



Pipworth Community Primary School



Article 17: I have a right to get information from lots of different sources, as long as it is safe.

Article 28: I have a right to an education.

Article 29: I have a right to be supported to achieve in education.

English Policy

Intent

At Pipworth Community Primary School we recognise that English is not only a subject in its own right but also a medium that is at the heart of the whole curriculum, enabling teaching, learning and communication to occur. It is therefore fundamental to the whole educational process. The acquisition and development of language and literacy skills are essential for learning and life and enable the student to participate fully and confidently in society.

We understand that children acquire language and literacy skills at different rates and that this may be influenced by a variety of factors including the environments of home, school and the wider community. Therefore a variety of approaches need to be used for the teaching of English in our school to facilitate the learning of each child. We also recognise the need to teach key skills systematically through speaking, listening, reading and writing. These key skills are simultaneously consolidated throughout the whole curriculum.

Implementation

We aim to put English at the heart of our curriculum and aim to develop skills, understanding and knowledge through themed approaches to learning and increasing enjoyment of English through motivational and inspirational experiences.

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 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.

We aim to develop children’s abilities to communicate effectively in speech and writing and to listen and respond with understanding. English teaching and learning should enable children to become enthusiastic and responsive readers and communicators, developing their awareness of a variety of forms and purposes in language and to develop their understanding and use of Standard English. With the growing number of children coming to Pipworth with English as an additional language, speech and language are becoming even more key to help develop these children as learners.

We want our pupils to:

- Become confident in their use of English.
 - To facilitate this, children will be given the opportunity to develop language and literacy skills in all areas of the curriculum in a positive and supportive environment.
- Listen with understanding and respond appropriately.
 - Children will be taught active listening skills in all areas of the curriculum.
- Communicate effectively through speech.
 - Children will be taught to use the vocabulary and grammar of standard English.
 - Children will be taught to formulate, clarify and express their ideas.
 - Children will be taught to adapt their speech appropriately to different circumstances and audiences.
- Communicate effectively through writing.
 - Children will be taught how to develop ideas and communicate meaning by using appropriate vocabulary, style and organisation.

- Children will be taught to structure sentences grammatically, and whole texts coherently.
- Children will be taught to write using different genres, for a variety of purposes and audiences.
- Children will be taught to spell using a variety of strategies as outlined in the National Literacy Primary Framework Support for Spelling document and following the Little Wandle Letters and Sounds Revised Phonics Programme.
- Children will be taught skills in editing their own work.
- Children will be taught to present their work appropriately for the purpose of the task throughout the curriculum. This will include the use of a clear, legible, joined script.
- Develop as enthusiastic, responsive and knowledgeable readers.
 - Children will be taught to read accurately, fluently and with understanding.
 - Children will be taught to read, analyse and evaluate a variety of texts including different genres.
- Recognise that English can be used for a variety of purposes and in a variety of forms.
 - Children will be taught skills in English lessons and other areas of the curriculum, which will enable them to understand and use a variety of genres in all aspects of English; including speaking, listening, reading and writing.
- Be able to use Standard English, whilst being aware and respectful of regional accents, dialects and other languages.
 - Children will be taught an awareness of the above, both directly and indirectly in all areas of the curriculum.
 - Children will be taught to recognise where and when it is necessary to use Standard English.
- Become immersed in a wealth of language and literacy experiences which will be apparent in all areas of the curriculum.
 - Links will be made with English in the teaching of other aspects of the curriculum. Such links will be made apparent to children whenever possible.

Methodology

By placing books at the core, we are allowing teachers to use the text as the context for the requirements of the national curriculum.

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 will always aim for our writing opportunities to be meaningful and to feel authentic. Whether these are short or long and that the audience is clear. Books offer this opportunity: our aim would be that that children have real reasons to write, whether to explain, persuade, inform or instruct and that where possible, this can be embedded within text or linked to a curriculum area. Writing in role using a range of genres is key to our approach and we would always model the tone and level of formality. This sits comfortably alongside 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.’

We use a combination of whole class, small group and individual teaching to teach English.

Whole class teaching supports the acquisition of specific knowledge and skills through clear learning objectives, explicit modelling, shared success criteria, practice and active interaction. It enables adult modelling of language, both written and spoken, and the correct use of expression. It also helps to develop shared evaluative skills and promotes confident interaction between children and adults.

Guided writing enables specific concepts and skills to be developed with a targeted group; ensuring that provision is precise to the needs of the group. It enables practice in knowledge and skills and consolidation of learning and concepts. It allows children to develop confidence in a small group situation; supporting cooperation within the group and nurturing interaction and development of language. It also provides opportunities for close assessment of individual performance, attitude and application to attainment tasks.

Impact

The impact and measure of this is to ensure children not only acquire the appropriate age-related knowledge linked to the curriculum, but also skills which equip them to progress from their starting points, and within their everyday lives.

Long-term pupils will:

- be confident in the art of speaking and listening and to be able to use discussion to communicate and further their learning
- be able to read fluently both for pleasure and to further their learning.
- enjoy writing across a range of genres

Pupils of all abilities will be able to succeed in all English lessons because work will be appropriately scaffolded

- have a wide vocabulary and be adventurous with vocabulary choices within their writing
- have a good knowledge of how to adapt their writing based on the context and audience
- leave primary school being able to effectively apply spelling rules and patterns they have been taught
- make good and better progress from their starting points to achieve their full potential

Pupils of all abilities will succeed in all English lessons because work will be appropriately scaffolded.

The role of the Subject Leader:

There is a designated English Co-ordinator to oversee the planning and delivery of English within the school.

The coordinator will be responsible for

- Raising standards in English as a national curriculum subject and evaluating the effectiveness of teaching and learning within the subject
- Facilitating the use of English across the curriculum in collaboration with all subject coordinators as well as liaising and consulting with outside agencies where appropriate
- Developing their own role as subject leader through e.g. research, National College
- Providing or organising training to keep staff skills and knowledge up to date through up to three staff meeting slots per year
- Advising colleagues about effective teaching strategies, managing equipment and purchasing resources.
- Monitoring the delivery of the English curriculum and reporting to the SLT on the current status of the subject.
- Reporting the current status of the subject to designated School Governors.
- Action Planning linked to whole school priorities
- Updating the policy annually

Support from SLT/Curriculum lead will be given to subject leaders in order to further develop their role through:

- Mentoring subject leaders new to role
- Developing the role of subject leaders and providing professional development opportunities
- Guidance for Action planning linked to whole school priorities
- Support for monitoring
- Professional Development Opportunities for subject leaders e.g. National College, NPQ

Professional development

The English subject leader will discuss with colleagues their training needs and, where possible, provide training for an individual or group. Where this is not possible the subject leader will contact training providers to arrange in service training. The subject leader will also encourage staff to attend relevant courses and plan whole school in service training through staff meetings and training days. All staff have access to the Little Wandle Letters and Sounds Revised portal for ongoing professional development, as well as English/Literacy webinars on demand via the National College.

Planning, teaching and learning

Foundation Stage 1 and 2 teachers plan following the guidelines set out in the EYFS documents. In the other year groups English is taught explicitly every day and is also taught through other curriculum subjects. It is planned to meet the statutory requirements of the National Curriculum using The Literacy Tree scheme which is adapted to suit the needs of the pupils. Planning is done collaboratively in year group teams. Long term plans for English are developed based on the statutory requirements of the National Curriculum and the Literary Tree texts. The school is committed to using partnerships with artists where possible, to provide enriching experiences that will engage the pupils in talking, writing, acting and reading to improve their progress in English. Each team develops short-term planning to meet the objectives set out in the framework and tailors the content of the lessons to meet the needs of the pupils and is informed by both formal and informal assessments.

Phonics progression is planned through National Curriculum PoS, using the Little Wandle Letters and Sounds revised phonics scheme to concentrate on activities to promote speaking and listening skills, phonological awareness and oral blending. Phonics teaching takes place from Foundation Stage 1 to Year 2 and is reinforced and revised in Key Stage 2 as needed. Intervention work in Key Stage 2 will follow Little Wandle Letters and Sounds where appropriate. (See Phonics and Early Reading Policy)

Handwriting is taught throughout the school. Our handwriting scheme has been adapted from Martin Harvey's ISHA scheme, which itself is based on Nelson Thorne's

handwriting style. We have adapted it so that it meets the needs of our pupils, with the goal of giving them speed and efficiency in producing clear, legible cursive writing. Loops or 'lead-ins' are a feature of our handwriting style. In handwriting sessions, good teaching strategies and effective teaching language is used. These are of greater importance than the actual style itself. At Pipworth we also believe it is vital that the teacher models the writing well and has high expectations. (See Handwriting Policy).

Speaking and Listening is a high priority focus within school. It is a cross-curricular activity and as such is developed through all subjects. In English, Speaking and Listening is planning for using the statutory requirements of the National Curriculum and The Literary Tree. The children are taught to express themselves in clear, well thought-out sentences. They are constantly exposed to new and stimulating vocabulary and their understanding is assessed by careful questioning. Where possible, role-play, drama and puppets are used to extend the children's understanding of character and story development, expression of feelings and growth of confidence and self-esteem. The children's questioning skills are developed through work with non-fiction texts and through being encouraged to ask questions to speakers to clarify or find out more information.

The teaching of spelling in KS2 builds upon the phonics knowledge taught through the Little Wandle scheme in KS1. Our KS2 spelling scheme is bespoke to our school and focuses on the 44 phonemes, whilst also cross-referencing them to words that are in the line with the National Curriculum's spelling rules and containing ambitious vocabulary. Children are given a list of 9 spellings to learn per week, with the given words having a particular phoneme and grapheme in common. Teachers demonstrate different methods of practising these spellings and can also vary their approaches and provision to meet the differing needs of the class. Children are expected to practise at home as part of their weekly homework, and in class they are given 'spelling zappers' to give them further opportunities for spelling practice. They are tested on their spellings each Friday. In KS1, the Little Wandle Letters and Sounds Revised framework is used to target spellings.

Our teachers deliver guided reading using a 'whole-class guided read' in KS2, with a text chosen to match age-related expectations and read as a class for approximately 20 minutes three times a week. In these sessions, children are given the opportunity to hear stories and other text types being read aloud, and to practise reading aloud themselves. This in turn helps them to hone the necessary skills for other key areas of reading, such as inference, deduction, prediction, vocabulary acquisition and book talk. In KS1, children have 3 adult led small group reading sessions per week, following the LWLS programme. Our children are also given regular opportunities to read colour-banded books for pleasure, appropriate to their reading age, and are

given access to online reading resources such as the Collins EBook library for fully decodable books, which can also be used at home.

Children are actively encouraged to explore all genres of texts and literature, therefore independent reading sessions are used whereby children can select their own texts to read and enjoy independently. Children are allowed to take books home with the permission of the class teacher. This may be a book the teacher requires a child to read with the support of parents/carers or simply a book that a child wishes to read for pleasure.

Resources

The school libraries are a central resource for most resources. Resources specific to year groups are kept in the year groups classrooms or shared reading areas for different year groups. Additionally, children have access to an online reading resource in the form of the Collins EBook library.

Homework

We have an agreed homework policy which is used throughout the school. Phonics activities, reading and spellings will be set as homework each week. (See Homework policy).

Monitoring and assessment

We believe that effective assessment provides information to improve teaching and learning. We give our children regular feedback on their learning, both written and verbal (see Marking & Feedback policy), so that they understand what it is that they do well and how they can improve. We give parents regular reports on their child's progress so that teachers, children and parents are all working together to raise standards for all our children. (See Assessment policy). Through the use of our bespoke assessment descriptors for each year group in reading and writing, it is possible to specifically focus on the children's/ a child's learning needs. This is done through regular marking and feedback, day to day assessment (to provide ongoing checks on learning and progress, at the point of learning), periodic assessment (to take an overview of progress and to provide diagnostic information about the progress of individual children which is linked to national standards) and transitional

assessment (to provide a summary of where, in relation to national standards, learners are at a given point in time). The progress and attainment of every child in English is carefully tracked and monitored, with teachers using OTrack to record summative assessments periodically over the year, so that we can celebrate their successes and set challenging targets for progress. (See Assessment and Marking & Feedback policies.)

EYFS

In order to meet their KS1 readiness objectives in **reading**, children in EYFS are taught how to: develop their phonemic knowledge; develop a knowledge of stories (including rhyme), develop their ability to comprehend within familiar stories and from pictures in illustrated stories; develop their skills in retelling these stories; recognise books that have information that helps them learn; routinely access picture books and stories; listen to others expressively tell stories; and learn that stories and books can put them in imaginary worlds full of adventure and excitement.

In order to meet their KS1 readiness objectives in **writing**, children in EYFS are taught how to: hold pencils, pens and other mark-making tools appropriately so that they can make marks in an increasingly controlled way; explore language and vocabulary in stories and the environment, and begin to use them accurately when talking; write independently to communicate their thoughts and ideas about their lived experiences; write words and sentences to help them to remember what they have done; have opportunities to make marks, and then to write about things in the world around them that they are inspired to write about.

The English Curriculum and Inclusion

The English curriculum in our school is designed to be accessed by all children who attend the school. We have an equality policy and scheme which aims to ensure all have equal opportunities, regardless of gender, race or ability.

If children have special needs related to an area of English, our school does all it can to meet their individual needs, and we comply with the requirements set out in the SEN Code of Practice. If a child displays signs of having special needs, then his/her teacher makes an assessment of this need. In most instances the teacher is able to provide the resources and educational opportunities that meet the child's needs, within normal class organisation. If a child's need is more complex, we consider what additional support the child needs and we involve the appropriate external agencies in making an assessment. We always provide additional resources and support for children with special needs. Pupils with Special Educational Needs are supported in English by the Teaching Assistant assigned to each year group. Children work on appropriate objectives either in the classroom or in the Teaching Assistant's

intervention room. Pupils with specific difficulties, such as dyslexia, are supported by our two trained teaching assistants. There are specific interventions in reading, writing and speaking and listening in each year group, planned to ensure pupils on the SEN register make good progress. (See SEN policy.)

Through the English curriculum we provide high quality teaching for all our pupils including those with SEND. We do this through:

- Scaffolding
- Explicit Instruction
- Technology
- Cognitive and Metacognitive strategies: chunking, collaborative learning, pre teaching vocabulary, revisiting prior learning
- Flexible groupings
- Quality Interventions
- Rosenshine’s Principles of Instruction

We are committed to meeting the needs of any pupils with disabilities in our school. Teaching and learning is appropriately modified for children with disabilities. For example, they may be given additional time to complete certain activities, or the teaching materials may be adapted.

Monitoring, evaluation and review

A whole-school English scrutiny is conducted once per term, and lesson observations take place on a termly basis.

Remote Home Learning

In the event of a school closure or ‘bubble’ having to self-isolate, daily English work will be put onto Google Classroom for children to access from home as closely matched to lessons and learning taking place in school at that time. Paper copies of any English work will also be available for families to collect from the school office or sent home with children. Children completing work on Google Classroom will be given feedback on their work. Where specific resources may be needed these lessons will be taught when the children return to school.

The effectiveness of this policy will be monitored by the English subject leader in consultation with the headteacher and staff.

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