

# Grimsargh St Michael's C of E Primary School



## English Policy

Let your light shine before people so that they may see your good works and glorify your Father in heaven (Matthew 5: v.16)

Inspiring, believing and achieving in our loving Christian community

### Aims

Our goal for English education is that children will be able to speak, read and write fluently and effectively so that they can communicate their ideas and emotions to others, through the 'big ideas':

**Comprehension:** I can understand and interpret what I have read by combining reading, thinking and reasoning alongside growing vocabulary knowledge.

**Creativity:** I can push my imagination and think outside the box.

**Composition:** I can assemble words and sentences to create coherent and meaningful writing.

*'Write to be understood, speak to be heard, read to grow.'* (Lawrence Clark Powell)

The aim of our English curriculum is to develop pupils' abilities within an integrated programme of Speaking & Listening, Reading and Writing. Following the national curriculum, Lancashire planning documents, the key learning for reading, writing, speaking and listening, combined with our big ideas and 'golden threads' of learning, we have created a personalised English curriculum for the Children of Grimsargh St Michael's C of E Primary School. Pupils will be given opportunities to interrelate the requirements of English within a broad and balanced approach across the curriculum, with opportunities to deepen their learning, while consolidating and securing their English skills.

At Grimsargh St Michael's C of E Primary school, we aim for the children to be able to 'Promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.' (National Curriculum 2014- Department for Education).

We aim to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage

- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

(Taken from the National Curriculum for English Key Stage 1 and 2 2014- Department for Education).

### **Statutory requirements**

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Document 2014.

In the Foundation Stage, children should be given opportunities to:

- speak and listen and represent ideas in their activities;
- use communication, language and literacy in every part of the curriculum;
- become immersed in an environment rich in print and possibilities for communication.

**At Key Stage One (Years 1 and 2)**, children should learn to speak confidently and listen to what others have to say. They should begin to read and write independently and with enthusiasm. They should use language to explore their own experiences and imaginary worlds.

**At Key Stage Two (Years 3-6)**, children should learn to change the way they speak and write to suit different situations, purposes and audiences. They should read a range of texts and respond to different layers of meaning in them. They should explore the use of language in literary and non-literary texts and learn how the structure of language works.

### **The Governing body**

Regular reports are made to the governors on the progress of English provision and the results which are obtained in reading and writing are discussed at length at the Curriculum Committee and briefly through the Head's report at full governor meetings.

This policy will be reviewed every year or in the light of changes to legal requirements.

### **Subject Organisation**

The English Curriculum is delivered using the Programmes of Study 2014. The Early Learning Goals are followed (using support from Development Matters) to ensure continuity and progression from the Foundation Stage through to the National Curriculum. Pupil provision is related to attainment, not age.

Children are taught in mixed ability, single age classes.

In Reception and Year 1, systematic and synthetic phonics sessions are taught daily using Red Rose Phonics, outside the English lesson, for twenty minutes.

In Key Stage One and Two we follow the national curriculum and use the Lancashire planning guidance documents, which have been adapted in light of our curriculum 'golden threads' and Big Ideas, to suit the needs of our children. Where possible, units of work are linked to cross curricular topics or current events and promote diversity throughout the school.

### **Approaches to Speaking and Listening**

Spoken language permeates the whole curriculum. Taught in the context of lively, engaging and creative units of work, the key learning for spoken language will help to underpin progress in reading and writing, and link skills across the curriculum. Teachers ensure that approaches are modelled and scaffolded, and that pupils are given opportunities to explore the spoken language expectations in a

range of different contexts. Children are encouraged to develop effective communication skills in readiness for later life. In Key Stage One and Two, various interventions target children who struggle with speaking, listening and spoken language, including Talk Boost, School Start, Time to Talk and Lego Therapy.

### **Approaches to Phonics**

In Reception and Year 1, phonics is taught from the start, daily, using Red Rose Letters and Sounds, outside the English lesson, for twenty minutes. We use a consistent, systematic and vigorous approach to the teaching of synthetic phonics across Early Years and Year 1, but also for those children in Year 2 and Key Stage 2 who require continuity of phonics provisions. We use the Red Rose Bounce Back Phonics intervention schemes for children who require additional support. Year 2 also follow the Red Rose Spelling scheme, that revisits phase 5 during the autumn term. The children are encouraged to apply their phonic knowledge to reading and writing tasks across the curriculum. All staff at Grimsburgh St Michael's are training to deliver the Red Rose Letter and Sounds Phonics Scheme. Children in Reception Class and Year 1 read fully decodable books that have been carefully matched to their phonics stage.

Phonics Books we use in school:

- Phonics Bug
- Little Blend Books
- Floppy's Phonics
- Collins Big Cat Phonics
- Songbirds
- Alphablocks
- Oxford Reading Tree Word Sparks

### **Approaches to Reading**

The acquisition of early reading skills in Reception class is developed through shared reading as well as individual reading with the teacher and teaching assistant and parents/carers. The children are encouraged to take a library book (to shared read with a parent) as well as their phonics reading book. Guided reading is introduced to groups when the children have developed the ability to read with some independence. Informal opportunities to read as part of play experiences and to read notices and labels around the room are also acknowledged as reading for a purpose.

As children progress through the school, they are encouraged to develop independence as readers and to enjoy a wide variety of texts across the genres. Once children's phonics knowledge is secure, they will move on to Oxford Reading Tree staged books. In Key Stage One the children also have one Guided Reading session per week with a teacher. Follow up reading activities are completed daily linking to the guided reading sessions in a floor book. All guided reading texts across Key Stage 1 align with the Oxford Reading Tree levels or book bands to ensure suitability. Shared reading continues throughout school, within English lessons.

In Key Stage Two, children continue to progress through the Oxford Reading Tree levels and once they are competent and successful readers in upper KS2, they can become a free-reader, where children choose suitable and challenging books themselves (with guidance). The children have one Guided Reading session with the class teacher per week. Follow up reading activities are completed daily linking to the guided reading sessions in a floor book, comprehension work or independent reading. All guided reading texts across Key Stage 2 align with Oxford Reading Tree levels or book bands to ensure suitability. In KS2, these Guided Reading sessions take priority in the first session of each day.

Children read to an adult 1:1 at least once a week in school, the lowest ability children are read with daily by a teacher or teaching assistant. All children have a reading diary for communication between parents and teachers regarding reading. Children are encouraged to read every day at home and make note of this in their diaries.

Other ways we promote a love of reading to enable all children to be life-long readers:

- Teachers share a variety and diverse selection of class novels.
- Posters sharing the class novel and the book the teacher is reading are displayed on each classroom door.
- All staff encourage the children to use the library areas (KS1, KS2 and class libraries)
- All staff encourage and take part in discussions around reading and books with the children.
- Staff share reading books with each other in the staff room (staff reading shelf)
- Workshops and visits
- Regularly updated books
- Reading theme weeks and days
- Lancashire Library book loans
- Subscribe to the Lancashire Library Service (support updating non-fiction books)
- The Fantastic Book Award (Year 5 and 6)
- The Brilliant Book Award (Year 1 and 2)
- Book Clubs in KS1 and KS2
- Magazine and newspaper subscriptions
- Opportunities to read in the library at lunchtime
- School reading challenge
- Outdoor 'little library'
- Class visits to Longridge Library

Reading is at the heart of our curriculum at Grimsargh St Michael's; it is woven through the wider curriculum ensuring that reading is always a priority. Each class, every day, enjoy 'TRIC' Time (Teaching Reading in Class) after lunch for 10 minutes. This is a positive, pleasurable time for children to listen to a novel, poem, story or non-fiction text.

As well as this, there are many benefits of reading a whole class text:

- Encountering new words and enriching vocabulary – you experience words that would almost never come up in conversation.
- Helps students appreciate the beauty and rhythm of language
- Children can enjoy and understand texts beyond their own reading ability.
- Enhances imagination and observation skills
- Improves critical and creative thinking skills
- Expands a student's general knowledge and understanding of the world
- Empathy is developed as they make connections with the experiences of the characters in the text and with each other
- Fluent, expressive reading is modelled
- Enables them to make meaning from more complex texts
- Conditions the brain to associate reading with pleasure
- Plants a desire to read

### **Approaches to Writing**

In Reception and Key Stage One, phonics is taught daily, outside the English lesson. The children are encouraged to apply their phonic knowledge to reading and writing tasks across the curriculum. Reception class focus on the formation of letters from the Spring Term.

Mark making and emergent writing are evident from the Foundation Stage. Both shared and guided writing are used to improve standards. Teachers model shared writing and encourage independent writing in reception class and Year 1, where children complete regular pieces of extended writing. From Year 2 the children will have further opportunities to write at length as part of their English unit. This may also have cross-curricular links to areas such as history, geography, science or RE. This continues through Key Stage 2 where the children write across a range of genres for a variety of purposes.

Grammar, punctuation and spelling are taught during English lessons. A grammar, punctuation or spelling warm up will be done at the start of the Reading and Gathering Content Phases of the English unit in Key Stage One, and at the start of every lesson in Key Stage Two. This will consist of a sequence of short, linked activities which enable the children to play games or practise their grammar skills, which they will then apply to their writing. The teachers will use Lancashire's KLIPs and LAPs in order to break down the grammar expectations for each year group into termly objectives. From the Spring Term of Year 1 the children have a separate grammar and punctuation lesson each week, to raise standards in this area.

All English work, including shared and independent writing, is completed in English books. Shared writing is guided and modelled by the class teacher which then supports the children with the following piece of independent writing.

### **Vocabulary**

Developing children's vocabulary knowledge is a huge part of the English curriculum. Teachers will spend considerable time throughout lessons exploring the meaning of new vocabulary and revisiting previously taught vocabulary to ensure their knowledge sticks. This is then displayed on the English working wall. Learning new vocabulary has high priority across all areas of the curriculum. Children in each class have access to dictionaries, thesauruses, iPads and other vocabulary resources to support their learning.

### **Handwriting**

Handwriting is taught from the Spring term in Reception class. In Reception and Year 1, children are taught how to form letters correctly using the Red Rose Letters and Sounds formation pattern cards. This is continued into Year 2 and 3, where joined handwriting is introduced and practice is completed during morning work for 10 minutes. This becomes less frequent in Years 4-6 as children become more confident and fluent writers; the amount of handwriting practice needed is at the discretion of the class teacher based on the needs of the pupils. Each class follows the PenPals handwriting scheme – Year 5 and 6 often recap letter joins from Year 3 and 4. Joined handwriting expectations are displayed in each classroom and children who have achieved all the expectations can earn a pen licence.

### **Spelling**

In Reception and Year 1, spelling is taught through the Red Rose Letters and Sounds Phonics scheme. In year 2, 3 and 4, spelling is taught daily through Red Rose Letters and Sounds Spelling. In years 5 and 6, spelling is taught through No Nonsense Spelling Scheme 2/3 times per week. Any spellings sent home to learn link to the learning taught that week.

### **Cross-curricular Opportunities**

Teachers will seek to take advantage of opportunities to make cross-curricular links, particularly short and long writing opportunities. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum.

### **The Use of Technology**

Opportunities to use technology, such as iPads and laptops, to support teaching and learning in English will be planned for and used as appropriate. We use spag.com to support the learning of grammar and punctuation. iPads are used frequently for gathering content and supporting learning. Technology is also used, such as use of Voice Activated Notebook, to support children with additional needs.

### **Assessment and Marking**

Work will be assessed in line with the Assessment Policy. Guided Reading is monitored using the Lancashire LAPS. Both reading and writing will be assessed according to the Lancashire KLIPS, KS1/KS2 assessment frameworks and using the Grimsargh St Michael's Progression in Reading and Writing documents. In Year 2 and Year 6, these will be used in addition to the end of Key Stage National Curriculum objectives. Teacher Assessments are collated at the end of each term and inputted into the Lancashire Tracker. Writing assessments and moderation meetings take place termly and the writing levels are collated. Writing is marked in accordance with our school marking policy; more detailed feedback, either verbally (preferably) or written, is encouraged for extended pieces of writing. It is important to celebrate strengths and give each child an area to work on. Self and peer marking are encouraged from Year 3 to Year 6.

### **Inclusion**

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment through targeted and timely interventions. Deeper learners will be identified and suitable learning challenges provided. See the Deeper Learner and Talented policy. We are continuing to raise standards in writing, with a particular focus on vulnerable pupils, through a variety of adaptations within English lessons and interventions.

### **Intervention Programmes**

Talk Boost  
Time to Talk  
School Start  
Toe by Toe  
IDL for Reading and Spelling  
Red Rose FastTrack Phonics  
Red Rose Bounce Back Phonics  
Fast Forward Spelling and Grammar for Year 5/6  
Lancashire Reading Partners  
Daily Reading for lowest 20%  
The Primary Sentence Toolkit

### **Equal Opportunities**

All children are provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

### **Role of subject leader**

Monitoring and evaluating English:

- pupil progress
- provision of English (including Intervention and Support programmes)
- the quality of the Learning Environment;
- the deployment and provision of support staff

- taking the lead in policy development
- auditing and supporting colleagues in their CPD
- purchasing and organising resources
- keeping up to date with recent developments in English
- deliver staff training and updates
- lesson observations and walk-throughs
- pupil voice and book-looks

### **Parental Involvement**

Parents can support with English through daily reading with their child/children and communicating with teaching staff via the reading diary. We have a small number of parent helpers who help with 1:1 reading. Parents are encouraged to access the English, Reading and Phonics pages of the school website to support them to help their child's development. Parents are given information and updates regarding developments of our English curriculum at termly curriculum meetings.

This policy should be read in conjunction with the following school policies:

Teaching and Learning Policy  
Assessment and Record Keeping  
Feedback and Marking Policy  
Special Educational Needs Policy  
Computing Policy  
Equal Opportunities Policy  
Health and Safety Policy

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