



# English Policy

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## School Vision

At Edenbridge Primary School every minute matters. We will create a safe and nurturing environment, where everyone feels valued and achievements are celebrated. Our pupils will have a thirst for learning and a resilience in all that they do.

As part of our diverse community, we are committed to providing high quality teaching and learning, along with memorable experiences; where goals are reached and dreams are fulfilled.

## Aims

English is at the heart of all children's learning. Literacy enables children both to communicate with others effectively for a variety of purposes and to examine their own and others' experiences, feelings and ideas, giving these order and meaning. Literacy is central to children's intellectual, emotional and social development as it has an essential role across the curriculum and helps pupils' learning to be coherent and progressive.

We aim is to encourage children to:

- be effective, competent communicators and good listeners;
- express opinions, articulate feelings and formulate responses to a range of texts both fiction, non-fiction using appropriate technical vocabulary;
- foster an interest in words and their meanings, and to develop a growing vocabulary in both spoken and written form;
- enjoy and engage with and understand a range of text types and genres;
- be able to write in a variety of styles and forms showing awareness of audience and purpose;
- develop powers of imagination, inventiveness and critical awareness in all areas of literacy;
- use grammar and punctuation accurately;

- understand spelling conventions;
- produce effective, well-presented written work.

By the time children leave our school, we expect them to communicate through speaking and listening, reading and writing with confidence, fluency and understanding and in a range of situations.

We want every child to take pleasure in reading across a range of genres and have a strong motivation to read for a variety of purposes.

## **Legal Framework**

This policy has due regard to statutory legislation and guidance including, but not limited to, the following:

DfE (2013) 'English programmes of study: key stages 1 and 2'

DfE (2014) 'Statutory framework for the early years foundation stage'

Roles and Responsibilities

### **The subject leader is responsible for:**

- Preparing policy documents, curriculum plans and schemes of work for the subject.
- Reviewing changes to the national curriculum and advising on their implementation.
- Monitoring the learning and teaching of English, providing support for staff where necessary.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop colleagues' expertise in the subject.
- Organising the deployment of resources.
- Monitoring and supporting the quality of the learning environment.
- Liaising with teachers across all phases.
- Communicating developments in the subject to all teaching staff.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring common standards are met for recording and assessment.
- Advising on the contribution of English to other curriculum areas, including cross-curricular and extracurricular activities.
- Collating assessment data and setting new priorities for development of English in subsequent years.

### **The classroom teacher is responsible for:**

- Ensuring that all of the relevant statutory content is covered within the school year.
- Monitoring the progress of pupils in their class and reporting this on a termly basis.
- Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the senior leadership team (SLT).
- Undertaking any training that is necessary in order to effectively teach the subject.

## **Curriculum**

### **Teaching and Learning**

English is taught five times a week using CUSP. Lessons are taught in a sequence with an emphasis on oracy and vocabulary acquisition and retention. Each unit leads to a independent write and also allows additional time for additional content to address the needs of the class.

At Edenbridge we cover a wide range of genres using a variety of texts which to stimulate and inspire children. Each week tiered vocabulary is introduced that links with the text to ensure that our children have access to a vocabulary rich curriculum which allows children to engage and connect deeper with a text. Studying a range of texts through each unit allows to explore and immerse themselves in new texts and gain a more coherent understanding of the different ways in which we use writing to communicate. The children are exposed to many different genres of writing and skills are developed in order to write independently at length.

In EYFS texts are carefully selected to ensure that children are exposed to a variety of genres and authors. Texts are linked to provision throughout the EYFS environment to ensure that children are immersed in the books and have opportunities to rehearse and use the language – both through speaking and listening and through writing. Reading for pleasure is promoted through regular whole class story times and appropriate texts are linked and available for children in the different areas of the classroom.

### **Approaches to Reading**

EYFS and Key Stage 1 classes daily enjoy and participate in whole class story time sessions. In key stage 2 children are read to everyday at the end of the day. Each class has a welcoming book corner which is regularly updated to suit the interests of the children and includes accessible books for all children to enjoy and read for pleasure.

As part of the home/school agreement children are expected to read at home at least three times a week. We strongly encourage parents/carers to hear their child read unless they are at a level where the pupils can assess their own reading. Feedback on home reading is made by parents/carers or pupils within the Home Reading Records.

In EYFS Guided Reading is linked to Little Wandle Letters and Sounds. This consists of three guided reading sessions at school using a book matched with the child's current phonics level. Little Wandle books are then sent home for the children to continue practising with books at their level. The three sessions are as follows.

- Decoding
- Prosody
- Comprehension

In KS1 Guided Reading is linked to Little Wandle Letters and Sounds. This consists of three guided reading sessions at school using a book matched with the child's current phonics level. Little Wandle books are then sent home for the children to continue practising with books at their level. The three sessions are as follows.

- Decoding
- Prosody
- Comprehension

KS1 deliver the Cusp reading and writing lessons throughout the week.

In KS2 guided reading sessions take place for 30 minutes each day using CUSP. These sessions are delivered as a whole class guided reading sessions and are taught five times a week. High quality texts are used which engage students and help them to explore a range of genres. Each year group has a set of core texts that cover a wide range of genres, authors, themes and experiences to ensure that all children have exposed a breadth of diverse literature throughout their school journey. Guided reading is taught in 2 week blocks and covers:

- Summary
- Retrieval
- Understanding themes
- Prediction
- Inference
- Authorial intent

## **Approaches to Phonics/Support for Spelling**

At Edenbridge we follow 'Little Wandle Letters and Sounds' phonics which is a systematic and synthetic phonics programme. In the Early Years phonics is taught on a daily basis and is embedded throughout the EYFS environment.

In Nursery children learn the foundations for phonics which helps to develop their language phonological awareness and develop a love for reading as well as preparing them for phase 2 phonics when they enter reception. Foundations for phonics includes:

- Play with the sounds
- Bertha the bus
- Name play
- Blend from the box
- Oral blending games
- Recognising their names

In reception children are taught the skills for segmenting and blending words and are introduced to new phonemes as part of a systematic synthetic approach. Children are taught phase 2,3 and 4 and phonics lessons in reception are taught daily. Phonics lessons in reception include:

- Phase 2,3 & 4
- Pronunciation phrases
- Blending
- Tricky words
- Letter formation
- Mnemonics
- Initial and end sounds
- Oral blending
- Reading/writing sentences
- Spelling

The teaching of Phonics continues in Years 1 and 2 as children are introduced to alternative graphemes, lesser known sounds and begin to learn some of the more complicated spelling rules through phase 5. Phonics lessons include:

- Phase 4 & 5
- Tricky words
- Letter formation
- Mnemonics
- Initial and end sounds

- Oral blending
- Reading/writing sentences
- Spelling

Children who are struggling are given additional support through 'Keep up' sessions in EYFS and KS1. At the end of Year 1 children are required to sit the Phonics Screening Check to assess their ability to segment and blend words. Children are presented with 40 words – a mixture of real and pseudo words and they are expected to apply their Phonics knowledge to read the words. If children are unsuccessful in Year 1 they have the opportunity to retake the test in Year 2. Intervention groups are set up for those children struggling with their Phonics learning and this additional support will continue in Key Stage 2 if necessary.

In year 2 children are taught spelling using the CUSP spelling scheme

At Edenbridge, we follow the CUSP Spelling scheme and in KS2 children are taught two 15 minute discreet spelling lessons per week and the third lesson is embedded in the final English lesson each week. During these sessions children begin to understand spelling concepts and pattern seeking. These spelling sessions follow the CUSP principle of instruction and explore the composition of words, develop proof reading skills and that spelling and word meaning are linked. In Years 2 and 6 children are required to take a 'Spelling, Punctuation and Grammar' test. We endeavour to prepare children for this test as early as possible and therefore make spelling and grammar a key priority in all curriculum areas.

### **Assessment and Evaluation**

Assessments are made in line with the school assessment policy. Teachers use effective assessment for learning to ensure planning is based on prior attainment and that pupils know what they need to do to achieve the next steps. Targets that have been achieved are highlighted in green and targets that the children are working towards are highlighted in yellow. Targets are generated from Target Tracker and the statements link directly with the National Curriculum. Children are informed of their own targets for learning and supported to make progress towards them.

Marking is in line with the school marking and feedback policy. The teacher keeps records that enable them to deliver an effective, creative and relevant curriculum that builds on prior attainment and meets the needs of pupils.

### **The Role of ICT**

Teachers and pupils use IT to support and enhance the language curriculum. IT can be used at a whole-class level through the use of the Clevertouch Board, which allows Teachers to model the writing process effectively; show a variety of text types using the Internet and use interactive games to encourage the children to develop their grammar skills. Groups, pairs and individuals can work at a computer to develop a number of skills. They have access to the Internet in order to research a variety of topics; use word processing programs to create and edit their own texts and they can use multimedia software to develop presentations of their knowledge and research. In addition to this, pupils have access to other software that enables them to extend phonics and grammar skills.

### **Resources**

Each classroom has a book corner with a range of fiction and non-fiction texts. Books for Guided Reading are kept in a central area and are banded according to level. Resources for phonics teaching are kept in classrooms.

## **Inclusion**

At Edenbridge we are committed to inclusion in all its aspects and ensure that all children regardless of ability, race, gender, culture, special educational need or disability, are given appropriate opportunities to access the curriculum. In order to achieve this we provide a differentiated curriculum and, where possible, additional support. The philosophy of the IPC is to 'help children develop an international mind-set alongside their awareness of their own nationality' and this vision is instilled deep within our English teaching.

To be read in conjunction with:

- Equal Opportunities/Inclusion Policy
- Teaching and Learning Policy
- Policy for Teaching and Learning of Children with Special Educational Needs
- Policy for Teaching and Learning of Gifted and Talented Children