



Long Clawson Church of England Primary School  
School Lane, Long Clawson, Melton Mowbray, Leicestershire LE14 4PB  
Phone 01664 822337  
[office@longclawson.leics.sch.uk](mailto:office@longclawson.leics.sch.uk)

## **English Policy**

# **Long Clawson CofE Primary School**

## **INTENT**

*At Long Clawson CE Primary School, we believe that a quality English curriculum should develop children's love of reading, writing and discussion. One of our priorities is helping children to develop a passion for reading whilst also developing their all-important comprehension skills. We recognise the importance of nurturing a culture where children take pride in their writing, can write clearly and accurately, and can adapt their language and style for a range of contexts and genres. We want to inspire children to be confident in the art of speaking and listening and use discussion to communicate and further their learning. We believe that a secure basis in literacy skills is crucial to a high quality education and will give our children the tools they need to achieve to the best of their abilities.*

### **1. Aims**

At Long Clawson Primary School, we are committed to raising the standards of English for all our pupils throughout the school. We aim to develop pupils' abilities within an integrated programme of Speaking and Listening, Reading and Writing. Pupils will be given opportunities to develop their use, knowledge and understanding of spoken and written English within a broad and balanced curriculum. There will also be opportunities to consolidate and reinforce taught literacy skills.

Pupils at Long Clawson Primary School will leave Year 6:

- reading and writing with confidence, fluency and understanding;
- with an ability to use a range of independent strategies to take responsibility for their own learning including self-monitoring and the ability to correct their own errors;
- with a love of reading and a desire to read for enjoyment;
- with an interest in words and their meanings, developing a grown vocabulary in relation to grammatical terminology;
- understanding a range of text types, media types and genres;
- able to write in a variety of styles and forms appropriate to the situation;
- able to use their developing creativity, imagination inventiveness and critical awareness;
- having a suitable technical vocabulary to respectfully articulate their responses in any discussion;
- with legible handwriting that enables them to express their views through writing.

### **2. Statutory Requirements**

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum in England: English Programmes of Study – Key Stages 1 and 2 (2014) and in the Communication and Language and English sections of the Statutory Framework for the Early Years Foundation Stage (2021).

**In the Foundation Stage (Reception)** children are 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 opportunities to communicate.

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

**At Key Stage 2 (Years 3-6)** children learn to change the way they speak and write to suit different situations, purposes and audiences. They read a range of fiction, non-fiction and poetic texts and respond to different layers of meaning in them. They explore the use of language in literary and non-literacy texts and learn how the structure of language works (using grammatical terminology).

**The Governing**, (in particular the English Governor), meets with the English lead and receives reports on the progress of our English provision to keep up to date with current school initiatives and classroom practise.

## **IMPLEMENTATION**

### **3. Subject Organisation**

#### **Early Years Foundation Stage**

In Reception children have daily discrete phonics lessons. Our school follows the DfE approved Twinkl Phonics scheme which provides teachers with high quality daily phonics lessons. In EYFS, we aim for children to complete Level (phase) 2, 3 and 4 phonics. Children have opportunities to develop their communication, language and literacy skills on a daily basis in both adult led and child initiated activities. Provision is made for children who require extra support in phonics through intervention and extra phonics teaching.

Children receive daily English input from the class teacher. They will then be encouraged to complete phonics or English activities in their Continuous Provision, or through adult led 1:1 or group activities.

Children are heard read on a 1:1 basis or in guided reading groups and their reading books are closely matched to the phonics level. Children also take home a reading book for pleasure.

At the end of the day, children have a regular story time to develop their love of reading and to expose them to a variety of diverse and high quality books and authors.

#### **Key Stage 1**

In Key Stage 1 daily phonics lessons continue and are taught in ability groups, while children have daily whole class English lessons that focus on reading, writing and speaking and listening skills.

The children in Year 1 and 2 continue to follow our Twinkl Phonics programme. Year 1 are expected to complete Level 5 throughout the academic year and Year 2 are expected to complete Level 6 in an academic year. Children who are taking part in phonics teaching below age related expectations, also receive additional intervention to ensure gaps between their peers do not continue to grow.

Children take part in both guided and individual reading sessions and have regular story times to develop a love of reading. English skills are developed across the curriculum. Provision is made for children who require extra support through intervention programmes, adaptive teaching and targeted groups in reading, writing and phonics sessions.

#### **Key Stage 2**

In Key Stage 2 children have daily English lessons. Spelling and grammar skills are initially taught discretely before being embedded within literacy lessons. In our school, the children have daily Read, Write, Spell sessions in Years 3, 4, 5 and 6.

Additional Literacy sessions can include guided reading, spelling, grammar, handwriting daily and reading aloud of a class novel. Literacy skills are developed across the curriculum. Provision is made for children who require extra support through targeted teaching; intervention programmes and adaptive teaching.

Again, children receive regular story time at the end of the day. This may look like a guided reading session in Class 3, where children engage with their whole class text. In Class 2, this is often through story time where the class teacher will have chosen a high quality text to share with the children.

#### **4. Approaches to Speaking and Listening**

We recognise the importance of spoken language in pupils' development across the whole curriculum - spoken language underpins the development of reading and writing. Children are encouraged to develop effective communication skills in readiness for later life. Opportunities to develop these skills include: debating, Talk for Writing, talk partners, drama, Year R/1 Nativity and our yearly Summer production. As the National Curriculum says:

*'All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role.'* (pages 3, 4 and 7, 2013)

All of these speaking and listening skills are taught in Literacy, across the curriculum and during extra-curricular activities too.

#### **5. Approaches to Reading**

We use DfE approved, Twinkl Phonics to deliver daily discrete phonics lessons in Reception, Year 1 and Year 2. This programme enables children to decode and blend efficiently in preparation for the Year 1 Phonics Screening Test.

From Years 3 to 6, we use the Read Write Inc. Spelling programme which ensures that there is a daily spelling session delivered each day. This supports children's spelling and reading strategies.

Teachers model reading strategies during shared reading, guided reading, story time and individual reading sessions. The children are also given opportunities to discuss texts in detail during these sessions. In Reception and Year 1, children also have the opportunity to read 1-1 with an adult at least once a week. As the children progress through the school, they have opportunities to read independently for a sustained period of time.

Reading schemes are used to support early readers in their individual reading and guided reading. Teaching assistants also support reading activities to ensure that children have more frequent opportunities to read with adults.

Children in KS1 take home books from our reading schemes: "Rhino Readers" (Twinkl Phonics reading books) or "The Oxford Reading Tree". The children's reading books are carefully matched to their phonics level to ensure confidence and fluency. Where "Rhino Readers" ends at Level 6 (usually Year 2 readers), children in KS2 then continue to progress using "The Oxford Reading Tree" until class teachers feel they are proficient in reading. This is where children move on to "free reading" where they can choose their own reading book. We still encourage all readers to share a book at home with grown-ups. We believe that this not only helps to develop inferential skills, but also supports a lifelong love of reading.

Children who are still using the school reading schemes also take home a "Book for Pleasure" which they are encouraged to share with an adult at home.

Each child across the school has a reading record that teachers and parents can use to share information about the children's reading. Parents are encouraged to read with their child on a daily basis, especially those children in KS1 and children who are not meeting age related expectations. Information is given on how to support their child in reading at the new parents' reception meeting, phonics meetings and also in curriculum or homework letters. To encourage reading at home, each class participates in **RAFFLE READERS**. Children receive raffle tickets when they have read at home with an adult. The raffle is then drawn at the end of the week and the child whose raffle ticket is pulled out, gets to take home a reading rucksack with a book of their choice, a sachet of hot chocolate and a chocolate bar.

In Class 1, parents or another family member are encouraged to attend weekly "Reading Mornings" where they are invited into the classroom to participate in sharing a book with their child. We also provide Parent Reading/Phonics Sessions for parents in all Key Stages to support parents' understanding of what is expected of their child in the different Key Stages.

We recognise the value of adults, both in school and at home, reading aloud to children in order to improve their grasp of story language, enthuse them with a love of books, and inspire them as writers.

## 6. Approaches to Writing

We aim to develop the children's ability to produce well structured, clear, detailed writing which engages the interest of the reader. Attention is paid throughout the school to the formal structures of English, grammatical detail, punctuation and spelling. Our approach to teaching writing covers the 'transcription' and 'composition' requirements of the National Curriculum. To support our teaching of writing, staff often refer to Pie Corbett's "Talk for Writing" strategy. Teachers are flexible in their use of this strategy in order to suit the needs of the children and the text type being taught.

Teachers model writing strategies and the use of phonics and spelling strategies in shared writing sessions. Guided writing sessions are used to target specific needs of both groups and individuals, whilst children have opportunities to write at length in extended independent writing sessions.

The children are given frequent opportunities in school to write in different contexts using quality texts as a model and for a variety of purposes and audiences. The text types which are required to be covered by the National Curriculum (2014) are outlined in our long-term plans for each year group to ensure that there is a breadth of coverage.

Pupils are encouraged to edit and improve their writing using purple "polishing" pens. Teachers also spend dedicated time supporting the children to edit and improve their work.

When approaching written work, we also follow Writing Processes and Writing Feedback Funnel:

### The Writing Processes

1. Plan
2. Draft
3. Evaluate
4. Edit/Redraft
5. Publish/Perform

### Feedback Funnel

1. A chance to proofread independently
2. Quick oral feedback
3. Peer marking with a friend
4. A chance to improve
5. Quality written or oral feedback (or time spent with an adult)
6. The chance to improve

These processes may look different from year group to year group:

### EYFS

- At this early stage of writing, children may simply just point at what they like the best in their work or point at what they might like to get better at. This simply gets the child used to looking at their own work again after it has been written.
- Feedback will mainly be given verbally to the children as their reading skills are not developed enough to read written feedback.
- They may be able self-assess their own work with images, such as a smiley face ☺.
- Towards the end of the year, some children may be able to correct spellings and put in basic punctuation as a chance to improve from oral feedback from the teacher.

### KS1

- Some children in Year 1 may need to stay with the Year R way of assessment.
- Quick oral feedback might be given in small groups with time spent with an adult. The groups might need to focus on a specific element of writing such as improving spellings, punctuation or vocabulary.
- Children may be able to proofread independently using spelling mats/ vocabulary mats/ punctuation mats.
- Peer-to-peer feedback may be given with children partnered specifically to ensure the best outcomes.
- A child's first draft will be marked to ensure that improvements can be made before the final draft of their work.
- Pupils should get used to "being writers" rather than to "do writing".
- Written feedback may be given, but this might be talked through with the child, where possible.
- Children will get the chance to improve their writing.

## **KS2**

- Children will be able to proofread their first draft of writing independently.
- Using a purple pen and other resources (spelling mats/vocabulary mats/ punctuation mats) they will be able to make some improvements to their own work.
- After this, the teacher may give quick oral feedback to the children. This might be delivered to individual groups, as a class or 1:1 with an adult.
- Peer-to-peer assessment may take place (although this is not expected every time) before the child gets the chance to improve their writing again in response to the quick oral feedback.
- After this stage has been completed, the child will receive detailed oral or written feedback.
- At this age, you may see more quality written feedback as some children's reading skills are more developed.
- After this quality written or oral feedback, the children will be able to create a final draft of their writing.
- This final draft of writing may not necessarily be marked in great detail as the most useful marking and feedback will have been done through the child's first draft.
- In depth marking may occur in the final draft if teaching is preparing the child to achieve a specific target during their next piece of writing.

## **7. Approaches to Grammar and Spelling**

The teaching of Grammar and Spelling is in line with the requirements of The National Curriculum. Grammar is sometimes taught in discrete sessions or embedded within English lessons where appropriate. Teachers are flexible in their approach to teaching grammar and try to ensure children apply new skills taught in their writing.

To be able to spell correctly is an essential life skill. When spelling becomes automatic, pupils are able to concentrate on the content of their writing and the meaning. Whilst we note that spelling is not the most important aspect of writing, confidence in spelling can have a profound effect on the writers' self-image. We aim to use explicit, interactive teaching which draws children's attention to the origins, structure and meaning of words and their parts, the shape and sounds of words, the letter patterns within them and the various ways they can learn these patterns.

In Reception and KS1, daily phonics is the key to the children's learning of spelling. This is taught using our Twinkl Phonics Programme. Children are taught to blend sounds to read and segment to spell. At the same time, they learn words which are not phonetically regular (common exception words). Years 1 and 2 are given weekly spellings and Reception are given flashcards or tricky words to take home. They are encouraged to learn these with their parents.

In KS2, from years 3 to 6, the children use our Read, Write, Spell scheme to support the teaching of spelling. These sessions are delivered daily to the children and each child has a booklet to work from. The scheme enables children to understand spelling rules and patterns with spelling tests at the end of each unit. Helping the children to understand how to use and apply known spelling patterns is the key to helping them become successful spellers and Read, Write, Spell explains these principles within the booklet and interactive videos.

## **8. Cross-curricular literacy opportunities**

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

## **9. Parental Involvement**

We aim to involve parents directly in the life of the school, and thus in the development of children's skills, knowledge and understanding in English. Parents are involved in hearing children read and are encouraged to discuss books with them. They are also encouraged to support their children in learning their key words, common exception words and spellings. Some homework activities also provide opportunities for parents to support their children in writing. There are opportunities each term when parents can discuss their children's progress with their teacher.

## **Impact**

We aim that by the end of KS2 for all children to have made considerable progress from their starting points in EYFS. With the implementation of the writing processes and feedback funnel being well established and taught thoroughly in both key stages, we hope that our children will become more confident writers.

By immersing children in high quality texts and focusing on skills and the enjoyment of English, children develop an enthusiasm for the subject. They enjoy talking about their favourite books, discussing the stories they're writing, and sharing their achievements with other children. Through our Twinkl Phonics and Read, Write, Spell schemes we aim for our children to be confident and fluent readers whilst also realising the importance of reading for pleasure.

As all aspects of English are an integral part of the curriculum, we have high expectations of cross curricular writing standards and skills taught in English lessons are transferred into other subjects; this shows consolidation of skills, progression and a deeper understanding of how and when to use specific grammar, punctuation and grammar objectives. We hope that, as children move on from us to further their education, their creativity, passion for English and high aspirations travel with them.

### **10. Assessment and Target Setting**

Work will be assessed in line with the Assessment Policy.

### **11. Inclusion**

At Long Clawson CE Primary School, we teach Literacy to all children, whatever their ability. We provide learning opportunities that are matched to the needs of children with learning difficulties and those learning English as an additional language, as well as providing appropriate, challenging work for those children who are working at greater depth.

For children with additional needs, the opportunity to access the content of the English curriculum is essential in terms of developing skills for life, therefore the curriculum is adapted appropriately to ensure all children can engage and progress to the best of their abilities.

### **12. Equal Opportunities**

All children have an entitlement to access the English curriculum regardless of physical or mental ability, race, gender and social circumstances.

When planning lessons, teachers pay close attention to detail; for example they are sensitive when children are experiencing loss or change, books are chosen which reflect our multi-cultural society and all children are encouraged to take place in a wide variety of activities.

During English lessons teachers know it is important to nurture an ethos where all children feel able to participate fully and know that their contribution will be valued. Co-operation, respect and appreciation of others' views and work are vital to develop confident learners.

### **13. Role of the Subject Leader**

The subject leader is responsible for improving the standards of teaching and learning in English through:

- Monitoring and evaluating:
  - pupil progress
  - marking and planning
  - curriculum coverage
  - provision of English
  - the teaching and learning of English
- Taking the lead in policy development
- Create and monitor Action Plans to address identified needs
- Auditing and supporting colleagues in their CPD
- Purchasing and organising resources

- Keeping up to date with recent English developments

#### **14. Policy**

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

- Teaching and learning policy
- Assessment Policy
- Marking Policy
- SEN policy
- Computing Policy
- Equal Opportunities Policy
- Health and Safety Policy
- Continuing Professional Development Policy

This policy was approved by the Governing Body of Long Clawson Church of England Primary School remotely in October 2023.

Signed..... Chair of Governors

Date for review: Autumn 2025