English Policy

Approved: April 2025
To be reviewed: April 2026

Philosophy

At Raddlebarn, we believe that English and communication are key essential life skills, giving access to the Curriculum and to a range of material which will help children as they develop emotionally, creatively and imaginatively. Language is a vital tool for learning and for the communication of ideas, feelings and views. Through the effective delivery of the English Curriculum, the ability to speak, listen, read and write for a wide range of purposes is developed. This ensures that, as adults, they are able to participate confidently throughout their life.

Aims of English

- To read easily, fluently and with good understanding.
- To develop the habit of reading widely and often, for both pleasure and information.
- To acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- To appreciate our rich and varied literary heritage.
- To write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- To use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.
- To ensure that children are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

English Curriculum

English is taught following the Statutory Framework for the Early Years Foundation Stage - supplemented by the updated 'Development Matters' document - and the National Curriculum.

- In Key Stage 1 and 2 English is taught for 1 hour each day – where appropriate, this includes a 10 minute starter activity (with a grammar, spelling or punctuation focus).
- Children in Year 2-6 also have a minimum of 4x30 minute reading lessons a week.
- Daily whole-class phonics sessions, alongside reading group sessions, are planned in for Reception and Year 1 following our chosen SSP programme – 'Little Wandle Letters and Sounds Revised' (phonics is also taught in Year 2 if needed, either as a class or in groups).
- The Early Years Foundation Stage teach English (including reading group sessions) and phonics with both focused activities and by providing opportunities within continuous provision throughout the week. The EYFS environment provides a vast amount of opportunity for children to practise reading and writing skills within it during this time.
- Teachers set high expectations of, and allow opportunities for, good quality cross curricular writing at all times.

More detail is set out below:

Speaking and Listening

- The Early Years Foundation Stage use the Statutory Framework for the Early Years Foundation Stage supplemented by the updated 'Development Matters' document for the teaching and assessment of speaking and listening.
- Expectations for Key Stage 1 and 2 can be found in the Raddlebarn Speaking and Listening Progression document.
- Speaking and listening should feature across the curriculum with opportunities for drama, partner work, presentations and role play. Classroom environments encourage and enrich these opportunities.
- Foundation Stage will have topic-related role play areas within their classrooms.

Reading

- Each class will aim to have a daily story time/class read, with staff choosing books carefully so that children experience a wide range of books and authors, including books which reflect other worlds and cultures.
- In Year 1-6, each year group are also allocated 2 authors to focus on during the year, where, during story time/class read, they will read/listen to a wider selection of these authors' works, further broadening children's experiences of a range of authors/styles.
- Each classroom will have an engaging book area.
- High quality texts are used in English lessons and linked to the genre/topics taught to enrich lessons.
- Expectations are set out in the Raddlebarn Reading Progression document.
- Reading for pleasure and enjoyment is promoted alongside the teaching of reading during lessons, story time/class reader time, 'book clubs', 'borrow boxes', through 'book talk', sharing poetry/rhymes/songs and through planned events/visits across the school year.

Reception and Year 1

- All children will participate in 3 group reading sessions a week with an adult (each session with a different focus – fluency, prosody and comprehension).
- Some children (e.g. the lowest 20% of readers within a class) may have additional small group reading sessions using appropriate, targeted reading resources.
- Reading books will be changed weekly, introduced by the adult in the group reading sessions, then given to take home to read.
- Children take home a phonetically decodable 'Little Wandle' book which is 90% decodable and they can also take a 'reading for pleasure' book from the year group borrow box.
- Books read are recorded on a digital reading record called Boom Reader – both teachers and parents can record comments.

Year 2-Year 6

- All children take home an appropriately levelled Big Cat Home reading book or, if required, a phonetically decodable 'Little Wandle' phonics book (which matches a child's phonic ability), and they can also take a 'reading for pleasure' book from the year group borrow box.
- Children are to read these books at home and they may also read them to an adult in school during the week. Reading books will be changed once a fortnight at a minimum.
- Each week, all children will participate in 4 x 30 minute adult-led, whole-class reading sessions, using high-quality sets of books (where possible linked to class topics) and VIPERS reading domains.
- Some children (e.g. the lowest 20% of readers within a class) may have additional small group reading sessions using appropriate, targeted reading resources. These can be through scoop groups within a lesson or through interventions.
- Books read are recorded on a digital reading record called Boom Reader – both teachers and parents can record comments. Older children are also encouraged to write their own comments.

Phonics

- Raddlebarn uses a complete SSP programme – 'Little Wandle Letters and Sounds Revised'.
- In Reception and Year 1, phonics (using the DfE approved 'Little Wandle Letters and Sounds Revised' SSP) is taught daily to support reading and spelling.
- Nursery are introduced to 'Foundation to Phonics' (previously named Phase 1); children

then progress through the other Phases, following the 'Little Wandle Letters and Sounds Revised' scheme of work and progression document.
- 'Keep Up' and 'Catch Up' interventions are completed in line with the Little Wandle phonics programme.
- In Year 2 and Key Stage 2, phonics interventions will continue to take place for those children who need additional reading/spelling support using a consistent approach in-keeping with the chosen SSP.

Writing

Transcription

- Expectations are set out in the Raddlebarn Writing Progression document.

Spelling

- The Early Years Foundation Stage use the DfE approved 'Little Wandle Letters and Sounds Revised' SSP.
- Year 1 will teach children the National Curriculum spelling objectives alongside phonics (using 'Letters and Sounds').
- From Year 2 to Year 6 all teachers will teach the National Curriculum spelling objectives through the Jane Considine spelling scheme of work.
- From Year 2 to Year 6, spelling is included as part of the starters within English lessons, and one English lesson per fortnight is dedicated to a spelling investigation, using strategies from the Jane Considine scheme of work.
- Children in Year 2 to Year 6 have a spelling log book, in which children will complete fortnightly 'low stakes' spelling tests.
- A 'Spell it Out' board is also in classrooms from Y2-6, which includes fortnightly focus spellings.
- Common exception words are also learnt and practised through dictation passages in Y2-Y6.

Handwriting

- Teachers use the school's agreed cursive handwriting scheme (Letter Join) alongside the National Curriculum expectations for handwriting and the 'Little Wandle' SSP.
- It begins in Nursery and Reception where children are taught to form letters correctly (using 'Little Wandle'). In Year 1 they continue to practise accurate letter formation, then begin to develop 'lead outs' as the year goes on. In Year 2 they begin 'lead ins', which is the basis for pre-cursive. From Year 2 upwards, children are then taught to join using the cursive script when ready.
- Handwriting is taught within English lessons, with additional handwriting support for certain children where necessary (taught in context).

Composition

- A wide range of writing purposes and genres are planned in and taught across the school, through the school's yearly Curriculum Overviews. More detail can also be found on the Raddlebarn English Medium Term Planning documents.
- Jane Considine's The Write Stuff writing approach will be used to support the writing process across the school to ensure progression and consistency (see further guidance documents).
- All children in Key Stage 1 and 2 will complete regular short and long writing tasks. These tasks may be completed outside of the timetabled English lesson.
- During English lessons teachers should use modelling, guided writing and shared writing opportunities to support the children's learning.

- Opportunities are given for children to 'deepen the moment' within the Jane Considine writing model/structure, to provide extra challenge.
- High quality texts should be used to model writing genres/purposes.
- Teachers will follow the Raddlebarn Progression in Writing and Grammar documents to inform their teaching, alongside the Raddlebarn English MTPs, and will teach in context wherever possible.
- All classrooms in Key Stage 1 and 2 display on working walls National Curriculum age related vocabulary, sentence and punctuation support, and teachers refer to this during English lessons.

SEND and Inclusivity

Inclusive teaching and learning recognises that all pupils are entitled to a learning experience that respects diversity, enables participation, removes barriers and anticipates and considers a variety of learning needs and preferences. Lessons are pitched accurately based on the outcome/learning needs of all children, with targeted questioning and scoop groups where appropriate.

To support children with SEND or learning needs in English, teachers at Raddlebarn use adapted resources to help children access the curriculum. Resources such as visual stimulus, audio-visual descriptions, adapted planning proformas, word banks/mats, and simplified texts are used, where appropriate, to help support teaching and learning. Pre-tutoring (and possibly post) for pupils in need is used to support the acquisition of vocabulary, concepts and/or processes. Misconceptions are picked up verbally and in children's books to enable them to acquire accurate subject knowledge. During lessons, children work within a mixed-ability Kagan group, so SEND children benefit from the support of their peers. In addition, interventions in all areas of English are precisely planned, monitored and assessed for impact to ensure they are purposeful.

Assessment

Speaking & Listening

- Children in the Foundation Stage will be assessed against the Statutory Framework for the Early Years Foundation Stage supplemented by the updated 'Development Matters' document.
- In Key Stage 1 and 2, teachers use ongoing formative assessment.
- Teachers will record judgements onto the school's assessment tracker.

Phonics

- All Year 1 children complete the National Phonics Screening check in the summer term.
- Any Year 2 children who did not pass the National Phonics Screening check in Year 1 must retake this in the following summer term.
- In Reception and Year 1 (and with older children if necessary), teachers assess using regular assessment for learning and the Little Wandle Letters and Sounds half termly assessments and Little Wandle tracker (including heat maps).

Reading

- The Early Years Foundation Stage use the Statutory Framework for the Early Years Foundation Stage supplemented by the updated 'Development Matters' document to assess reading.
- In Key Stage 1 and 2, teachers use ongoing formative assessment.
- Teachers will record judgements onto the school's assessment tracker.
- Years 6 undertake reading SATs in the summer term (and will complete practice papers at certain points during the year to inform assessment judgements).
- In Years 1-5 children may also be assessed using mini reading assessments

(called 'Chance to Shine')/tests at certain points in the year.
- Assessments are moderated across year groups and phases.

Writing

- The Early Years Foundation Stage use the Statutory Framework for the Early Years Foundation Stage supplemented by the updated 'Development Matters' document to assess writing.
- Across the school, children may complete a 'cold' write once a term if needed, and then will have regular opportunities to complete independent pieces of writing (called 'Chance to Shine') which can be assessed during a unit of work.
- In Key Stage 1 and 2, teachers use ongoing formative assessment.
- Teachers will record judgements onto the school's assessment tracker.
- Assessments are moderated across year groups and phases.

Grammar, Punctuation and Spelling

- In Key Stage 1 and 2, teachers use ongoing formative assessment and will record judgements onto the school's assessment tracker.
- In Year 6 children sit the statutory KS2 Grammar, Punctuation and Spelling test.
- In Years 1-5 children may also be assessed using mini Grammar and Punctuation assessments (called 'Chance to Shine')/tests at certain points in the year.
- Year 2-6 children are given a fortnightly 'low stakes' spelling test in accordance with the Jane Considine spelling scheme of work with words taken from National Curriculum spelling objectives.
- Y2-6 will complete dictation exercises based on the National Curriculum Common Exception Word List.

'Chance to Shine' opportunities and Assessment for Learning

- Regular Assessment for Learning (AfL) opportunities are planned into lessons to ensure appropriate pitch and to move the learning on.
- During the term children will complete 'Chance to Shine' assessment opportunities to assess understanding and identify misconceptions.
- Children may also complete mini 'rapid recall' questions to check prior knowledge and retention.
- These will be based on learning from across the English curriculum – reading, writing, grammar, punctuation and spelling.
- Errors and misconceptions will then be addressed in subsequent lessons.

Dissemination of Policy

The English policy is ratified by the head teacher, and shared with staff and the Governing body.

If you would like more information about the English teaching and learning at Raddlebarn Primary School, please speak to the English Leader, or class teachers.

Also, the following links show the curriculum content across the school in more detail:

National Curriculum (KS1 and 2) –

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf

Statutory Framework for the Early Years Foundation Stage -

https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2

Development Matters (EYFS) –
https://www.gov.uk/government/publications/development-matters--2

For information relating to:

- **School Context**
- **Monitoring and Evaluation**
- **Equal Opportunities, Special Educational Needs and Inclusion**
- **Marking**

Please refer to the individual policies.