



Wheatley Lane Methodist Primary School

With God's help, we do all we can to be the best we can be.

All you need is LOVE.

English Policy

Date	February 2025
Review	February 2028
Chair of Governors	Mr Andrew Stickland
Head teacher	Mrs Tracy Hallows
English Subject Leader	Sara Butterfield

Aims

We aim to develop pupils' abilities within the areas of speaking and listening, reading and writing. Pupils will be given opportunities to develop the requirements of English within English lessons and the teaching of English across the curriculum, with opportunities to consolidate and reinforce taught skills.

At Wheatley Lane Methodist Primary School we aim for the children to:

- read and write with confidence, fluency and understanding, using a range of independent strategies to self-monitor and correct.
- have a love of reading and read for enjoyment.
- have an interest in words, their meanings; developing a growing vocabulary in spoken and written forms.
- understand a range of text types and genres – write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- be developing the powers of imagination, inventiveness and critical awareness.
- have a suitable technical vocabulary to articulate their responses.

Statutory Requirements

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Document (2014) and in the Statutory Framework for the Early Years Foundation Stage.

In the Early Years Foundation Stage (Reception) children should be given opportunities to:

- speak, 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 with possibilities for communication.

In Years 1 and 2 children should learn to:

- apply their phonic knowledge to decode words and read common exception words
- develop pleasure in reading
- discuss their opinions and listen to others
- begin to spell words correctly
- form letters correctly and use horizontal and diagonal strokes to join letters
- write for a range of purposes sentences using basic punctuation
- understand the grammar as stipulated in the National Curriculum

In Years 3 and 4 children should learn to:

- read books accurately focusing on understanding
- develop their understanding and enjoyment of a range of different text types
- write for a range of different purposes with good sentence punctuation
- join their handwriting

- spell common words correctly and common exception words as set out in Appendix 1 of the English National Curriculum
- use language to match audiences and purposes
- understand the grammar as stipulated in the National Curriculum

In Years 5 and 6 children should learn to:

- read a wide range of books accurately and with good understanding
- use grammar and punctuation accurately
- write for a range of purposes and audiences
- use different sentences constructions appropriate to the text type
- use language effectively
- spell most words taught so far accurately
- use legible and fluent joined handwriting

The Governing Body

Regular reports are made to the governors on the progress of English provision through sharing data, presentations by the subject leader, children's books and monitoring. Governors are also invited to take part in lessons.

Subject Organisation

We are a one form entry school so the children are taught in single age mixed-ability classes. The work is adapted according to the needs of the children. The Early Learning Goals are used to ensure continuity and progression from the Early Years Foundation Stage through to the National Curriculum. Each class follows the statutory requirements for spoken language, reading (word and comprehension) and writing (transcription, spelling, handwriting, composition, vocabulary, grammar and punctuation) from the National Curriculum.

Reception and Year 1 classes have a daily phonics session following the scheme "Red Rose Letters and Sounds".

Planning is the responsibility of class teachers. We follow a teaching sequence of reading through to writing supported by high quality texts. All staff complete a long term plan for English and a weekly plan. The weekly plan details the daily learning objectives. We use the Lancashire English Team's documents 'Learning and Progression Steps' for reading and writing to ensure our curriculum is well sequenced and progressive.

The SLT monitor teaching and learning regularly.

Approaches to speaking and listening

Children should be taught to develop their competence in spoken language and listening to enhance the effectiveness with which they are able to communicate across a range of contexts and to a range of audiences. In Reception, the Communication and Language element encourages children to listen, respond and engage in activities with others and to

express themselves effectively. We will give children opportunities to work in groups of different sizes, encourage them to take turns and participate effectively in discussions and debates. These activities will take place throughout the curriculum. We use the Lancashire document 'Key Learning in Spoken Language' to ensure progression and coverage.

Approaches to reading

The teaching of reading takes high priority in our school curriculum.

Children in Reception follow a structured, synthetic phonics programme, 'Red Rose Letters and Sounds', taught using multi-sensory, engaging activities and resources, both discretely and within continuous provision activities. Each session gives an opportunity for children to revisit their previous experience, be taught new skills, practise together and apply what they have learned. The phonics teaching continues throughout Key Stage 1 and into Key Stage 2 (for small groups of children) if required. Children are assessed each half-term and anyone identified as falling behind their peers receives immediate extra support.

We encourage reading for pleasure throughout the school. Children in Reception class begin with phonetically decodable books from a range of different schemes. They take home books containing the sounds they have been learning in their phonic sessions. These are supplemented by sharing books to develop reading for pleasure and comprehension skills. These books will usually be above the reading ability of the child but will be shared with them by their parents. The acquisition of early reading skills in Reception class is developed through shared reading as well as individual reading with the teacher and teaching assistant and parents/carers. Guided group reading is introduced to groups when the children have developed the ability to read with some independence. Informal opportunities to read as part of play experiences and to read notices and labels around the room are also acknowledged as reading for a purpose. Children in Year 1 and some of Year 2 continue with phonetically decodable books aligned to the phonic phase they are currently learning alongside books for pleasure.

As children progress through the school, they are encouraged to develop independence as readers and to enjoy a wide variety of texts across the genres.

Reading lessons take place daily in Year 1 – Year 6 based on the DfE's Reading Framework and the Epworth Trust's Reading Strategy. These lessons are built around the teacher reading aloud with pupils listening and thinking. The teacher models and explains to children how a skilled reader makes sense of text, works out the meaning of an unfamiliar word or incorporates a new idea into existing background knowledge. The lessons follow a two-week cycle as detailed below.

Week One

Monday	Tuesday	Wednesday	Thursday	Friday
Reading comprehension – 20 mins 1:1 reading – 10 mins	Reading comprehension – 20 mins 1:1 reading – 10 mins	Reading comprehension – 20 mins 1:1 reading – 10 mins	Reading comprehension – 20 mins 1:1 reading – 10 mins	Reading comprehension – 20 mins 1:1 reading – 10 mins

Week Two

Monday	Tuesday	Wednesday	Thursday	Friday
Reading comprehension – 20 mins 1:1 reading – 10 mins	Reading comprehension – 20 mins 1:1 reading – 10 mins	Reading comprehension – 20 mins 1:1 reading – 10 mins	Taught comprehension	Independent comprehension

Texts are chosen carefully to include a wide range of fiction, non-fiction and poetry. They include classic and contemporary books, a diverse range of authors and characters that reflect pupils' own lives and allow them to understand the lives of others.

The treetops reading scheme is used in Key Stage Two to develop confident, fluent reading alongside own choice books from the school library. Class novels are also read by the teacher daily in each class.

Children are expected to read at home daily and their reading should be recorded in a reading diary. This helps foster communication between home and school. We also make use of the library van, library loans and book fairs to provide the children with stimulating reading material. We subscribe to Reading Rocks so every two months each class receives new books to read in class.

Approaches to writing

In Reception class and Key Stage One phonics is taught daily, outside the English lesson. The children are encouraged to apply their phonic knowledge to reading and writing tasks across the curriculum.

Mark making and emergent writing are evident from the Foundation Stage. All staff in every year group develop writing skills through both shared and guided writing.

Spelling, grammar and punctuation are often taught separately but then the skills acquired are used when writing. The school makes use of Spelling Shed as an additional resource to support the teaching of spelling and to allow the children to practise on this website in school and at home. Year 2 follow the Red Rose Spelling programme which follows on from the phonics scheme.

Teachers encourage independent writing. In Years 1 and 2, children have an independent writing activity every three weeks. In Key Stage Two the children write independently every two weeks. The writing task is often cross curricular.

Correct letter formation is taught from EYFS as they are introduced to letters and digraphs through the phonics teaching. In Year 1, children will begin to join digraphs. This is then further developed in Year 2 where children are taught to join whole words and use lead ins.

Handwriting is consolidated in Years 3-6. All staff are expected to model the taught handwriting. We use the Letter-Join scheme and online resources.

Cross-curricular English 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.

The use of computers

Opportunities to use computers to support teaching and learning in English will be planned for and used as appropriate.

Assessment

Work will be assessed and marked in line with the Assessment Policy and the Feedback and Marking Policy. Verbal feedback is an integral part of every lesson. Timely, pertinent feedback enables children to review their learning, address misconceptions and progress.

Teachers will be assessing children informally all the time and recording their progress. In addition to this, summative assessments are carried out at the end of each term. The children complete the NTS Reading tests from Years 1-6 and the GAPS spelling, punctuation and grammar assessments. An online assessment tool is used to analyse gaps in knowledge shown within the test and the Shine intervention programme is used to support delivery of interventions to address these identified areas.

Reception staff will assess the children using the half termly checkpoints for each area of learning for their termly assessments.

Termly moderation of writing also takes place across the school and for Year 6 across the Trust.

Termly pupil progress meetings will then take place between teachers and the English subject leader to analyse the data.

At the end of EYFS, children are assessed in relation to the Early Learning Goals. In Y1, children take a statutory Phonics Check to test their decoding skills. In Year 6, children will take statutory assessments.

Inclusion

We aim to provide for all children so that they achieve their potential in English. We will identify which pupils or groups of pupils need additional support and ensure this is in place through adaptations to teaching. For some children with SEND, PIVATS will be used to break down their learning into small steps and to track their progress.

More able children provided with suitable learning challenges to deepen their learning.

We also track the progress of groups such as vulnerable children to ensure they are making required progress.

We use intervention programmes for specific children such as Lancashire Reading Partners, Fast Track Phonics, Fast Forward Grammar, Fast Forward Spelling, Toe by Toe, WELCOM, Talk Boost and Words First alongside bespoke interventions to match the needs of our pupils. Staff also use a pre-teach approach to aid children, precision teaching for identified children or use timely interventions.

Role of the Subject Leader

The Subject Leader should be responsible for improving the standards of teaching and learning in English through:

Monitoring and evaluating English:-

- pupil progress
- provision of English (including Intervention and Support programmes)
- the quality of the Learning Environment;
- the deployment and provision of support staff
- Taking the lead in policy development
- Auditing and supporting colleagues in their CPD
- Purchasing and organising resources
- Keeping up to date with recent developments in English

Parental involvement

Parents can support with English through daily reading with their child/children and communicating with teaching staff via the reading record or homework diary. All new parents are invited to a 'Reading Workshop' when their child starts school to help them understand how we teach reading and phonics, and how they can support them at home. Annual 'Meet the Teacher' meetings also discuss reading skills specific to each year group.

