 sounds
End of Autumn Term	Read all Set 1 sounds; blend sounds into words orally
End of Spring 1	Blend sounds to read words; read short Ditty stories
End of Spring Term	Read Red Storybooks
End of Summer 1	Read Green Storybooks; read some Set 2 sounds
End of Summer Term	Read Green or Purple Storybooks
Year 1	
End of Autumn 1	Read Purple Storybooks; read some Set 2 sounds
End of Autumn Term	Read Pink Storybooks; read all Set 2 sounds
End of Spring 1	Read Orange Storybooks; read some Set 3 sounds
End of Spring Term	Read Yellow Storybooks
End of Summer 1	Read Yellow Storybooks; read all of Set 3 sounds
End of Summer Term	Read Blue Storybooks
Year 2	
End of Autumn 1	Read Blue Storybooks
End of Autumn Term	Read Blue Storybooks with increasing fluency and comprehension
End of Spring 1	Read Grey Storybooks
End of Spring Term	Read Grey Storybooks with increasing fluency and comprehension
RWI Programme Completed	
End of Summer 1	Access whole-school English curriculum
End of Summer Term	Access whole-school English curriculum

For Key Stage 2 pupils lacking secure phonetic knowledge, not meeting age-related expectations, or new to the English language, we offer the "Fresh Start" version of the Read Write Inc. Programme. While upholding the foundational principles of the main programme, "Fresh Start" materials are tailored to be age-appropriate and relatable for older students.

Year 1 students undergo the statutory Phonics Screening Check in the Summer term. Those not meeting the expected standard have the opportunity to retake the assessment in Year 2. The outcomes of these checks are communicated annually to both the Local Authority and parents through the school report.

Reading

- Cultivating a reading culture to instill a lifelong passion for books.
- Ensuring children read confidently, fluently, and with comprehension.
- Utilising various reading cues (phonic, graphic, syntactic, and contextual) for monitoring and correcting reading errors.
- Fostering critical reading skills to enhance understanding of the broader world.



Teaching and Learning

- Phonics lessons follow a systematic approach, using the Read, Write Inc program daily in EYFS and Key Stage One. These skills are then modelled and applied across the curriculum.
- Daily English lessons engage children from Years 1 to 6, with each year group assigned high-quality texts every half-term and a designated author each term.
- Weekly lessons focusing on reading through comprehension and whole-class reading activities.
- Reading skills are integrated into various subjects across the curriculum.
- Encouraging regular reading at home with adults, with children taking home color-banded books matched to their reading level and documenting their progress in reading records.
- Every classroom boasts a dedicated Reading Area, designed to be inviting and attractive, with books chosen and organized by the children. These areas are regularly monitored by SLT and the English team.
- DEAR (Drop Everything and Read) time is allocated in every class for at least 15 minutes daily to foster a "Reading for Pleasure" ethos.
- Each class has a designated "Bedtime Book Bag" for a chosen pupil to take home and share with family and friends weekly.
- Visits from various authors, including SF Said, Matt Oldfield, Alom Shaha, Mitch Johnson, and Jennifer Killick, inspire and motivate children to read more.
- Six children participate in the IPLCN Reading University program, aimed at nurturing a love of reading and expanding access to texts in a collaborative setting with pupils from neighboring schools.
- The recently established school library allows each year group designated time slots to explore books aligned with their curriculum topics.

Additional Support

Children who require additional support with phonics are identified by class teachers. In addition to quality first teaching in class, they receive targeted support through phonics interventions delivered by trained members of staff

- Children in Key Stage 2 who are competent in decoding but require additional support with their reading continue take part in Read Write Inc.
- Year 6 'Homework Club' takes place to help children improve on aspects of the curriculum they need extra support with

Assessment

Children are assessed against the 'Assertive Mentoring' reading criteria from Years 1 to 6. Teachers will use a wide range of evidence to make these assessments and will use the information gathered to inform future planning. This will include:

- Evidence gathered during reading sessions. Teachers will make written notes during and after these sessions (as per our marking and feedback policy) and assess children against the criteria based on their answers, decoding skills and verbal responses to questions. This evidence will be kept in class feedback books.
- Termly comprehension assessments (Years 2 to 6).



- Half termly phonics assessments (Year 1)
 - Itrack
- Additional Support

At our school, we prioritize identifying children who require extra support with phonics, a task undertaken by class teachers. In tandem with excellent classroom instruction, targeted interventions in phonics are provided by trained staff members.

- For Key Stage 2 students proficient in decoding but needing further reading support, participation in Read Write Inc. continues.
- To address areas of the curriculum requiring additional attention, Year 6 hosts a "Homework Club" aimed at enhancing children's skills.

Assessment

Children in Years 1 to 6 undergo assessment based on the 'Assertive Mentoring' reading criteria. Teachers employ a diverse range of evidence to conduct these assessments, which inform future planning. Assessment methods include:

- Evaluation of evidence collected during reading sessions, with teachers recording observations and reflections as per our marking and feedback policy. Children's performance is assessed based on their responses, decoding proficiency, and verbal engagement with questions, with records maintained in class feedback books.
- Termly comprehension assessments for Years 2 to 6.
- Half-termly phonics assessments for Year 1.
- Utilization of the iTrack system for monitoring and tracking progress.

Writing

Aims

- To understand the importance of audience and purpose
- To develop strategies to communicate effectively through the written word
- To recognise that drafting and redrafting is an essential part of the writing process
- To develop powers of imagination and inventiveness through writing

Teaching and Learning

- We believe that children need to be exposed to a wide range of high quality texts in order to promote their writing skills. Teachers give children regular opportunities to discuss what makes a good piece of writing so that children may apply this in their own work.
 - Teachers explicitly model writing strategies and the use of phonics and spelling strategies in writing sessions.
 - 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. The text types which are required to be covered by the National Curriculum are outlined in our long term plans for each year group to ensure that there is a breadth of coverage.



- Children are expected to complete at least two extended writing pieces every half-term. Some of these pieces will be linked to current topics they are studying in foundation subjects.
- Children are given regular opportunities to edit and redraft their work using based on feedback given from adults or through self and peer assessment.
 - We recognise that children write best when it is made meaningful to them. Therefore they are given regular opportunities to explore the writing task linked with curriculum subjects and to write from experiences from our Learning outside the classroom adventures etc.

Additional support:

- We expect children to have their needs primarily met through quality first teaching in class. Additional support may be given to children in writing through a wide range of resources such as word banks, writing frames, talk for writing, visual cues, Clicker 7 etc.
- Although spelling is taught discretely we realise that children learn best when they are given regular opportunities to apply this knowledge in lessons.

Assessment

Children from Year 1 to 6 are assessed against the writing criteria adapted for the new National Curriculum. Teachers will use a wide range of evidence to make these assessments and will use the information gathered to inform future planning. This will include:

- Writing in their English books
- Writing from across the curriculum

Grammar, Punctuation, Spelling and Handwriting

Spelling

- We follow the 'Twinkl spelling programme from Years 1 to 6. This is a highly structured spelling programme which meets all the requirements of the new National Curriculum. Children are explicitly taught spelling rules on a weekly basis. Homework is given to support this and children take part in a weekly spelling assessments to monitor progress. In addition to this, a half termly assessment is administered to monitor how well children have retained the spelling rules which have been taught over the preceding 6 weeks.

Grammar and Punctuation

- Grammar is taught as standalone lessons or during a big write cycle
- We recognise that children then need regular opportunities to apply this knowledge in the rest of the English lesson in order to make meaningful links.

Handwriting

- Children are taught cursive handwriting from Reception where they are learn how to form letters with the correct orientation and exit points
 - Our expectation is that by the end of Key Stage One children will be able to join their writing with emphasis on presenting writing that is neat and legible.
 - Children continue to take part in handwriting sessions throughout Key Stage Two.



EYFS (Communication, Language and Literacy)

In both small and large groups, children are encouraged to extend their vocabulary and fluency by talking and listening, by hearing and responding to stories, songs and rhymes. Children are helped to understand that written symbols carry meaning, to be aware of the purposes of writing and to use drawn and written symbols for themselves and, when ready, begin to read and write words and sentences. A well-stocked book corner gives every child the opportunity and encouragement to become familiar with books, to be able to handle them and be aware of their uses. Nursery and Reception introduce a structured Phonics programme called Read, Write Inc.

Examples of activities used to encourage Communication, Language and Literacy include:

- book corner
- taped stories
- stories poems
- water mark making using a variety of media both small and large drawing
- sand writing (child initiated and adult focus)
- role play
- small-world
- music songs
- circle time
- construction toys

Speaking and listening

We recognise the importance of spoken language in pupils' development across the whole curriculum - spoken language underpins the development of reading and writing. Children are encouraged to develop effective communication skills in readiness for later life. At Greenbank, children are given regular opportunities to develop their speaking and listening skills in varied ways across the curriculum. We also provide regular whole school activities such as taking part in class assemblies, end of term plays for every year group, and multi-school events through our collaborative network of schools (IPLCN)

Aims

- To listen, evaluate and respect the opinion of others
- To speak expressively and confidently in front of others

Examples of teaching and learning strategies used to support speaking and listening

- Use of talk partners
- Class discussions and debates
- Retelling stories
- Performing poetry



- Listening to a range of texts read aloud
- Listening, responding to and evaluating their own and others' contributions.
- Productions and plays every half-term

English as an Additional Language (EAL)

At Greenbank Primary many of the children speak a language other than English at home and this is a skill which we value. However we also recognise the need to provide appropriate support to children who are developing their skills in English. We deploy a wide variety of strategies to provide this support to pupils with EAL. These will include:

- Creating a welcoming environment which reflects the cultural diversity of pupils (including the use of stories from other cultures)
- A baseline reading and writing assessment when children join mid-phase in order to assess areas of need
- Monitoring of data to track progress (itrack)
- Visual support in class
- Word banks
- Writing prompts/templates/sentence stems
- Use of ICT such as Clicker 7
- Pre-teaching and talk for writing
- Making efficient use of support staff including bilingual TAs
- Pairing children with competent English speakers who speak their home language
- Additional support and interventions e.g. to address gaps in phonics knowledge

Parental/Community involvement

We believe it is vitally important to work together with parents and carers to support their child's development of English. We promote a positive home/school partnership (Friends of Greenbank) in the following ways:

- Asking parents/guardians to read regularly at home and record and write comments in the pupils' reading record.
- Parent workshops to provide practical advice on how parents can support their children in English.
- Bedtime Book bags are sent home with a chosen child (from each class) once a week to encourage Reading for Pleasure at home.
- Celebrations – special events such as World Book Day, assemblies, displays, book fairs, etc
- Home Learning - in line with our homework policy and home/school agreement.

Staff Development

Supported by the English team, teachers are expected to keep up to date with subject knowledge and use current materials that are available in school. Training needs are identified as a result of whole school monitoring and evaluation, appraisal and through induction programmes. These will be reflected in the School Development Plan and the English Action Plan. Additional adults who are involved with support programmes will receive appropriate training as required.



Monitoring and Evaluation

English is monitored and evaluated in the following ways:

- The monitoring of teaching and learning by the SLT and English team through observations, learning walks, monitoring of planning, monitoring of displays etc.
- Sampling of pupil work and assessments by the English team/SLT
- Analysis of data on itrack

Authors – Whole School Overview

	Autumn	Spring	Summer
EYFS	Martin Waddell	Julia Donaldson	Eric Carle
Year 1	Jill Murphy	Oliver Jeffers	<u>Nadia Shireen</u>
Year 2	Dr. Seuss	Nick Butterworth	Janet and Allan Ahlberg
Year 3	Roald Dahl	Dick King Smith	Joseph Coelho
Year 4	Guy Bass	Zanib Mian	Jeff Kinney
Year 5	Louis Sachar	Onjali Rauf	Michael Morpurgo
Year 6	J.K. Rowling	Maz Evans	Tony Bradman



English Policy at Greenbank Primary School

This policy was drafted by the English Team:

- Misbaul Haque
- Penny Ogden
- Alison Sexton

September 2022

Updated September 2024

