



Redlands Community Primary School

Achieving Excellence Together

English Policy

Approved by:	Headteacher & Advisory Board	Date: May 2025
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Next review due by:	May 2027	

English Policy

Rationale

At Redlands Community Primary School, we believe that every pupil has the right to be able to read and write effectively and to be able to communicate with others eloquently. In order to achieve this aim, the teaching of English, in all of its forms, has a high profile within the school.

We follow the National Curriculum for English ensuring that all pupils:

- o Read easily, fluently and with good understanding.
- o Develop the habit of reading widely and often for both pleasure and information.
- o Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- o Appreciate our rich and varied literary heritage.
- o Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- o Use discussion in order to learn.
- o Are competent in the arts of speaking and listening.

This policy applies to all pupils, regardless of their race, gender, religion or the presence of Special Educational Needs of any sort (including those who are More Able). The curriculum is differentiated to ensure that all pupils progress in their learning at an appropriate pace supported by enrichment or reinforcement activities. Within the National Curriculum for English, skills are broken down into reading, writing and speaking and listening.

Reading

Aims

- To enable our pupils to read confidently, fluently, accurately, with understanding and for enjoyment.
- To employ a full range of reading cues – phonic, graphic, syntactic, contextual – to monitor, correct and make sense of their own reading e.g., miscue analysis.
- To foster an interest in words and their meanings and to gain an appreciation of books from a variety of genres.
- To enable the children to find books interesting, to read with enjoyment and to evaluate and justify their preferences.
- To develop a suitable technical vocabulary through which to understand and discuss their reading.
- To develop reading skills in tandem with those of writing, so that they may function in society, as literate adults, and readers for life.
- To create reading opportunities across all areas of the curriculum, to make it more meaningful and relevant to the children.

Principles for the teaching and learning of reading

In order to deliver the above, we will meet the national curriculum objectives. This will ensure that all children are given opportunities to study a range of good quality and interesting fiction and non-fiction texts from a variety of genre. They will have the opportunity to read 'real' books and newspapers, big books, posters, ICT based texts, on individual computers and interactive whiteboards, large texts, information booklets, banded guided reading materials, reading schemes and literacy use of media text.

Strategies for the teaching of reading

At Redlands, reading is taught alongside our Ruth Miskin Read Write Inc. programme in EYFS and KS1 initially. These initiatives promote a strong and systematic emphasis on the teaching of synthetic Phonics to aid the teaching and learning of reading. As part of these schemes the children will be taught to:

- Discriminate between the separate phonemes in words.
- For children to understand the phoneme and grapheme correspondences.
- Learn the letters and letter combinations most commonly used to spell the grapheme correspondences.
- Read words by sounding out and blending their separate parts.
- Study written representations of a sound and how it looks.
- Recognise on sight vocabulary identified as 'tricky words'.

Reading is taught through shared reading sessions, which provide opportunities to practise and consolidate skills. During these sessions, teachers/teaching assistants will use a wide range of strategies to try and enhance the teaching of reading. Some of these are outlined below:

- Modelling and discussing the features of written texts through shared reading of texts.
- Use of the Reading Content Domains which give direction to develop key strategies in reading.
- Demonstration – e.g., how to use punctuation when reading, using a shared text.
- Explanation to clarify and discuss e.g., need for grammatical agreement when proof reading.
- Questioning – to probe pupil's understanding of text.
- Investigation of ideas – to understand, expand on or generalise about themes and structures in fiction and non-fiction.
- Discussion and argument – to justify preference.
- Provision of a wide range of fiction and non-fiction genres, for the children to choose from.

Strategies to enhance the learning of reading

We believe strategies are essential for children to foster an enjoyment of reading and understanding the texts in which they read. Some of the strategies used to enhance this independent learning are outlined below:

- We are aware that all children have individual and preferred learning styles. Therefore, we aim to provide children with a range of visual, kinaesthetic and auditory experiences, which will enhance and improve their reading skills.
- Children will have a clear understanding of what the teacher/teaching assistant is looking for in their reading/analysis of the text.
- Children will be given oral and/or written feedback about their reading to help them develop specific aspects to further and aid progression.

Phonics

We begin the process of learning to read in the Early Years Foundation Stage, where we believe that the systematic teaching of Phonics is the fastest and most effective way of getting young children to start reading. By the end of EYFS, it is our expectation that all children can blend sounds and that the vast majority will be reading simple books. In Early Years Foundation Stage, the focus of writing is using Phonics to write simple sentences with basic punctuation.

We have embedded a systematic and rigorous Phonics programme across the school entitled 'Read Write Inc'. This programme introduces all 44 speed sounds in a dynamic and fast-paced way. This uses initial and on-going assessment to monitor progress. The Phonics programme ensures that children are taught to encode unfamiliar words for spelling and reading. At the end of Year 1, children undertake a National Screening Check where they are expected to decode and blend real words and pseudo words (nonsense words). Implementation of this excellent programme ensures that our children are ready for this screening. By the end of Year 2, it is our expectation that the vast majority of children will be fluent readers and will no longer need explicit Phonics teaching for reading. For those children who are not at the expected level by the end of Year 2, they will continue their Phonics and have additional intervention to ensure accelerated progress in Key Stage 2.

Individual Reading – KS1

Although Phonics gives pupils the best start in learning to read, at Redlands Primary School, we also recognise that pupils need to practise reading regularly in order to become proficient readers. All pupils within EYFS and Key Stage 1 are placed on a book band that is appropriate to their current reading/Phonics attainment. They read regularly in school with an adult (at least once a week). As part of our home school agreement with parents, we ask that parents also support this journey by reading with their children as regularly as possible (minimum to 4/5 times a week). Children are given 1 banded book per week to read through and they can change this once. Children are encouraged to read their current book at least 3 times to develop word reading, understanding, fluency, and performance. Children are also allowed to take other books from the school Library to read for pleasure as well.

As soon as children start reading their Ditty books in EYFS, the children are taught how to decode (saying the words) with confidence, and to also comprehend the text in which they have read.

Pupils are assessed whilst reading with the teacher and the teacher ensures that they have secured both skills before moving them onto their next book band. During these assessments staff use benchmarking to ensure that the levels are secure. These book bands correspond with National Curriculum Levels as set out in Appendix 2.

Accelerated Reader – KS2

Accelerated Reader (AR) is a computer program that helps our teachers manage and monitor children's independent reading practice. A child will choose a book which matches their individual reading level and will read this text at their own pace. When completed, the child will undertake a short quiz on a computer (passing the quiz is an indication that the child has understood what was read). AR gives children and teachers feedback analysis based on the quiz results, which will inform their next steps. Once completed, children can choose their next book in which they would like to be quizzed on, rather than one being assigned for them. This makes reading a much more enjoyable experience as they have the freedom to choose their next text that is of interest to them. Within this choice, the text would still be at their appropriate level which includes challenge to successfully progress their skills and knowledge, whilst being able to pass quizzes. After completing a text, children are to be given an opportunity to take a quiz within the book in 24 Hours. If a child does not do well on the quiz, the teacher will help the child by:

- o Selecting another book that is more appropriate.
- o Asking more probing questions as a child reads and they take a quiz.
- o Pairing a child with another student, or even have the book read to the child.

Teachers use the analysis of AR for their children. This analysis will determine whether a child will continue on their levelled book band or will be progressed onto their next challenge/book band. Each term children will be asked to undertake a 'Star Test' which will help to support teachers' judgements. After each 'Star Test' teachers will print off a growth report, which will give the staff full analysis of the children's progress. Teachers will then address their teaching of reading accordingly. The expectation is that every child manages to quiz at least once per week, depending upon the length of text being read.

Shared Reading

We believe that 'knowledge and imagination grow with reading,' and that all pupils should be taught to read fluently with expression and be encouraged to enjoy reading both for pleasure and for information. To enhance this, we offer many opportunities to model and share reading. 'Our class novel' is used daily, as an opportunity for a text to be shared between the teacher and whole class. Shared reading provides a context for teacher modelling, teaching, and applying reading skills and fluency (word, sentence and text level).

Guided Reading Sessions

Each class will receive at least three guided reading sessions per week, offering both breadth and depth of skills, formed as part of an English session. The reading session will follow DSAT Reading Progression Framework. In line with Redlands new teaching and learning curriculum,

the reading sessions will take place at some point within each week, at a point which provides beneficial exposure of opportunity, reading skills and links within the learning journey. In EYFS, Year 1 and 2, there will be flexibility to how the reading sessions are implemented, either work with groups or whole class. In Years 3, 4, 5 and 6, classes will adopt a whole class approach to the reading sessions, which will involve group work within the session itself. Delivery of these sessions are at the teacher's discretion.

DSAT Reading Framework

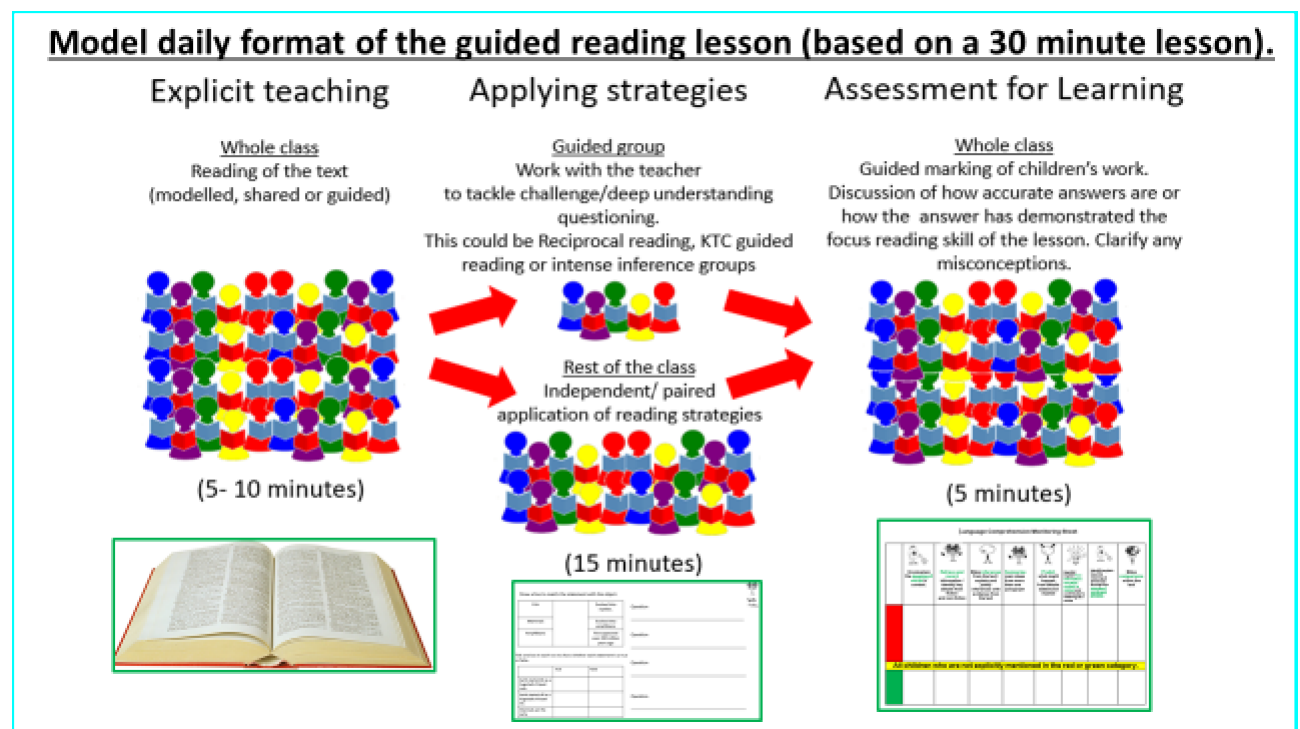
The DSAT Reading Framework has considered the EYFS Framework, National Curriculum Programmes of Study and the Content Domains identified in the Reading Test Developer's Frameworks for KS1 & KS2. However, it does not include a full description of the statements present in the National Curriculum Programmes of Study, the Content Domains provide an overarching coverage of the skills required and be referred to when planning.

Reading Progression (A.R.E.)	EYFS2	1	2
National Curriculum: - Yr 1: Discusses word meanings, linking new meanings to those already known. - Yr 2: Discusses and clarifying the meanings of words, linking new meanings to known vocabulary. EYFS ('Birth to Five Matters') Communication and Language – Speaking: (Range 5) - Builds up vocabulary that reflects the breadth of their experiences (Range 6) - Extends vocabulary ... exploring the meaning and sounds of new words Literacy - Reading: (Range 5) - Uses vocabulary ... that are increasingly influenced by their experiences of reading ELG - Comprehension (Literacy): - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems.	- Shows an understanding of common words and familiar, everyday phrases, in a story that is read to/with them.	- With some support, shows an increasingly independent understanding of some familiar and less familiar words and phrases in a shared story.	- Finds a word in a sentence/page that has the same meaning as a given word or simple phrase.
Reading Domain (Questions): - Draw on knowledge of vocabulary to understand texts (1a)	- What does the word XYZ mean? - Can you find a word that means the same as ...? - How has the author made you feel happy/sad? - The author uses the word _____. How does this make you feel? - How has the author made the character seem happy/sad? - What word in the text tells you...?	- What does the word XYZ mean? - What other word/s could the author have used to say/explain...? - Can you find a word that means the same as ...? - What clues are around the sentence (before/after) which might help you understand the word? - How has the author made you feel happy/sad/angry? Can you find words that make you feel this way? - The author uses the word _____. How does this make you feel? - Find a word that means XYZ. - What word in the text tells you ...? - The author uses the word ABC to describe XYZ, what does this tell you about...?	- What other words/phrases could the author have used to say/explain...? - Give the meaning of the word... in this sentence. - Can you find a word that means the same as ...? - Can you tell me another way of saying ...? - Can you find any other words within the word... that can help you with the meaning? - What clues are around the sentence (before/after) which might help you understand the word/phrase? - How has the author made you feel happy/sad/angry? Can you find words that make you feel this way? - The author uses the word _____. How does this make you feel? - What does this make you think? - How has the author made the character seem happy/sad/angry? - What word in the text tells you ...? - Which other word could the author have used instead of XYZ?
Examples of children's responses:	- In the story 'Jack and the Beanstalk', the child says that the word 'chopped' means the same as 'cut'. - In the story 'Goldilocks and the Three Bears', the child explains what the phrases 'just right' means. - "The author says that Bill was dancing. This means he was happy." - "The author uses the word 'spooky'. This makes me feel scared."	- When asked for the meaning of 'glad', the child can work out the meaning from the context of the story (i.e. happy or pleased). - "It makes it makes me feel a bit sad and scared, when the author used the word 'gloomy'. - "The word 'speedily' means the same as 'fast'. - "The author says that Susie is 'tearful', this tells me that she is feeling sad."	- The child can find a word on a page that means the same as big/good/sad (e.g. huge, excellent, upset). - When asked to find a word that means the same as 'grabbed', the child can point to the word 'snatched'. - "The author says that the character 'tiptoed across the hallway' – This means that the character doesn't want to get caught."

The DSAT Reading Framework should act as a basis for the teaching of reading comprehension and should be developed to balance the child's reading entitlement to a broad and varied curriculum; whilst reflecting the rigour and expectations of the milestone assessments which they will encounter during their journey through the primary phases of their education. The teaching of the skills reading comprehension should be reflected in the weightings given to the time spent on each Content Domain skill.

Reading Models

The following model could be used.



Model weekly format of the guided reading lesson (based on 5x 30 minute lessons).

Session 1	Session 2	Session 3	Session 4	Session 5
<p>Shared reading session Teacher chooses one deeper understanding reading skill and models it explicitly as they are reading aloud :</p> <ul style="list-style-type: none"> Links reading with background knowledge Recognises vocabulary and words that they don't understand Links adjacent sentences together to make sense "local coherence" Use narrative skills to construct and express understanding- re-tell a story in their own words to provide the 'gist' of what happened. Use working memory- manage tasks which require simultaneous storage and processing As they read, ask their own questions or predict.... and read on to find out <p><u>Vocabulary- Never heard the word</u></p>	<p>Explicit teaching <i>Whole class</i> Reading of the text (modelled, shared or guided)</p> <p>Applying strategies <i>Guided group</i> Work with the teacher to tackle challenge/deep understanding questioning. This could be Reciprocal reading, KTC guided reading or intense inference groups</p> <p>Assessment for Learning <i>Whole class</i> Guided marking of children's work. Discussion of how accurate answers are or how the answer has demonstrated the focus reading skill of the lesson. Clarify any misconceptions.</p>	<p>Vocabulary</p>	<p>Retrieval</p>	<p>Inference</p>
	<p>Vocabulary</p>	<p>Retrieval</p>	<p>Inference</p>	<p>Mix it up lesson Week 1- Summarise main ideas from more than one paragraph & make comparisons within the text Week 2- Identify/explain how the meaning is enhanced through the choices of words and phrases, Predict what might happen from details stated and implied and make comparisons within the text.</p>

Ensure that a balanced variety of fiction, non fiction & poetry/songs are used as the focus texts.

Alternative model half termly format of the guided reading sequence
(based on 5x 30 minute lessons).

	Week 1		Week 2		Week 3		Week 4		Week 5		Week 6	
Monday	Fiction	Vocabulary	Non-fiction	Vocabulary	Poetry / songs / picture books / short films	Vocabulary	Fiction	Vocabulary	Non-fiction	Vocabulary	Poetry / songs / picture books / short films	Vocabulary
Tuesday		Inference		Retrieval and explanation		Inference		Retrieval and explanation		Inference		Retrieval and explanation
Wednesday												
Thursday												
Friday		Prediction		Sequencing and summarising		Prediction		Sequencing and summarising		Prediction		Sequencing and summarising

<https://theteachingbooth.wordpress.com>

This is an example of a possible weekly timetable.

Text Selection

Appropriate text selection is essential during reading sessions. The text should reflect the National Curriculum Programme of Study and include some of the appropriate word, sentence and grammatical features.

The quality texts chosen for the reading sessions should include a range of:

- 0 Genres.
- 0 Texts of varying length.
- 0 Texts that span different topics.

Quality text recommended book lists.

Appendix 7i- KS1

Appendix 7ii- LKS2

Appendix 7iii- UKS2



It is vital that the teacher has a firm understanding of the text before the reading session to identify the key vocabulary, text organisation and literary features.

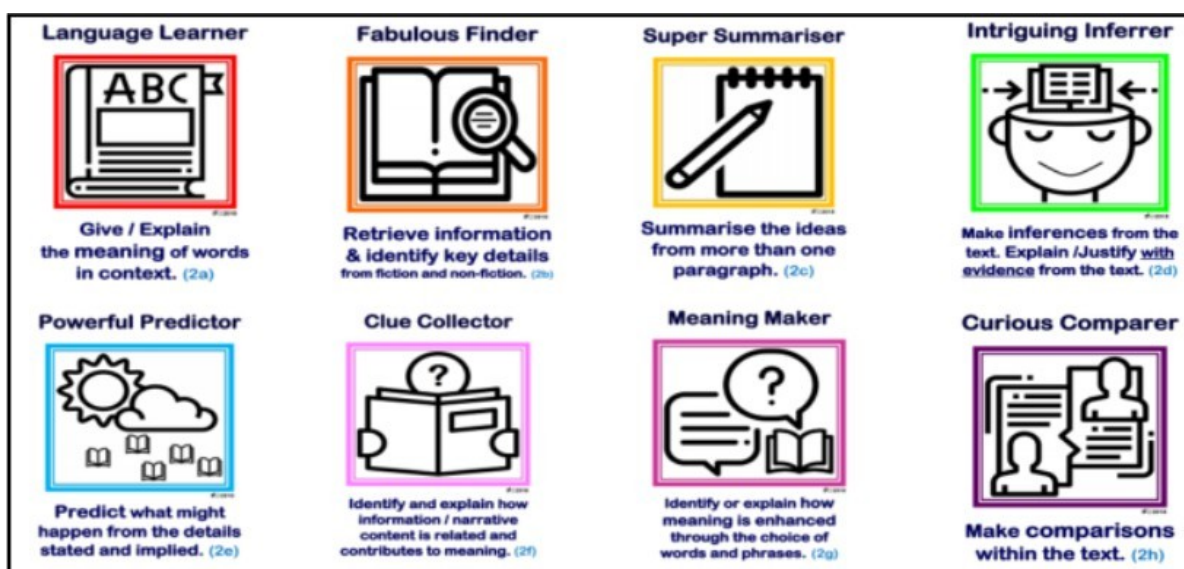
Monitoring

It is essential that teachers observe and assess their children as part of their everyday practice. In order to capture in the moment observations, teachers make notes either on their planning or using the whole class feedback sheets, noting any difficulties or strengths that individual children demonstrate during reading sessions. Teachers will complete Readings TAFs for each individual child at the end of every term to also monitor and support future planning and teaching.

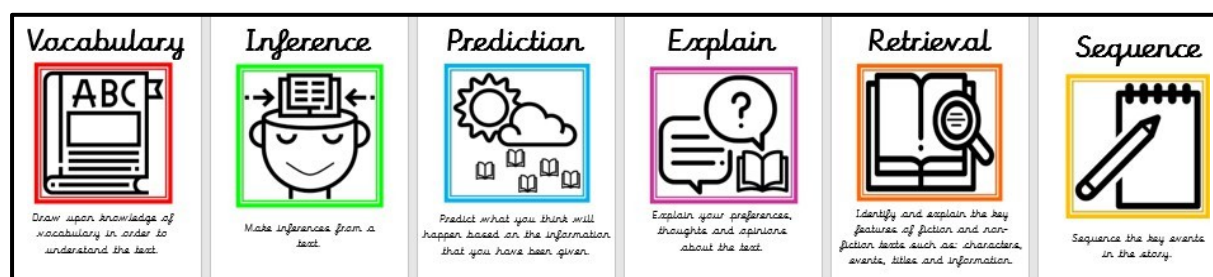
Content Domain Posters

A set of posters for both KS1 & KS2 have been compiled. Included are the content domains

KS2 Version



KS1 Version



Question Formats

As the children progress through Years 2-6, they will experience being assessed using the KS1 or KS2 reading assessment materials. The format of these assessments can vary significantly from every day classroom teaching materials. It could be beneficial to allow the children to become accustomed to these style of question formats in order for them to work to the rigour

of the assessments plus to allow them to become confident and resilient. A bank of editable formats have been constructed in order for teachers to be able to use them easily if they choose, without increasing the volume of their workload.

Give/explain the meaning of words in context.

Big Question: What skills can I use to find words or phrases which have a similar meaning?

Which word in the text which means noon?

Find one word in the text which means thick.

Find a phrase in the text that suggests to you that Alex was nervous?

What does the word 'intact' tell us about the four chimneys?

What other phrase could the author have used instead of urban spread?

Find the word in the text which is closest in meaning to the word screeching.

Features of the first rollercoasters.

They were over 7 storeys high.	Tick two
The seats could melt.	
You could get splinters from the seat.	

Gravity is essential in rollercoaster design because.

It is called 'whoosh'.	Tick one
It keeps the rollercoaster moving.	
It stores potential energy.	

Clue Finder Inference

Rollercoasters became safer as they developed.

Do you agree? Explain why?

Yes ☐ No ☐

Explorer Use the text to find and classify some creatures on the Venn diagram.

Summary

Order the statements by using numbers

	The first single cell organisms were formed in the oceans.
	Earth started as a huge ball of rock.
	Mammals lived on Earth.
	The clouds of steam cooled down and turned into the oceans.
	Dinosaurs lived on Earth.

Underline the words which make you think that author feels that the planet Earth is special.

Our planet is remarkable because it contains something that scientists have found nowhere else in space- life. Earth is home to a variety of life forms.

Thinker

How can I identify / explain how narrative content is related and contributes to meaning as a whole?

Are there any other stories or films that this text reminds you of?

What questions would you like to ask the author about their book?

Spotter Summary

How can I summarise the main ideas from more than one paragraph?

Can you number these places in the order that they happened?

Appendix 5- questioning formats

Cross Curricular Opportunities for Language Comprehension

Reading is the gateway to understanding and fundamental to all learning across the curriculum. It is vital that we create and look for opportunities to develop the teaching of the specific skills of reading across the curriculum. Children can be taught to develop these skills using a variety of media including artwork, photographs and films. These could be in the form of starters, questions or prompts throughout another session within the curriculum.

Enjoyment of Reading

By giving reading a high profile within the school and within each classroom, we hope to encourage a lifelong relationship with reading which allows our pupils to enjoy and experience a wide variety of literature from many genres. This will enable our children to escape into the world of a book or learn something new. We encourage the enjoyment of reading in a wide variety of ways that continue to be adapted in order to gain and maintain the enthusiasm of the pupils within the school. The school provides a wide variety of high-quality resources to support the teaching of reading.

To further promote the enjoyment of reading, the children have the choice of language rich books to take home and read **with** their parents/carers. The emphasis on this is to enjoy a book together as opposed to parents 'testing' the children on the text.

Writing

Rationale and Aims

At Redlands Primary School we believe that being able to write coherently not only enables pupils to communicate effectively, but also allows them to experience the joy of crafting their own individual stories and articles that express their points of view clearly. It is important that pupils learn to write independently from an early stage, and this is encouraged through emergent writing within the EYFS.

During Key Stage 1 the teaching of phonics, spelling and handwriting complements this process and is used systematically to support writing and to build up accuracy and speed. We know that for pupils to become successful writers they need to:

- o Experience a wide range of written texts, which is the primary source of knowledge about the written word and how it 'sounds'.
- o Orally tell and retell stories and other texts.
- o Experience both shared and guided writing, where the teacher focuses attention explicitly on the technicalities of writing.
- o Regularly practise writing independently.

Therefore, when planning English activities, we ensure that all pupils have access to these experiences. Within Key Stage 1 pupils need to be given a range of experiences and immerse themselves in texts. Within Key Stage 2 we follow a broad curriculum for writing which revisits different texts types every year to ensure that pupils become confident writers of different genres.

In order to ensure effective teaching of writing, teachers at Redlands Community Primary School develop the curriculum around the needs of the pupils in each class. There are regular planned opportunities for: talk for writing, planning writing, modelled writing, shared writing, supported composition and guided writing. We also recognise the value of visual literacy both as a stimulus for writing and as media through which pupils can present their own ideas.

Expectations for Writing

All children are expected to undertake a baseline assessment at the start of the year and the teachers will assess the writing from that point forward. Teachers will have to teach a range of genres which are suggested (see appendix), however staff are allowed to deviate from the different genres if their assessments deem another the genre will fit. Teachers need to ensure that the children have covered a range of genres, which will be monitored by the English leads.

At the end of each genre the children will be expected to undertake a 'hot write'. The 'hot write' is an independently produced piece of work which will give pupils the opportunity to demonstrate both creativity and an understanding of writing structure, spelling and punctuation. This will be assessed by the class teacher using the TAF's created by each year group. After the assessed writing will inform the teacher the areas/ skills to work on in the next genre. Each child will need to write an extended piece of writing every 2-3 weeks. Each child will have a current piece writing displayed in their classroom and this be changed updated every 3-4 weeks depending on the learning journey for each year group.

Each pupil will have a writing portfolio containing of their hot tasks. This portfolio will be taken through each year group with the pupil, allowing them to have a record of the progress they have made throughout the school which can be taken home at the end of year 6.

Strategies for Teaching Writing

Each writing unit (2/3 weeks) will incorporate a variety of teaching and learning strategies to order for pupils to recap, learn, develop and apply knowledge.

These include:

- Use of an engaging stimulus (e.g – a text, other media, trip, cross curricular, etc...)
- Planning around a focus text/exposure to high quality texts
- Setting a clear audience and purpose (a real-life context where possible)
- Creating a learning journey to map out the progression of unit (shared with pupils)
- Explicit teaching of specific skills (taken from the end of term/year expectations/ writing TAFs)
- Opportunity for modelled and shared writing
- Opportunity for independent application of taught skills
- Instruction in the process of editing and improving a piece of written work, demonstrating changes and improvements using blue pen.
- Opportunities to display, share and take pride in completed written work.

Spelling/Spelling Shed

Good spelling is a fundamental part of a child's literacy development. In order to become confident writers' pupils also need to become proficient at spelling. In EYFS and Key Stage 1, spelling is intrinsically linked to reading, as the pupils learn to use phonics for both of these activities - see phonics section for further details. Pupils are encouraged to apply their phonics

to spelling throughout the curriculum. Children in EYFS and Year 1 take home weekly spelling homework linked to Phonics and Common Exception Words.

All Pupils in Year 2 and KS2 receive daily spelling sessions through the Spelling Shed scheme. This spelling work is supported by homework either to continue to learn spelling lists or to practise the rules they are learning in the classroom. Spelling homework is completed through an online game of Spelling Shed in order to encourage more engagement. During the teaching of Spelling Shed – our Year 2 and KS2 spelling programme, we constantly monitor the impact and the effect the spelling teaching has had. All teachers will assess areas or spelling patterns children have not understood and they will revisit.

Children will use the Spelling Shed Scheme of work to teach children the spelling rules and patterns while making links to word meaning, etymology (history of the words) and morphology (use of suffixes and prefixes to change meaning). Homework will be set to practise the weeks spelling focus which will be set the previous Friday and will be due in the following Friday. Children have access to a range of spelling games which will be set as weekly homework. These games will directly support spelling of the words being taught in Spelling Shed lessons during that week. At the end of every week pupils will be assessed on their spellings.

Typically, sequences of Spelling Shed lessons follow a fixed structure which is shown below:

1. Revise previous week's spellings and Introduction to new spelling pattern
2. Main teacher input on spelling patterns and etymology
3. Independent work
4. Consolidation of word meanings and morphology
5. Spelling test

We encourage our children to apply newly learned spellings to their independent work wherever possible. Additionally, we expect pupils to increasingly be able to identify misspelt words in their own writing. There is also the expectation that children will correct these in an editing pen (blue biro) when teachers have used SP in the margin to signal an incorrectly spelt word. If teachers notice children spelling words they have been taught incorrectly in their independent work, teachers will give the children the opportunity to practise these 3 times.

Any KS2 pupils who are not secure in their phonics will be differentiated for to ensure they will be able to access Spelling Shed when they are able to do so.

Pupils requiring additional support with their spelling and literacy skills are given extra support.

Handwriting

We aim for our children to leave in Year 6 with the ability to write using their own style of fast, fluent, legible and sustainable handwriting, as well as other styles of writing for specific purposes. In addition to teaching handwriting during our regular handwriting lessons, we have high expectations that what is taught and practiced in handwriting lessons will be used

in all writing activities. We believe that handwriting is integral to a child's personal development and know that children's engagement and self-esteem can be improved by their satisfaction and pride in good quality presentation.

Aims

Handwriting is a taught skill that develops at different rates for different children. All of the teachers in the school put a priority on teaching handwriting and have high expectations for handwriting across the curriculum. Our school ensures that:

- The importance of handwriting is recognised and given appropriate time.
- The progression of handwriting is consistent across the school.
- Handwriting is acknowledged to be a whole-body activity and emphasis is placed on correct posture and pencil grip for handwriting.
- Expectations of left-handed children are equal to those of right-handed children, and appropriate advice and resources are available to ensure that they learn to write with a comfortable, straight wrist.
- Handwriting is linked into grammar, punctuation and spelling in order to practice and contextualise all of the transcriptional and stylistic skills for writing.
- Children learn to self-assess their own writing and develop understanding and responsibility for improving it.
- Children learn to write in different styles for different purposes such as print for labelling a diagram, illustrated capitals letters for creating a poster, swift jottings for writing notes, making a 'best copy' for presentation and fast, fluent and legible writing across the curriculum.

Progression of Skills

These are the progression on of skills taught throughout the school:

- First, children experience the foundation of handwriting through multi-sensory activities (EYFS).
- Correct letter formation is taught, practised, applied, and consolidated (EYFS F1/Y1). See appendix 4.
- Joining is introduced only after correct letter formation is used automatically (Y2/Y3).
- Joins are introduced systematically and cumulatively (Y2–Y6).
- As children practice joining, they pay attention to the size, proportion and spacing of their letters and words (Y3–Y6).
- Once the joins are secure, a slope is introduced in order to support increased speed and fluency (Y5).
- Children are introduced to different ways of joining in order that they can develop their own preferred personal style (Y6).

Grammar

Grammar is concerned with the way in which sentences are used in spoken language, in reading and in writing. Sentences are the construct which help give words their sense. The purpose of grammar teaching is to enable pupils to become conscious of patterns of language which they can apply in their own work to enhance meaning. The purpose of punctuation is

to clarify the meaning of texts. Readers use punctuation to help make sense of written texts while writers use punctuation to help communicate intended meaning to the reader.

Entitlement and Curriculum Provision

The National Curriculum gives a clear developmental programme for the introduction and acquisition of knowledge about grammar and punctuation. English sessions are well suited to the practical development of this knowledge through the sentence level work provided in the teaching sequences based on the Primary Framework.

Teaching and Learning

To teach pupils about grammar and punctuation, the emphasis is on the close consideration of examples of language in use, including pupils' own writing and on the exploration of language as a system. The aim is to develop pupils' curiosity about language and their capacity to observe and reflect, which will in turn enable them to develop more control and choice in their use of language.

The role of the teacher is:

- To provide direct teaching and accurate modelling
- To provide resources and an environment which promotes a developing understanding of grammar and punctuation
- To observe pupils, monitor progress and determine targets for development
- To display punctuation pyramids visible in every classroom as a visual prompt

Grammar is not about learning terminology. The use of terms to discuss language is helpful but is not an end in itself. Many pupils become adept at repeating terms they have heard but remain unable to transfer grammatical knowledge into independent reading and writing. Within the teaching sequences based on the Primary Framework, the objectives relating to grammar are located within sentence level work. Shared reading and writing provides a helpful context for the discussion and demonstration of grammatical features at word level (morphology), sentence level (syntax) and text level (conventions of style and organisation). Guided writing gives opportunities for the pupils to focus on specific aspects of grammar and punctuation, while the group/independent sessions provide helpful contexts for investigations and application of grammatical knowledge in pupils' own writing.

Grammar and punctuation will not to be taught through exercises. While they can provide some limited opportunities for consolidation, the use of decontextualised exercises does not help the pupils to make progress in the use of grammar and punctuation in their own writing. Teachers will need to look at the areas their children need to focus on and, if needs be, may need to revisit concepts not secure from the previous year. Teachers will also have to try and select an appropriate genre to teach to ensure that all of the needed genres are covered.

One session per week will be allocated during the school week for 20-25 minutes to revisit and recap grammatical knowledge and understanding from previous year groups including the use of grammar knowledge organisers. Each year group will have a personalised grammar

knowledge organisers (which includes knowledge that should be retained from previous year groups as well as new learning for the current year) and short quiz to complete termly to monitor progress.

Continuity and Progression

Foundation Stage

Pupils expect written text to make sense and they recognise sentences in their shared reading of texts and in their own play and experimental writing. They write simple sentences based on speech and begin to use significant punctuation, for example capital letters for their own name and at the beginning of a sentence.

Key Stage 1

At Key Stage 1 the emphasis is on developing pupils' general awareness of language, both written and spoken. Pupils are encouraged to attempt more complex spoken language and to observe the use of punctuation in written texts as a pointer for pausing, intonation and as an aid to meaning. They recognise sentences, expect them to make sense and use basic sentence structures in their own writing. Some punctuation marks are used in context. More complex sentences are developed through the use of an increasing range of connectives.

Key Stage 2

In Years 3 and 4 pupils are introduced to the grammatical functions of different types of word and they begin to explore how sentences are constructed. The emphasis here is not about grammatical labelling (the naming of parts of speech) but on discovering their function, i.e. what words can be made to do. Explicit teaching of a wider range of punctuation marks occurs and this is reflected by their use in pupils' writing. However, care should be taken that punctuation is taught within the context of what is being read and what the pupils need to use in their own writing.

In Years 5 and 6 this basic knowledge is extended through the close reading and discussion of carefully chosen examples from a range of text-types. In their writing pupils are encouraged to draw on this understanding to develop a sense of style, to experiment with the construction of complex sentences and to restructure sentences for clarity and effect. This will necessitate the use of a wider range of punctuation marks, including punctuation within a sentence.

The Learning Environment

Classrooms use wall charts, grammatical word hoards and examples of pupils' investigations to stimulate and provide information. Pupils have good access to a range of appropriate dictionaries and thesauruses.

Spoken Language

At Redlands Community Primary School, we recognise the importance of being able to communicate orally and to understand what others are saying. We will teach pupils to use language precisely and coherently. This involves giving pupils opportunities to experience a rich language environment to develop their skills in expressing themselves, and to speak and listen in a range of situations.

Children are taught to listen to others, and to respond and build on their ideas and views constructively. Pupils are given opportunities to participate orally in groups and in the whole class, including:

- Using talk to develop and clarify ideas.
- Identifying the main points to arise from a discussion.
- Listening for a specific purpose; discussion and evaluation.

Pupils are also given opportunities to speak in front of a wider audience during assemblies, Christmas productions and end of year productions.

Inclusion

There are pupils of differing abilities and needs in all classes at Redlands Community Primary School. We provide suitable learning opportunities for all pupils by matching the challenge of the task to the ability of the pupil. We use Teacher and Teaching Assistants to support relevant pupils in order to meet their needs and provide intervention where it is required.

At Redlands we encourage all of the teachers to teach to the top and be aspirational of all of the children. Children are given scaffolding and support with their individual needs so that they can reach these aspirational targets.

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 in liaison with the SENDCo. More able children will be identified in consultation with the SENDCO and suitable learning challenges will be provided.

Assessment

Effective assessment is essential to quality teaching and learning. Assessment for Learning (AfL) is a tool utilised by the school to raise attainment and accelerate progress. Good assessment practice ensures lesson planning is relevant and is based on a sound knowledge of the pupils' learning styles, attainment, progress and the next steps in their learning. We use interim assessments to assess writing, we use this to assess the progress of groups within each class on an ongoing basis, this is updated on the school tracker.

Regular feedback is given to pupils (see the schools' Feedback Policy) and helps them to understand how to be successful, what they have achieved and what they need to do to

improve further. We share information with the pupils so that they are aware of their own progress and attainment, their target attainment and of how they can improve their work. Pupils within Key Stage 2 are familiar with this information and are, therefore, able to take a more active role in their own learning. The pupils at Redlands Primary School take summative assessments in line with statutory requirements. They take part in a phonics screening test in Year 1; reading, SPaG (spelling, punctuation and grammar) and writing SATs in Year 2 (which supports the teachers' overall assessment of their attainment); SPaG (spelling, punctuation and grammar) and reading tests in Year 6 (as well as their writing attainment being assessed by their teachers, from ongoing work)

Other summative assessments are used throughout the school for example to test pupils' progress within spelling and grammar and each year group will undertake termly tests to show progress.

Spiritual, Moral, Social and Cultural Development and British Values

The teaching of English develops skills through which our pupils can give critical responses to the moral questions they meet in their work. Their understanding and appreciation of a range of texts brings them into contact with their own literary heritage and texts from other cultures. The organisation of lessons allows pupils to work together and gives them the chance to discuss their ideas and results.

During English lessons teachers will promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Equal Opportunities

Redlands has universal ambitions for every child, whatever their background or circumstances. Children learn and thrive when they are healthy, safe and engaged. In order to engage all children, cultural diversity, home languages, gender and religious beliefs are all celebrated. Our curriculum includes a wide range of texts and other resources which represent the diversity and backgrounds of all our children. We believe in 'valuing what the child brings to school' and recognise the importance of supporting a child's first language, not only to foster self-esteem, but to assist in the learning of English.

The Role of the Subject Leader

At Redlands we have different English leaders for the different areas:

KS1 English – Zoe Moffatt

KS2 English – Laura Riley

Phonics – Laura Bacon

The Subject Leaders are responsible for improving the standards of teaching and learning in English through monitoring and evaluation including:

- o Tracking pupil progress with the SLT
- o Conducting Book Looks and Learning Walks
- o Reviewing feedback and planning
- o Checking curriculum coverage throughout the school
- o Provision of English
- o Evaluating the quality of the English Learning Environment
- o Policy review and development
- o Auditing and supporting colleagues in their CPD
- o Purchasing and organising English resources
- o Keeping up to date with recent developments in English and sharing this with colleagues

Parental Involvement

At Redlands, 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.

There are opportunities each term when parents can discuss their children's progress with their teacher. Half-termly curriculum maps provide information about the English curriculum and how parents can support their children. They also emphasise the importance of reading. Parents are encouraged to read both with and to their children at home in order to promote reading. Parents are welcomed into school to support reading in the classroom. Strategies for supporting children are shared at phase meetings, parent meetings and reading workshops. SATs results are published in accordance with Government legislation.

English Policy written by Laura Riley, Zoe Moffatt, Luke O'Sullivan, Lydia Stephen and Mollie Scott

Date: May 2025

Review Date: May 2027

Review

The Advisory Board of will review this policy statement annually and update, modify or amend it as it considers necessary to ensure the policy meets the needs of all the schools in the Trust.

SignedDate

(Headteacher)

Appendix 1

Language used in relation to Phonics.

In order to achieve consistency for the pupils in our school all staff use the following language in relation to phonics.

Blend (vb) — to draw individual sounds together to pronounce a word, e.g. sn-a-p, blended together, reads snap

Cluster — two (or three) letters making two (or three) sounds, e.g. the first three letters of 'straight' are a consonant cluster

Digraph — two letters making one sound, e.g. sh, ch, th, ph.

Trigraph – three letters making one sound e.g. igh

Quadgraph – four letters making one sound e.g. ough

Vowel digraphs comprise of two vowels which, together, make one sound, e.g. ai, oo, ow

Magic 'e' – This is the term used in this school to describe a split vowel digraph with the children — two letters, split, making one sound, e.g. a-e as in make or i-e in site

Grapheme — a letter or a group of letters representing one sound, e.g. sh, ch, igh, ough (as in 'though')

Grapheme-phoneme correspondence (GPC) — the relationship between sounds and the letters which represent those sounds; also known as 'letter sound correspondences'

Mnemonic — a device for memorising and recalling something, such as a snake shaped like the letter 'S' or a saying to help remember the order of the letters in a word i.e. 'silly animals in Devon' = said

Phoneme — the smallest single identifiable sound, e.g. the letters 'sh' represent just one sound, but 'sp' represents two (/s/ and /p/)

Segment (vb) — to split up a word into its individual phonemes in order to spell it, e.g. the word 'cat' has three phonemes: /c/, /a/, /t/

VC, CVC, CCVC — the abbreviations for vowel-consonant, consonant-vowel consonant, consonant-consonant-vowel-consonant, and are used to describe the order of letters in words, e.g. am, Sam, slam.

Short Vowel – /a/, /e/, /i/, /o/ or /u/

Long Vowel – a phoneme which represents the name of the vowel /ay/ /ee/ /igh/ /ow/ /you/

Consonant – All letters of the alphabet that are not vowels

Phoneme frame – Boxes used to help with spelling in phonics sessions. One box is used for each phoneme.

Robot arms – Used in Reception for reading and spelling but only for reading from Year 1 onwards. Children stand like a robot and move arms for each sound that they see/hear. This helps them to blend the sounds together to create the word they are reading

Fred talk – Saying the sounds in a word separately.

Fred fingers – Pointing to one finger for each sound that can be heard in a word. Used for spelling from Year 1 onwards as it helps children to identify how many sounds they need in a word.

Dots and Dashes – A dot is used under a single letter phoneme and a line (or dash) underneath a digraph/ trigraph etc to help the children segment a word to sound out.

Sayings and mnemonics used to help the children remember phonics:

“When two vowels go out walking the first does the talking”

“Cry baby q never goes without u”

“Silly animals in Devon” = said

“Big elephants can always understand small elephants” = because

Appendix 1: Collaboratively compiled through Lead Professional work with Mowmacre Hill Primary School.

Appendix 2

Structure of possible Reading session

Typical reading sequence may include:

- o Book introduction including teaching of skills
- o Walk through the text
- o Independent reading
- o Returning to the text for teaching points
- o Responding to the text and follow up

The key skills taught at these levels are mainly focused on becoming 'fluent decoders' along with literal comprehension and recall. Reading for those children who are working at an advanced level may follow a different structure depending on the needs of the children in the group. It is likely that children working at an advanced level will need teaching explicitly the skills required to be good at comprehension including: visualising, making connections, unpicking vocabulary, analysing, predicting and questioning. This will take place when the teacher reads aloud to the children describing what their mind is doing while they are reading. Once children are secure within reading it is likely that they will need to use their reading time to reason, justify, verbalise and validate their thoughts about a text. The most important factor of any reading session is that it is targeted at the specific learning needs of the children. It is helpful to include visual prompts in reading sessions, for example using word cards for tricky words for children working below at lower levels, or using a feelings graph, visualising prompts and discussion cards at higher levels.

Ways in which we Encourage an Enjoyment of Reading.

In order to achieve our aim that all pupils should be taught to read fluently and expressively and be encouraged to enjoy reading both for pleasure and for information, we:

- o Have made reading high profile in the school
- o Maintain a well-stocked library with books appropriate to the age of the children
- o Have a reading area in each classroom with books for the children to choose to read.
- o Celebrate World Book Day every year with fun activities
- o Run a Book Fair once a year to enable our children to buy books for enjoyment and to raise money to help update stock in the library.

Techniques within the Teaching of Writing.

Explanations of the techniques used to teach writing across the school:

Talk for Writing

Talk for Writing is the exploration, through talk, of the thinking and creative processes involved in being a writer. Children struggle to write well because they are juggling so many different elements of transcription and composition. By talking the text, they begin to internalise the common language patterns of narrative and non-fiction, freeing up more cognitive space for composition.

Planning Writing

We value the importance of allowing children to plan their writing before they begin. This enables them to focus more on the transcription elements of the writing process, rather than having to also think about the composition of the whole piece as they go along.

Modelled Writing or Writing Aloud

In modelled writing, teachers share their thinking as they compose a piece of writing in front of students, helping make the writing process visible and concrete. The important point is that the teacher makes his or her thought process visible to students as he or she proceeds through the writing process. In this way the teacher is able to explicitly demonstrate the writing process and directly teach key writing skills and concepts.

Shared Writing

In shared writing, the teacher and students compose text together, with both contributing their thoughts and ideas to the process, while the teacher acts as scribe, writing the text as it is composed. The purpose of shared writing is to model the thought process involved in writing and allow students to engage in and focus on the process. The teacher, acting as scribe, frees students from that aspect of the writing process so that they can focus exclusively on the thinking involved in writing. Shared writing is also a powerful method for direct teaching of key skills and concepts needed in the writing process.

Supported Composition

This strategy can be used after Modelled writing or shared writing, or both, to give children an opportunity to write in a very structured context before they 'have a go' independently. They may compose the next sentence on whiteboards and then check it makes sense or discuss the next sentence with their talk partner.

Guided Writing

Guided writing is when the teacher works with a focus group in the classroom, providing an additional supported step towards independent writing. It focuses on specific learning objectives with a group of children working at around the same level.

Appendix 3

Please refer to our Handwriting Policy

Appendix 4 Suggested Genres to cover for English Year

1

Fiction	Traditional tales	Stories by same author e.g. Julia Donaldson or Anthony Browne	Stories from other cultures	Fantasy	Stories with repetitive patterns or structures
Non-Fiction	Instructions e.g. recipe	Recounts of familiar events	Non-chronological report	Other non-fiction texts e.g. labels, lists, captions, menus, invitations, postcards, wanted poster, glossary	
Poetry	Poems on a theme	Poems for learning by heart		Traditional rhymes including innovation e.g. This is the house that Jack built	

Year 2

Fiction	Stories set in schools (or other familiar settings)	Stories by same author	Traditional tales with a twist	Animal adventure stories	Story as a theme
Non-Fiction	Instructions	Recounts: letters	Non-chronological report	Explanation text	Persuasive advert or poster
Poetry	Poems with a structure e.g. riddles			Classic poetry e.g. The Owl and the Pussycat	

Year 3

Fiction	Fables	Fairy tales/folk tales	Mystery	Novel as a theme	Playscripts
Non-Fiction	Recounts: Diaries	Persuasive letters	Explanation text	Recount Biography:	Discussion: for and against
Poetry	Poems with a structure e.g. shape, calligrams, rhyming couplets			Classic poetry for performance	

Year 4

Fiction	Fantasy	Myths	Novel as a theme	Issues and Dilemmas	
Non-Fiction	Recounts: Newspapers	Non-chronological report	Explanation text	Persuasion - sales pitch/article	Discussion - Debate
Poetry	Poems on a theme		Poems e.g. kennings, cinquain	Classic poetry	

Year 5

Fiction	Historical Novel as a theme	Legends	Stories from other cultures	Older Literature e.g. Shakespeare	Film and Playscript
Non-Fiction	Magazine articles	Reports including formal reports	Persuasion Radio or TV broadcast	Discussion - formal debate	
Poetry	Poems with a structure e.g. haiku, limericks		Poems with figurative language	Classic narrative poetry	

Year 6

Fiction	Genre Fiction Detective/Crime/ Science Fiction	Classic Fiction	Flashbacks/Time shift	Novel as a theme	
Non-Fiction	Persuasion	Explanation text	Discussion	Recount Biography and autobiography	Information text hybrid
Poetry	Poems Free verse	Classic narrative poetry	Poems with imagery		