

**Colham —
— Manor**
Primary School
Aspire, Achieve, Thrive

English policy

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1. Aims and vision

Aim:

The English national curriculum (2014) states that:

'The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment.'

We believe the exposure of children's literature within the primary school setting is vital as a rich context for learning; not only within English as a subject but to support building a reading culture throughout the school.

We aim to use high quality books from the Early Years Foundation Stage onwards that offer opportunities for empathy and can aid philosophical enquiry, as a means of developing the spoken language requirements through debate, drama and discussion using the issues raised through, and within the text.

Vision:

At Colham Manor Primary School, we aim to deliver an English curriculum that is rich in literature, purposeful and engaging for all children. We believe that English plays an important role in education as well as society. We want our children to be taught how to write and speak fluently and for different purposes; allowing them to use communication as a valuable tool.

We want our children to find pleasure in the learning of English and to recognise it as an important life-long skill. It is our vision that children leave Colham Manor Primary school as competent readers, writers and speakers. We want our children to see the pleasure in

reading and we provide a range of texts and opportunities for them to be leaders of their reading. We want our children to see writing as an enjoyable and creative activity, allowing them to articulate and communicate effectively. In English, we use a range of stimuli including, high quality books and drama activities to engage our learners.

At Colham Manor, we consider reading and writing as the gateway to all learning that will enable children to 'Aspire', 'Achieve' and 'Thrive', ensuring equitable futures for all children.

2. Legislation and guidance

This policy reflects the requirements and expectations set out in:

- The [National Curriculum programmes of study for English](#)
- The [Early Years Foundation Stage Statutory Framework](#)
- The [Special Educational Needs and Disability \(SEND\) Code of Practice 2014](#)
- The [Equality Act 2010](#)

3. Intent

At Colham Manor Primary school, we have created an English curriculum that is rich in literature, allowing our learners to explore texts and experience the works of many authors as they move through the school. The use of high-quality books allows our children to develop their reading, writing and spoken language skills as well as allowing them to explore themes that are happening around them. We aim for our children to leave primary school with a love of reading and use texts to inspire and engage learners. The teaching of reading, both the technical aspects of word reading and the opportunity for children to explore deeper themes and the author's intent are core to our curriculum.

In order to prepare our children for the very best future, our goal is for every child to develop a love of English and leave as confident readers and writers who are able to:

- demonstrate a love of reading
- enjoy writing
- are able to write purposefully and for different contexts
- use composition, grammar, spelling and handwriting skills to be effective communications
- are able to articulate their ideas and opinions

Through the teaching of English throughout the school, we believe our children can "aspire, achieve, thrive".

4. English at Colham Manor

Throughout English at Colham Manor, from the Early Years foundation stage to upper key stage 2, we have placed books at the core of our English curriculum, we allow our teachers to use the text as the context for the requirements of the Early Years Foundation Stage and the national curriculum.

The statutory framework for the Early Years Foundation Stage states that:

“Practitioners must consider the individual needs, interests and development of each child in their care, and must use this information to plan a challenging and enjoyable experience for each child in all areas of learning development.”

Within the Early Years Foundation Stage we have planned for every area of learning and development to be based around a text, which enable the children to explore the themes of the text as well as support their growth in the 7 areas of learning and development.

The national curriculum states that:

“This guidance is not intended to constrain or restrict teachers’ creativity, simply to provide the structure on which they can construct exciting lessons.”

This would suggest that a context for learning is vital – and this is where our chosen approach can support teachers with ensuring that objectives for reading and writing, including those for grammar can have purpose.

We plan for our writing opportunities to be meaningful and to feel authentic. Whether these are short or long and that the audience is clear. The books chosen in our curriculum offer this opportunity: our aim is that children have real reasons to write, whether to explain, persuade, inform, or to entertain. Writing in role using a range of genres is key to our approach and we teach children to write using the correct tone and level of formality. This links to the following statement from the English national curriculum:

‘The national curriculum for English aims to ensure that all pupils write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.’

Early Years Foundation Stage

The Early Years Foundation Stage uses a book-based approach to learning and development, the books in the Early Years Foundation Stage were chosen to reflect the “learning means the world” theme in which the children are learning and reflects the environments linked to the themes of the unit.

The statutory framework for the Early Years Foundation stage states that:

“It is crucial for children to develop a life-long love of reading. Language comprehension starts from birth. It only develops when adults talk with children about the world around them and the books they read with them”.

We therefore believe that it is crucial for our children to be exposed to a range of books in the Early Years Foundation Stage. As stated, the books we use underpin the areas of English linked to the areas of learning for Early Years, in particular: communication and language and literacy.

Children are exposed to different, engaging activities linked to the text and by exploring books together children are able to access a wide breadth of vocabulary where children’s spoken language is developed. We use reading opportunities within English lessons and throughout the day to support communication and language. Stories, non-fiction, rhymes and poems are used to support this and children are supported by teacher’s discussion and conversation, questioning, role play and retelling stories to develop their own language skills. The systematic synthetic phonics programme is introduced in the summer term of Nursery for some children that can access the programme and continues for all children in the reception cohort.

In the Early Years Foundation Stage, literacy inputs are timetabled to support language comprehension, word reading and writing skills at this stage. During these sessions,

experiences are planned for to support children in reaching the early learning goals. Within planned activities around the provision, children are exposed to activities that will support their development of literacy skills as outlined in the statutory framework for the Early Years foundation Stage. Towards the end of the Early Years provision, literacy inputs are guided by The Literacy Tree approach to support transition into key stage 1.

Systematic Synthetic Phonics

We use Read Write Inc (RWInc.) to teach phonics. RWInc is a Systematic Synthetic Phonics programme which helps all children learn to read fluently and at speed so they can focus on developing their skills in comprehension, vocabulary and spelling. The programme is designed for children aged 4-7. However, at Colham Manor we begin the programme in Nursery from the summer term for children who are ready and will continue teaching RWInc. to children beyond the age of 7 if they still need support with their reading. The RWInc. programme for early readers is strongly focussed on a rigorous and sequential approach to teaching phonics and is combined with a sharp focus on ensuring children acquire a wide vocabulary, addressing identified vocabulary deficit. This provides children with the foundations for future learning. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books align closely to the phonics knowledge pupils are taught when they are learning to read. When children have proceeded beyond reading grey books (which is the highest level of book within the programme) they will progress onto using the Accelerated Reader programme. (See RWInc policy).

Weekly spellings are sent home as part of English homework.

Reading

Reading is at the heart of our English curriculum at Colham Manor, and because of this our curriculum has been created through a book-based approach and our children will leave Colham Manor Primary School with a wide book repertoire.

The national curriculum states:

“Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually”

This quote represents the importance of reading in developing our children and preparing them to become individuals in modern Britain. Reading at Colham Manor is crucial across our curriculum.

We teach reading as the first lesson of every day, either through the systematic synthetic phonics programme (See RWInc policy) or through whole class reading sessions. During whole class reading sessions, children have the opportunity to develop reading strategies and to discuss texts in detail. In Key stage 1 and Key stage 2, children also have the opportunity to read 1-1 or in a small group with an adult regularly. As the children move through the school, opportunities to read independently for a sustained period of time are offered to them.

Decodable books are provided for children following the RWInc programme, this allows children to progress and practice fluency when reading. Accelerated reader is used for children that have progressed off the systematic phonics programme, star reading assessment is used to assess each individual child's reading ability to identify their proximal zone of development (ZPD). Children can use their ZPD to select books from the school

library, these books are targeted towards them and include books they can comprehend and read with greater fluency whilst providing challenge and interest. After reading each book, a short comprehension quiz is carried out by the pupil to assess their understanding of what has been read. This is then closely monitored by their teacher. As well as providing decodable and targeted books, all children select a book of choice during their weekly library visit, this allows them to develop their vocabulary and interests as well as supporting a love of reading.

We offer exciting reading activities in school to promote the pleasure and knowledge that can be gained from books for e.g. the celebration of world book day, author visits, extra-curricular reading clubs and parent reading events.

Writing

We use The Literacy Tree approach as a basis for our English lessons, this is a complete, book-based platform that covers all requirements of the Primary English curriculum (including the statutory 2021, Early Years Framework). We choose books to cover a range of genres from a range of diverse authors, the texts we choose allow our children to explore:

- classic literature such as Shakespeare
- current world affairs such as conservation
- variety of different cultures, ethnicities and faiths through stories
- books which are relevant to our school community

The books we use in our curriculum include themes that allow our children to think and grow.

Through the use of The Literacy Tree, we have mapped the coverage of the entire English Programme of Study for KS1 and KS2 for writing (including vocabulary, grammar and punctuation), as well as meeting the needs of the statutory 2021 Early Years Framework. At the beginning of every unit, children are immersed into the text through a hook and exploratory point, this is to get children engaged in the text throughout the unit. In many cases, objectives are covered more than once and children have opportunities to apply these several times over the course of a year, as well as to consolidate prior knowledge from previous years. Where needed, planning sequences are adapted, personalised and differentiated by teachers to ensure children are progressing across the English curriculum. At the end of every writing unit, there is a main writing outcome, skills are taught throughout the writing unit in order to prepare children for the main writing outcome. Children are taught the writing process throughout the main writing outcome: planning, drafting, reflecting, evaluating, revising, editing and in some cases publishing. We ensure a clear audience and purpose is planned for within the main writing outcome.

We use a cursive handwriting style throughout the school and this is practised from the Early Years foundation stage to upper key stage 2 (see Handwriting policy).

Speaking and Listening

At Colham Manor, we aim for our children to be confident public speakers who also have the ability to listen with focus. Our chosen texts provide plentiful opportunities for the children to become familiar with debate, drama and discussion using the issues raised through, and within, the text. Reading sessions encourage pupils to explore unfamiliar vocabulary and

expand their knowledge of words. Staff model correct grammar in speech and encourage children to reflect this in their use of spoken and written language. Children are given the chance to orally rehearse ideas for writing regularly and to read their writing out loud.

5. Guiding principles for the teaching of English

Lessons are planned to follow the requirements of the early years statutory framework (EYFS) and the national curriculum (KS1 and KS2), WALTs are derived from these frameworks and all lessons are required to have a clear success criteria to support children in achieving.

The Literacy Tree approach is used to support some of the teaching of English and adapted where needed.

Teachers use a variety of approaches and strategies in the teaching of English, such as:

- Good standard of spoken English
- The reading aloud of quality texts
- Modelled writing for written tasks.
- Planning of hook activity to engage learners.
- Planning of oracy strategies used in planning format including: opportunities to read, debates, discussion and drama activities.
- Providing children with opportunities to evaluate, edit and publish written work.
- Scaffolds and resources used for children with SEND.

6. Marking and feedback

At Colham Manor, we believe that 'real-time feedback' (given at the point of learning) is more effective than the children receiving written feedback after the lesson (traditional 'marking'). This way, children are able to respond to feedback in real-time, during their learning. During English lessons, teachers and adults in the classroom work with children and monitor work to continuously give feedback so that children are progressing and misconceptions are addressed at the time of the lesson.

Green pen is used to annotate children's work and written feedback is given at the end of a recorded piece of work. Errors or work that shows a misunderstanding in relation to the WALT and success criteria are addressed before the next lesson and class teachers address whole class misconceptions.

At the end of a final extended piece of writing, the teacher will leave a short piece of written feedback on the piece of work as a whole. This will be recorded as 2 stars (*) and a wish (/) and will be relevant to the success criteria of the lesson, the features of the writing or the writing statement the child is working on (see marking and feedback policy).

7. Monitoring, assessment and moderation

A range of formative and summative assessments are used to monitor and track children's progress in English throughout their time at Colham Manor.

All teachers, early years practitioners and teaching assistants monitor progress regularly through pupils' books, pupil conferencing, questioning and addressing misconceptions in class.

Within the early years foundation stage, children are initially assessed using the baseline assessment, which includes communication and language, when children enter reception they are again assessed using the reception baseline assessment where literacy assessments take place. Assessment in the early years foundation stage continues and is recorded half termly, where teachers make judgements in reading and writing and children are recorded as *emerging* or *expected* in these areas. Continual assessment takes place within the early years setting and involves teachers, including early years practitioners, informally observing children in their learning. These informal observations do not require any written evidence; it is at the discretion of the teachers on whether they want to make observation notes or not. Some observations may be demonstrated in a child's e-learning journal, using Seesaw and some are recorded on individual children's 'wow' board. At the end of the early years foundation stage, children's development is recorded as an EYFS profile against the early learning goals. Children are assessed against the literacy ELG standards: ELG comprehension, ELG word reading and ELG writing (See Early Years policy).

To assess learning against the national curriculum, PIXL assessments and practice SATs papers (year 6 only) are used to monitor the progress of pupils and track and record pupil attainment. Assessment is an important part of the planning, teaching and learning process. Evidence for assessment is gathered through planned opportunities within the assessment schedule, throughout the academic year, from a range of work. Writing is also moderated internally, every term.

Formative and summative assessments are used to:

- inform planning
- identify gaps in learning
- set appropriate intervention
- track progress across the English curriculum
- set targets for pupils

During the summer term, in line with statutory requirements, a Phonics Screening Check in year 1 is carried out to assess whether individual pupils have learnt phonic decoding to the expected standard. The test has been designed to identify the children who need extra help, so that they are given support by their school to improve their reading skills. Children who do not meet the threshold retake the check in Year 2 so that schools can track pupils until they are able to decode.

At the end of key stage 2, pupils are formally assessed, against national interim frameworks, in reading, writing, spelling, grammar and punctuation.

The learning of English will be monitored by the English team and members of the leadership team. This is to measure the impact of the high-quality teaching and learning that is taking place at Colham Manor. This could be measured in the following ways:

- book looks
- learning walks
- pupil voice
- teacher voice
- data analysis
 - planning scrutinies
 - termly pupil progress meetings

The English and leadership team will then use this information to plan further staff CPD and support the teaching of English.

8. Inclusion

Equal opportunities in the English Curriculum are addressed as follows:

- All pupils have equal access to the curriculum
- Access is ensured through a range of teaching styles, learning strategies and differentiation/challenge in activities set
- WALTs and Success Criteria may be differentiated to ensure there is access for all pupils to the English Curriculum
- Cultural and linguistic diversity is respected and celebrated through the promotion of appropriate and relevant resources and themes from a range of cultures
- Boys and girls are offered an equally stimulating and relevant curriculum
- Issues of race, ethnicity and gender are planned for and addressed sensitively within the curriculum.

All pupils, including those with SEND are entitled to access the English Curriculum. They are supported by differentiated learning strategies based on their learning needs. This provision applies to all pupils whether they require additional support within or in addition to lessons and those deemed to be requiring further challenge.

Support is predominantly given in class and all pupils are involved in whole class teaching but as appropriate, individuals or groups may be withdrawn for part of a lesson or at a time outside the lesson in the daily timetable for e.g. phonics sessions or WIG support. Planned intervention programs may form part of this provision.

Weekly class plans or intervention plans reflect the provision for identified/focus pupils.

9. Learning environment

Children learn English in spaces that are well-organised, and rich in literature. Reading corners are filled with a good range and stock of books and good quality resources are used to aid children's understanding and to support them in English lessons.

Working walls are updated in line with the current unit of work and include an image of the book and author alongside a short, written brief providing an overview of the learning that will take place. The purpose and audience of the main writing outcome is clearly displayed as well as a WAGOLL for children to refer too. Classroom's display statutory spelling words for the key stage they are currently in; teachers encourage children to use this for writing pieces. Vocabulary relevant to current learning is also displayed on the working wall, this encourages children to use ambitious vocabulary in their own writing.

At the front of the classroom, the book that is used to aid the learning of English is clearly displayed (see learning environment policy).

10.Resources

Planning sequences and resources to support learning are used and adapted from The Literacy Tree, teachers also create their own scaffolds and vocabulary mats to support learners understanding and interest in the lesson.

Curriculum texts are chosen from The Literacy Tree recommendations and are monitored and updated and adapted where needed.

11.Roles and responsibilities

The subject lead is responsible for ensuring a coherently planned and sequenced English curriculum, they support colleagues and ensures they are informed of developments in the subject providing strategic lead and direction in the school as well as providing CPD opportunities within the subject. The English lead supports colleagues with planning and delivering the English curriculum whilst monitoring the new English curriculum that has recently been implemented including ensuring staff have access to resources.

The English leader contributes to an annual action plan for English using school data and monitoring information. Some targets are aligned with the school development plan (*pursuit for excellence document*). It is regularly reviewed to ensure targets are being met.

12.Links with other policies

This policy links to the following policies and procedures:

- Feedback and marking Policy
- Teaching and Learning Policy
- Curriculum Policy
- Phonics policy
- Handwriting policy
- Homework Policy
- Inclusion Policy
- Early years policy
- Learning environment policy
- Safeguarding policy

