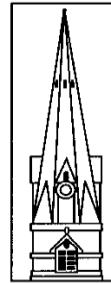


# *Higher Walton C.E. Primary School*



# **English Policy**

**Last review: March 2025**

**Next review: March 2027**

# Higher Walton CE Primary School

## English Policy

### STATEMENT OF PRINCIPLES

***“Life in all its fullness” (John 10 v 10).***

Our English policy is based upon **our school core Christian values of friendship and forgiveness, courage and creativity, respect and responsibility, trust and tenacity** along with wider Christian values of love, peace, reconciliation and justice. We work hard to developing positive relationships between the children, staff and parents.

### MISSION STATEMENT

Higher Walton CE Primary School’s mission statement is to “raise standards within a caring, supportive and stimulating environment based upon an inclusive Christian ethos”.

We aim to develop successful learners, confident individuals, responsible and spiritual citizens and an actively engaged community in order to fulfil our vision.

Higher Walton CE Primary School aims to celebrate everyone’s uniqueness, enabling our children to flourish and reach their true potential. We do this in a caring, supportive and stimulating environment, so that everyone has the very best opportunity to manifest, “Life in all its fullness” (John 10 v 10).

### VISION

Our school vision is “Life in all its fullness” (John 10 v 10). Within this school each child is considered as a unique child of God. All members of our school family are welcomed into a safe and secure Christian environment where they are valued, included and accepted. Our Christian ethos promotes self-worth, self-respect and trust, so that everyone develops the confidence to ask questions, talk through problems and explore values and beliefs leading to responsible behaviour and citizenship.

### CURRICULUM INTENT

#### Writing vision and purpose

*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. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised. (National Curriculum 2014)*

Our vision for Writing is to develop:

- successful learners who achieve their potential in writing
- confident individuals who write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- responsible and spiritual citizens who appreciate our rich and varied literary heritage
- active engagement, drawing on appropriate outside expertise to enhance our writing curriculum

Our vision for Reading is to develop:

- successful learners who achieve their potential in Reading
- Confident individuals who are able to read fluently and coherently with expression and intonation.
- Responsible and spiritual citizens who enjoy a variety of genres and read widely for pleasure alongside gaining a broad knowledge across the curriculum.
- Active engagement, drawing on appropriate outside expertise to enhance our Reading curriculum

Our English policy is underpinned by our school values, and informed by our overall school ethos and aims.

## **English aims**

Our writing programme aims to:

- Ensure writing is part of a child's broad, balanced curriculum, integral to the basic curriculum of the school and part of the child's all-round development.
- Fulfil the requirements of the National Curriculum in writing by developing children who are competent, confident and independent in the use of language in their writing.
- Ensure pupils use and understand language as writers.
- Develop pupils' confidence, resilience and independence and positive attitudes towards writing.
- Teach pupils to apply their grammatical, phonetical and spelling knowledge in their writing.
- Equip pupils to evaluate and improve their own writing

- Teach pupils a fluent and legible style of handwriting, and an understanding of how to present work appropriately
- Give children access to high quality demanding texts as a stimulus for writing.

Our Reading programme aims to:

- Ensure Reading is part of a child's broad, balanced curriculum, integral to the basic curriculum of the school and part of the child's all-round development.
- Fulfil, and go beyond where possible, the requirements of the national curriculum in Reading.
- Cover the concepts of the reading domains and National Curriculum objectives across a wide range of genres which ensure coherent progression, specifically planned questions to develop children's understanding and language which extends and develops children's vocabulary.
- Develop pupils' confidence, resilience and independence alongside a love and enjoyment of reading for pleasure.
- Meet needs identified by pupils (e.g. through interventions such as Bug Club catch up phonics, Toe by Toe and Nessy dyslexia programmes)

### **Planning**

In EYFS, planning is based on the EYFS statutory framework and writing follows the Literacy Tree writing roots.

In Key Stage 1 and Key Stage 2, the school follows the National Curriculum and The Literacy Tree Planning scheme, which covers English lessons (including spelling, grammar, punctuation and writing different genres) and reading lessons (questions following National Curriculum domains. The Literary Tree uses high quality, up to date texts to engage and enthuse readers.

The amount of time spent teaching a unit ranges between 3 and 4 weeks.

Our provision is mapped and planned effectively using a two-year rolling curriculum cycle and links to other curriculum subjects through reading, researching and writing for different purposes and audience.

### **Spelling**

At Higher Walton CE Primary School, our children are taught the statutory spelling rules and spelling lists, high frequency words and tricky words. Children in EYFS and Year 1 follow the phonics Bug Club scheme and from Year 2 onwards, follow the Spelling Shed scheme, following a rolling two-year cycle.

## **Handwriting**

In EYFS, the children are taught to print.

In Year 1, the children are taught pre-cursive.

Years 2 to 6, the children will write in a cursive joined manner.

## **Entitlement and equality of opportunity**

Classroom practice takes account of age, special needs/disabilities and cultural backgrounds to ensure that all pupils can fully access the English curriculum and achieve their full potential. We promote the needs and interests of all pupils, irrespective of gender, culture, ability or personal circumstances.

We strive for all our children to achieve their best in English. Some pupils have barriers to learning due to SEND such as physical difficulties, communication difficulties or dyslexia. We support children through carefully chosen tasks and/or classroom support, for example:

- Using coloured paper for children with dyslexia
- Word banks, mats and writing tips
- Using speech recognition apps to support dyslexic writers
- Using ICT to aid presentation
- Using adult scribe and/or prompter
- Talking postcards and tins to record and play back sentences to aid memory
- Using story maps to aid memory
- Intervention support for children who require support with phonics and reading (Bug Club catch up phonics, Toe by Toe and Nessy dyslexia programmes)

## **Enrichment**

Our provision is further enriched with:

- theme days/events which provide opportunities for English across the curriculum, for example making anti-bullying posters, leaflets to promote road safety outside school, writing letters to the council
- visiting speakers and workshops such as author/ poet visits
- participation in national events such as World Book Day role play and drama
- Extra-curricular activities at lunchtime e.g. reading buddies
- Positions of responsibility such as librarians
- Relevant displays such as topic themed reading corners, English and SPaG working walls.

Our wider school life supports the Writing curriculum through:

- visitors and visits across the curriculum often result in written follow-up work
- worship (e.g. writing prayers in response to school worship themes)
- presenting writing in celebration worship and class sharing assembly
- extra-curricular activities such as Eco Council producing posters encouraging water-saving and energy-saving
- positions of responsibility such as librarians, Ethos Council, School Council and Eco Council
- participation in national initiatives
- writing and performing plays
- visiting book fair
- Christmas themed writing based on a book

## **CURRICULUM IMPLEMENTATION**

At Higher Walton CE Primary School, the implementation of The Literary Curriculum ensures a consistent and systematic approach to teaching the skills of reading and writing across school.

The Literary Curriculum maps the coverage of the entire English Programme of Study for KS1 and KS2, as well as meeting the needs of the statutory Early Years Framework. In many cases, objectives are covered more than once and children will have opportunities to apply these several times over the course of a year, as well as to consolidate prior knowledge from previous years.

We believe that our children should be secure in applying the skills of curriculum within their reading and writing and we will adapt, personalise and differentiate the Literacy Curriculum's planning sequences, where needed, to ensure all children are supported and extended as appropriate.

Early writing is taught through mark making and then when the children begin Bug Club Phonics, they are taught the correct letter formations. This begins with writing (whether with a writing tool or in the air) CVC words, then moving onto short sentences using the sounds they have been taught. EYFS children are encouraged to write independently during continuous provision.

We use the same phonics program across the school providing continuity and progression and individual reading is developed through the use of Bug Club as our core scheme. In addition, supplementary books are provided for children who require further support to decode or as extension for our greater depth readers.

We run information sessions on phonics for Early Years and KS1 parents and additional reading workshops throughout school, so that parents understand age-related expectations.

### **Assessment**

We assess pupils' learning and progress in writing formatively focusing on their learning against key learning objectives. Children are given the opportunity to self-assess and peer-assess writing, based on lesson content and learning objectives. Verbal feedback is given regularly during lessons, highlighting strengths and areas to re-visit in line with the school's feedback policy. Marking is effective in English and across the curriculum, with necessary corrections and self-reflection tasks given to help children correct, consolidate or extend their work.

### **Teaching responsibility and staff training**

Our English curriculum is taught by the class teacher, with teaching assistant support where this is identified for groups or individual children. The Literacy Tree training is delivered through courses and the subject leader cascading information.

Visitors, such as authors, poets and storytellers, may contribute to our writing curriculum to enrich pupils' experience and learning. The content of sessions led by visitors will be agreed in advance with them, and lessons will always be supported by a member of school staff to ensure that the learning is managed appropriately and school expectations are met.

## **CURRICULUM IMPACT**

The impact on our children is clear - progress, sustained learning and transferrable skills. With the implementation of the writing journey being well established and taught thoroughly across school, meaning that children become more confident writers and by the time they are in upper Key Stage 2, most genres of writing are familiar to them and the teaching can focus on creativity, sustained writing and manipulation of grammar and punctuation skills.

Assessments are carried out termly for reading and formative assessment in writing, including writing moderation show that most children at Higher Walton CE Primary School achieve age-related expectations.

As all aspects of English are an integral part of the curriculum, cross-curricular writing standards have also improved and skills taught in the English lesson are transferred into other subjects. This shows consolidation of skills and a deeper understanding of how and when to use specific grammar and punctuation.

We measure the impact of our curriculum through the following methods:

- Termly NFER tests for reading and GAPS
- Moderation of English books and planning by the Senior Leadership Team
- Moderation staff meetings with opportunities for dialogue between teachers
- Cluster school moderation of writing across all year groups
- Pupil discussions and interviewing the pupils about their learning (pupil voice)

## **POLICY MONITORING AND REVIEW**

### **Monitoring arrangements**

The delivery of writing is monitored through planning and book scrutinies, lesson drop-ins, pupil feedback and staff discussion.

### **Policy Review**

This policy has been developed in consultation with staff, pupils and parents.

The English policy should be read alongside the Marking and Feedback policies.

The English policy is monitored and reviewed every 3 years by the nominated governor for English to ensure that it continues to meet the needs of pupils, staff and parents, and that it is in line with current DfE advice and guidance

March 2025