



Moorthorpe Primary School with Inclusion

Resource

English Policy

Introduction

This policy contains a general overview of the approach to teaching and learning of English at Moorthorpe Primary School and reflects the 2014 National Curriculum. The monitoring and evaluation of this policy is the responsibility of the Head teacher, Deputy Head, The English Leader and the Governing body. The policy will be reviewed at regular intervals and will be formally reviewed in July 2024. For further details of our provision for Writing, Reading and Oracy, please see our separate policies for these elements of English teaching.

Aims and objectives

The study of English develops children's abilities to listen, speak, read and write for a wide range of purposes, so using language to learn and communicate ideas, views and feelings. It enables children to express themselves creatively and imaginatively, as they become enthusiastic and critical readers of stories, poetry and drama, as well as non-fiction and media texts. Children will gain an understanding of how language works by looking at its patterns, structures and origins. Children will use their knowledge, skills and understanding in speaking and writing across a range of different situations.

We aim to:

- deliver the 2014 National Curriculum to all pupils.
- develop pupils' abilities to communicate effectively and confidently in a range of formats including oral and written Standard English.
- develop pupils' capabilities to listen with understanding.
- enable children to be enthusiastic, responsive, knowledgeable and critical readers.
- provide opportunities for pupils to use their skills in English to facilitate their learning in all the other areas of the curriculum.
- provide opportunities for pupils to use ICT to facilitate and extend their learning in speaking, listening, reading and writing.



The aims set out in this policy are aligned with the whole school aims to:

- encourage a love of learning and celebrate every child's achievements on their journey to reach their full potential.
- provide a relevant, stimulating broad, balanced and diverse curriculum, which inspires and meets the needs of our pupils with English and Maths as its core.

Consultation

This policy was created in consultation with the Governing Body, Senior Leaders and Teaching Staff in order to ensure that strong links were forged between this policy and the aims/key development points for the school. Consultation with pupils and parents of the school (via pupil voice and parent questionnaire) was also paramount in order that this policy met the aims and supports the needs of all pupils at our school.

Teaching and Learning

At Moorthorpe Primary School we use a variety of teaching and learning styles in English lessons. Our principal aim is to develop children's knowledge, skills, and understanding in English, with a strong focus upon oracy. There is an expectation that the children in each year group will have at least an hour of English teaching every day, which will usually be timetabled in the morning, although this is flexible.

Throughout the course of a unit there should be a balance of text, sentence and word level work planned. In the Early Years Foundation Stage and Key Stage One there are daily phonic sessions where children are taught in the appropriate phase and this is then reinforced in everyday classroom lessons. We aim that children 'keep up, not catch up' and target children quickly for early intervention in phonics through one-to-one tutoring. This continues for children in later years who still require support with phonics. In Year 2 and Key Stage Two daily spelling and grammar sessions ensure that children are taught the rules of the written English language.



Inspiring children to write

We encourage all teachers to plan and deliver inspiring, creative and interactive English lessons which motivate and inspire our pupils. Each class has lessons centred around whole-class focused activities, which is usually where the majority of the modelled and shared writing will take place. Guided group, independent or peer supported activities, along with shorter sessions or plenaries to review learning are also used to ensure that children make progress in lessons within this subject. These elements are not necessarily always delivered in a three-part lesson structure. We also utilise Rosenshine's Principles in order to check for understanding and engage all children in discussion or answering questions. Children are encouraged to be curious, reason, share and justify opinions and contribute confidently to the lesson.

We place an emphasis upon the importance of the purpose and audience of the pieces of writing we teach, bringing them to life using 'Let's Say...' role play inspired by Hywel Roberts and through purposeful presentational devices, e.g. posting real letters, performing speeches or poems for an audience, or interviewing real people. We aim to draw out the humanity within texts and lessons, giving children opportunities to empathise and align themselves with the contexts or characters from the novels they study.

Meeting the needs of all our pupils

There are children of differing ability in all classes at Moorthorpe Primary School. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of adaptive teaching strategies and scaffolds. We make the best use of teaching assistants to support children on a one-to-one or small group basis, which also enables work to be matched to the needs of individual children, especially those with SEND. Children who appear to need additional support are quickly identified and given targeted support through same day intervention, pre-teaching or post-teaching activities and grammar/spelling support. In Reading we use the Herts for Learning Fluency Project to increase the rapidity of progress for key children in Key Stage Two.



English curriculum planning

English is a core subject in the National Curriculum. We use this as the basis for implementing the statutory requirements of the programme of study for English. We carry out the curriculum planning in English in phases (long-term, medium-term and short-term). The National Curriculum for English details what we teach in the long-term. Our short term planning ensure that we achieve an appropriate balance and distribution of work across each term. The English Subject Leader is responsible for monitoring English lessons and supporting staff with the planning stages of English teaching. 'Writing surgeries' enable the subject leader to collaborate with staff and address CPD needs and give guidance around the best ways to provide feedback to children about their reading and writing.

Reading

Of the 12 stands taken from the Renewed Primary Framework strands 5,7 & 8 refer directly to reading:

5. Word recognition: decoding (reading) and encoding (spelling)
7. Understanding and interpreting texts
8. Engaging and responding to texts

Aims - To enable the children to:

- Understand the purposes for reading
- Learning to read with a phonics-first approach using the systematic synthetic phonics programme Read Write Inc.
- Continue their reading learning at home by sending texts home with the children that are appropriate to their reading stage and matched to their phonic abilities.
- Develop the confidence in their ability to read and see themselves as readers regardless of attainment.
- Become voluntary users of books for pleasure, interest, information and the extension of experience.
- Be able to read fluently and competently from a range of material.



- Draw upon a variety of reading strategies in order to make sense of print.
- Become critical and discerning readers who are able to evaluate the written word.
- Use reference skills
- Appreciate ways in which writers use language to communicate ideas.

We are relentless in our efforts to improve the standards of early reading and phonics and continue to drive progress through into Key Stage Two through whole class reading sessions. There are many opportunities for reading during the school day. For the children in Reception and Key Stage One, they begin the day with phonics and early reading (taught through Read Write Inc programme). Children in Key Stage Two begin with E.R.I.C. time – Everyone Reading In Class – between 8:40am and 9:15am. In this session, children read independently and undertake reading comprehension 'quizzes' on the Accelerated Reader system.

Whole Class Reading & Novel Study

During Year 2 and KS2 lessons children engage in whole-class guided reading sessions, where they are immersed in the reading of whole class texts/novels in order to develop their reading skills in decoding, fluency, prosody, pace, stamina and comprehension. Our specific Reading Policy outlines the structure of these sessions. Children are taught a combination of the comprehension skills in each lesson, reading aloud and engaging in choral, echo and partner reading. Phrase and text marking enhance these sessions and allows children to indicate where to utilise their 'reader voice' differently to emphasise, add suspense and drama or take pauses for effect, for example.

Our writing lessons are also often based around quality class texts and we engage children by sharing aloud these novels.



We aim to create a love of reading and aim for good attainment and progress outcomes through:

- Creating engaging reading areas in classrooms and in the library or school corridors, Books are set out on rotation to continually inspire children throughout the year
- Puppet sets, small world set-ups and story maps in both Foundation and Key Stage 1 help to create a love of storytelling
- Promoting books in assembly, on Dojo and our website to parents and via experiences such as trips to the local library or Waterstones
- Rewarding successful quizzing and celebrate successes such as becoming a Word Millionaire, or Double Word Millionaire
- Training on reading is provided for teaching assistants and for parents alike.

Writing

Of the 12 strands taken from the Renewed Primary Framework, strands 9,10 &11 refer specifically to writing.

9. Creating and shaping texts

10. Text structure and organisation

11. Sentence structure and organisation

With this in mind we aim to enable children to:

- Understand the varying purposes for writing
- Develop a positive attitude to writing
- Understand the reasons for writing and learning to write
- Understand that writing conveys meaning
- Write for a variety of audiences and in a variety of styles
- Use a varied vocabulary
- Become competent and fluent writers
- Develop and organise ideas effectively using coherent and grammatically correct English
- Understand the conventions of Standard English often apply in writing



- Be independent and confident users of the written language
- Communicate the meaning of what is written efficiently
- Draw from a range of strategies when spelling
- Develop dictionary and reference skills
- Use a range of punctuation accurately
- Use legible handwriting, developing fluency in a range of styles appropriate to different purposes.

As a school we pride ourselves on providing children with an enriched English curriculum which provides children with a wide range of cross-curricular writing activities. Children are frequently given an exciting stimulus to write from, ensuring a purposeful learning experience.

A wide range of genres are covered through careful planning over the year. Each 'block' of planning follows the Moorthorpe Writing Process, from inspiration and planning through to editing and publishing (where appropriate).

We have a range of strategies to support children with their writing skills:

- To teach spelling we use the Cracking Spelling programme by Diane Stinson and the Spelling Shed online programme to support teachers in the planning of spelling lessons and the children in practicing spelling at home (see homework policy). Age appropriate dictionaries are provided within classes as well as Thesauruses.
- Word/sentence building activities are evident in each classroom, leading with the patter and structures of Read Write Inc's Phonics Programme, such as "Fred Talking" or "Special Friends".
- In the Early Years, there are designated writing areas for children to immerse themselves within but are invited to record their thoughts and learning regularly in other areas of provision.
- Classes have interactive working walls to reinforce the features/genres of writing, support the children through the writing process, model grammar, spelling, punctuation and vocabulary



- Our whole school marking scheme is clear and shared with all staff in school. It is also explained to children on a regular basis, who also use the systems alongside peers.
- Grammar, Punctuation and Spelling resources are displayed in each classroom and spelling patterns are displayed visually to prompt children.
- Teachers ensure that when planning that children have a range of appropriate shared writing, modelled writing, guided writing, paired writing and independent writing activities.

Spelling, Punctuation and Grammar

In the Renewed Primary Framework strands 5 & 6 refer to spelling.

5. Word recognition: decoding (reading) and encoding (spelling)
6. Word structure and spelling

The development of a structured spelling scheme has been aided with the introduction of the following main resources:

- Read, Write, Inc programme.
- Cracking Spelling by Diane Stinson

Grammar, Spelling and Punctuation is taught on a daily basis across school. We also utilise the Grammar Progression Document created by our English Subject Leader in collaboration with other subject leads and the English Consultant Diane Stinson to teach Grammar, Spelling and Punctuation. This document also enables staff to target support for children who require it.



The Foundation Stage

We teach phonics and English in our Early Years Foundation Stage as an integral part of the school's work. The format for the daily lessons is similar to that used in the rest of the school. Communication and language development, in addition to listening, attention, speaking and understanding skills underpin the curriculum planning for children aged three to five. We give all children the opportunity to talk and communicate in a widening range of situations, to respond to adults and to each other, to listen carefully, and to practice and extend their range of vocabulary and communication skills. They have the opportunity to explore, enjoy, learn about, and use words and text in a range of situations.

Handwriting

Strand 12 of the Renewed Primary Framework refers to handwriting.

12. Presentation

The school's cursive handwriting scheme is the Sheffield Handwriting Scheme and there is daily time allocated for children to be taught handwriting. From Nursery the children are aware of a range of prints/fonts in the environment and they are also taught the print form of letters through phonics sessions. When children are ready, or usually through the teaching of digraphs / trigraphs, children are taught to join letters at the appropriate phase of Read Write Inc. We use the 'patter' provided in the letter formation support materials from Read, Write, Inc also.

Speaking and Listening

In the Renewed Primary Framework strands 1-4 refer specifically to Speaking and Listening.

1. Speaking
2. Listening and Responding
3. Group discussion and interaction
4. Drama

The Four Strands of Speaking and Listening: Speaking, Listening, Group Discussion and Interaction, and Drama are encouraged enthusiastically through the curriculum.



Interactive 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. Talk for writing approaches are encouraged to give children the confidence to discuss their ideas with their peers. There is also a drama club to give children the opportunity to develop their skills with children of different ages. Further information about our approaches to Oracy can be found in our separate Oracy policy.

Contribution of English to teaching in other curriculum areas

"If children are to write, they need some content to write about. It therefore makes sense to link the teaching of writing to what they learn in the rest of the curriculum. If children have become experts on the Spanish Armada in history, they are equipped with plenty of information to turn into a recount text."

(Sue Palmer, 2001)

Special visitors are booked to enrich the curriculum in an interesting way including; theatre companies, historical actors, authors and poets, local artist etc. These help to 'bring the learning to life' and the use of artefacts and physical prompts or inspirational objects within lessons enable children to make links between the Tier 3 vocabulary used in foundation subjects. Our lessons in the wider curriculum often inspire writing within English lessons, encouraging children to apply their knowledge about the topic in written form.

The skills that children develop in English are linked to, and applied in, every subject of our curriculum. The children's skills in reading, writing, phonics, speaking and listening enable them to communicate and express themselves in all areas of their work in school. There is particular emphasis upon this application and consolidation within the subjects Science, History and Geography.



Mathematics

English contributes significantly to the teaching of mathematics in our school. Children in the Foundation Stage develop their understanding of number, pattern, shape and space by talking about these areas with adults and other children. Children in Key Stage 1 meet stories and rhymes that rely on counting and sequencing. Children in Key Stage 2 are encouraged to read and interpret problems in order to identify the mathematics involved. They explain and present their work to others during plenary sessions and they communicate mathematically through the developing use of precise mathematical language.

Information and communication technology (ICT) / Computing (see the ICT policy)

Children use ICT in English lessons where it enhances their learning, as in drafting or presenting their work, researching content or vocabulary, and using multimedia to study how words and images are combined to convey meaning. We also use apps and websites such as Reading Eggs, Lexia, Spelling Shed and Literacy Shed to support children and to enhance the teaching input. Younger children use ICT as a source of information and as a way of enabling them to present their completed work effectively. Older children use the Internet when searching for information about a different part of the world, or when using desktop publishing to design a newspaper (often linked to other subject areas e.g. history). Children use the planning and proofing tools in a word processor when checking their draft work. We actively encourage all children to use ICT as a resource for learning, whenever they feel it is appropriate. Our iPads are especially valuable, providing purposeful opportunities for children to role play, create scripts and write programs and instructions within the various apps and software on the device.



Social, health, moral and cultural learning, citizenship and PSHE

We encourage younger children to take part in class and group discussions on topical issues. In their Science work they talk about things that improve their health and about rules for keeping them safe around the school. Older children research and debate topical problems and events, such as in our Climate Change group. They discuss lifestyle choices and meet and talk with many visitors who work within the school community. Planned activities within the classroom encourage children to work together and respect each other's views. Throughout school children take part in circle times and philosophy sessions. Such sessions allow children to discuss a wide range of issues and topics and encourage them to develop their thinking skills. This develops children's skills in giving critical responses to the moral questions they meet in their work. Their understanding and appreciation of a range of texts brings them into contact with their own literary heritage and texts from other cultures. We actively seek a diverse range of texts to promote in school so that the books become 'Windows and Mirrors', allowing children to see themselves reflected in texts, but also allows them to learn about other cultures and social situations to those of their own home.

Teaching English to children with Special Educational Needs and/or Disability

At Moorthorpe Primary School we teach English to all children. English forms part of the school curriculum policy to provide a broad and balanced education to all children. Teachers provide learning opportunities matched to the needs of children with learning difficulties. Work in English takes into account the targets set for individual children in their Individual Education Plans (IEPs). Teachers provide help with communication and literacy through adult support or:

- using texts that children can read and understand (including phonetically decodable books)
- using visual resources and written materials in different formats
- Colourful Semantics and Rainbow Words
- Fit to Learn programme
- Fine and gross motor interventions
- using ICT, other technological aids and taped materials
- using alternative communication such as signs and symbols
- using drama and role play



Equal opportunities (see policy for Equal Opportunities)

All children are given activities which are accessible and aimed to develop their Reading, Writing, Speaking and Listening skills from their own individual starting points.

Homework (see the homework policy for more specific details)

There is an expectation that children in all year groups will receive homework on a weekly basis. The amount and type of homework given depends on the year group being taught.

In English the homework may include:

- Reading
- Learning spellings
- Comprehension tasks

Assessment (see assessment policy)

Writing is assessed on a formative basis, using regular marking and deep-marking with next steps and editing. Assessment of independent writing is completed half termly against the Wakefield Writing Assessment standards. This are linked directly to the end of year expectations for each year group. Samples of this writing is regularly moderated at whole school writing moderation sessions, at Year group specific Trust Moderations and at District/Local Authority Moderations.

As a school we build a folder with samples of children's moderated work at each particular level. This demonstrates what the expected level of achievement is in English in each year of the school. Teachers meet regularly to review and level individual examples of work against the national exemplification material produced by the STA and the DFE.



Reading is assessed daily, using one-to-one reading, Accelerated Reader quizzing and comprehension questions. However, we also assess reading on a more formal basis termly, using the NfER standardised tests.

Monitoring and review

Monitoring of the standards of the children's work and of the quality of teaching in English is the responsibility of the English Subject Leader. The work of the subject leader also involves supporting colleagues in the teaching of English, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The leader has specially-allocated regular management time in order to enable them to review samples of the children's work, pupil voice, conduct work sampling and undertake lesson observations/drop-ins to English teaching across the school. The curriculum and standards governors meet the senior leadership team to review progress.

Outside agencies and support

As a school we ensure that CPD is centred upon pupil progress. Our skilled senior management team deliver CPD over the year and as required we receive support from outside agencies, including Teaching and Learning Consultant Diane Stinson, Wakefield LA and other agencies as required. ECTs or newly appointed staff are also trained by the English leader. Our English Leader is also an ECT Mentor.

The specific role of the subject leader

The role of the English Leader is to:

- monitor and evaluate the English policy
- monitor teaching and learning (including lesson observations, book scrutiny, pupil interviews, learning walks, lesson drop ins, planning scrutiny, etc)
- keep a thorough and up to date English monitoring file to share with/report to governors, other staff and outside agencies as required



- develop and enhance the library learning environment with support of the Support Staff and Governor for English
- complete assessment analysis and a review of progress
- ensure that long term plans cover the National Curriculum content and promote progress and good attainment outcomes
- review of the wider curriculum and cross-curricular links
- ensure that staff training needs are developed through thorough and relevant CPD training
- provide English support to Support staff
- provide English support to parents and carers
- lead by example and ensure that as English leader, support to teachers is exemplary, including inspiring support with their planning, allowing teachers the opportunity to complete observations of good practice in order to support and develop their own.

The governor with responsibility for English is primarily responsible for monitoring the implementation of this policy, through annual discussion with the subject leader and consideration of the evidence included in the subject leader portfolio. The governor will report on this to the curriculum committee annually. The work of the subject leader will also be subject to review by the head teacher as part of our performance management arrangements.

This policy should be read in consultation with the following documents:

Moorthorpe Primary School Marking Policy for English, Moorthorpe Primary School Writing Process, Wakefield Writing Assessment Standards, Cracking Spelling- Diane Stinson, Grammar Progression – Diane Stinson

Signed:

English leader
CTurner

Date:

September 2025
To be reviewed July 2026.