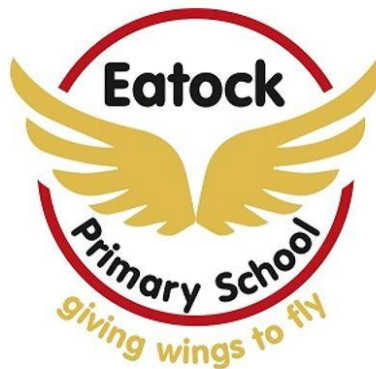


English Policy



Eatock Primary School

English Policy

Rationale

We believe at Eatock that English should be prioritised as a key area of learning. The prime skills of speaking and listening are each essential in their own right and crucial for learning to read, write, to be numerate and indeed to be successful in virtually all learning children undertake at school and elsewhere.

Through reading, writing and speaking and listening, children develop their powers of imagination, inventiveness and critical awareness and develop the key skills they need in order to succeed both across the wider curriculum and later in adult life.

Aims

At Eatock Primary we aim:

- Provide a range of exciting learning opportunities both inside and outside the classroom which meet the requirements of the National Curriculum.
- Provide children with the skills to read, write and speak with confidence, fluency and understanding.
- Enable children to deal with reading and writing challenges independently.
- Show our pupils the connections between the spoken and written word.
- Encourage our pupils to read and write comprehensively, expressing opinions, explaining techniques and justifying preferences, about a wide range of fiction, non-fiction texts, and poetry using suitable technical vocabulary.
- Foster a love of books and reading within all of our children.
- For all children to leave school with the ability to read.

Teaching and Learning:

Early Years Foundation Stage

Communication and Language is included as a Prime Area of learning in the 'Development matters non-statutory curriculum for the early years foundation stage' guidance. Providing a language rich environment is a priority. The curriculum focuses on building vocabulary and language structures, with explicit teaching of new vocabulary and spoken grammar. This focus on developing communication and language impacts positively upon progress in reading and writing as children move through the EYFS and into KS1.

The element of continuous provision we offer our children from Nursery to the end of Key Stage 1, ensures that children are encouraged to write for a wide range of engaging purposes from a very early age. In Key Stage 1, two main purposes for writing are taught which are: Writing to Entertain and Writing to Inform. This solid foundation ensures that children fully understand the importance of writing. After the transition to Key Stage 2, staff continue to provide pupils with three main purposes for writing, which are: Writing to Entertain, Writing to Inform and Writing to Persuade. These may include:

- Letter writing to the local newspaper or to say thank you to a recent visitor to school (writing to inform)
- Short innovated stories based on quality texts (writing to entertain)
- Reports about school sporting events (writing to inform)
- Instruction writing to inform others how to make food, build a structure, catch a giant etc (writing to inform).
- Letters to persuade someone to visit a new country / move house etc (writing to persuade)
- Diary entries (writing to entertain)

Throughout school, the skills of reading and writing will be taught discretely during daily focussed English lessons but with attention on using these skills across the wider curriculum. A variety of adaptive teaching techniques will be employed to meet the differing needs of the children. This will ensure they make good progress. At Eatock, we aim to provide **skilled subject teaching** alongside **opportunities for ALL children to benefit from rich cross-curricular studies** which make connections to English and allow children to apply what they have learned about written and spoken language to other areas of learning. This reinforces learning, deepens understanding and allows children to talk and write for a real purposes.

Oracy

The development of the children's oracy is a key focus of the school curriculum. With regard to writing, children become more confident writers when there are opportunities for oral "rehearsal". We also aim to provide opportunities which promote **'Talk for Writing' / 'Turn, Talk and Tell'** These include:

- Oracy (ideas gathering) as 'Hook' lessons to begin most English areas of learning throughout the year.
- Opportunities to talk within PHSE (JIGSAW) lessons – Discussions based on themes such as 'Celebrating Differences', 'Healthy Living' and 'Relationships' etc.
- Opportunities to discuss all aspects of the curriculum (e.g. scientific discussion, history lessons, art lessons, World Wide Watching or project presentations to their class etc)
- Termly special assemblies
- High quality role-play/drama activities
- Outdoor learning
- Opportunities for children to talk to a range of audiences (e.g. adults within and outside school, in pairs/groups with their peers, during school council meetings/during show case mornings or afternoons)
- Public speaking competitions
- Presentations to the class, other classes or the school during an assembly or show cases.

Writing Intent

To develop the appropriate subject specific knowledge, skills and understanding, as set out in the National Curriculum, at Eatock Primary School we have included the opportunity for pupils to express their thoughts in a range of written styles. It is vital that our children are exposed to a range of exemplar texts, from across different genres and subject areas, to embed ambitious vocabulary choices and secure expectations of writing across the curriculum. This exposure to a variety of curricular areas encourages a range of writers and writing styles, allowing our pupils to be absorbed within their learning and retelling. Writing is a crucial skill that is embedded across all year groups; consolidation of fine motor skills and phonic strategies are implemented in lower school and working towards securing confidence with independent pieces is of priority in KS2. We hope for our students to leave Eatock Primary with a certainty that they are able to communicate effectively in writing – and enjoy being able to express themselves in this.

Writing

At Eatock we aim to:

- Ensure progression of writing skills across the school.
- Provide meaningful writing experiences using the contexts inspired by quality texts (See Quality Text and Genres for Reading and Writing).
- Inspire pupils to write through exciting shared experiences.
- Model high standard writing to secure high expectations and inspire writers.
- Ensure children are taught and recognise the range of social functions that writing can perform e.g. persuade, inform and entertain.
- Develop a clear understanding of the structure and language features associated with different genres of writing e.g. poetry.
- Enable children to demonstrate the ability to choose the appropriate form and content to suit the purpose and audience.

Teaching and learning of writing

- High quality texts are used to challenge, enthuse and engage children.
- Core texts, where possible, link to curricular areas of learning.
- There is a clear progression in the teaching of writing which includes the familiarisation of the text type through reading, the identification of structure and language features, modelled writing, shared writing, supported composition, guided writing and independent writing.
- Progression of teaching writing includes discussion of author's use of excellent vocabulary, teaching writing skills, discussion of structure, planning of writing and then applying knowledge into a final piece of writing.
- A form of modelled or shared and guided writing takes place in every session.
- English grammar, punctuation, language strategies and spelling are taught within English lessons and discretely. Language strategies refer to those parts of the content domain that relate to words and word building (including synonyms, antonyms, prefixes and suffixes).

Independent Writing

All children are given opportunities to apply their understanding of the text type in their own writing. This is vitally important if children are to develop their skills as writers within different genres.

Phonics:

Phonics is a method of teaching reading and writing where children are systematically taught the relationships between the sounds in our language and the letters used to represent those sounds. High quality phonics teaching enable children to decode new words confidently and independently and leads to improved understanding. At Eatock School, we believe the teaching of Phonics plays a key role in helping children to read, write and spell and the teaching of Phonics is embedded within English teaching in each class. In addition, there is a daily discrete phonics session across EYFS and KS1. We follow the Supersonic Phonics Friends scheme which is a high quality program endorsed by the DFE. This is introduced in Nursery and is taught daily throughout Foundation Stage and Key Stage One. Assessments identify children who may need to continue with the program into Key Stage Two.

Spelling:

The Supersonic Friends Phonics programme is used to teach spelling patterns across Key Stage One. This continues into Key Stage Two for children who need to continue using this program for spellings. Across Key Stage Two, spellings are taught through weekly spelling lessons, within writing lessons and given as weekly homework. In Years 4 – 6, the children are encouraged to check their own spellings through self-assessment and peer-assessment. Individuals targeted for spelling interventions have their own spelling lists in KS1 and are targeted in KS2.

Reading

There is a whole school approach to the teaching of reading. A wide range of reading strategies are taught throughout all classes that reflect the requirements of the National Curriculum and EYFS programme.

Reading Intent Statement

By the end of the EYFS, we want children to:

- begin to develop a life-long love of reading and sharing stories
- have a bank of 'favourite stories' that they enjoy listening to and can retell in their own words
- develop an awareness of rhyme and enjoy participating in rhymes and songs out loud
- be able to ask/answer questions about the things they have heard (stories, song lyrics, info books)

- understand information can be found in books and to seek out books to source information
- be curious and ask questions about new vocabulary that they encounter when sharing/reading books
- Say a sound for each letter in the alphabet and at least 10 digraphs
- Read words consistent with their phonic knowledge by sound-blending
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
- experience reading for a purpose, such as instructions and directions, to develop an understanding that reading skills are required everywhere and not just 'in their reading book'

By the end of Key Stage 1, we want children to:

- develop a love of reading and demonstrate a pleasure in reading
- be confident and fluent readers who can read with expression
- be secure in sounding and blending letters across Phases 2-5
- know most of the common grapheme-phoneme correspondences
- read familiar words automatically
- decode words quickly both out loud and silently
- recognise and read all KS1 high frequency words
- begin to make simple inference
- be able to talk about what they are reading with confidence
- be able to understand and respond to what they read
- spell phonetically accurately
- use spelling rules to improve accuracy when reading
- develop strategies for gaining independence e.g proofreading
- discuss a book in regarding to themes and simple structures
- develop an extended vocabulary
- find answers in a text
- know an increasing number of popular authors and begin to choose texts from a favourite author

By the end of Key Stage 2, we want children to:

- have developed a strong passion for books and authors
- have a knowledge of and preference for a wide range of authors
- be able to express opinions about texts and authors
- understand authorial intent and use of vocabulary (for example how suspense is created)
- understand that certain words and phrases have an impact on the reader
- accurately identify themes and recall specific information including key events, characters and main points in fiction texts
- make accurate inferences about characters feelings, thoughts and reasons behind their actions in fiction texts

- be fluent and confident when reading (including using 'story teller voices when reading aloud)
- read widely across fiction and non fiction texts
- be adept in applying reading skills for a purpose
- accurately decode new and unfamiliar words
- identify the features of different genres
- apply a range of reading skills e.g. use of skimming and scanning to retrieve answers quickly, apply the P.E.E. strategy, semantics and grammatical structure, looking back in text to support comprehension etc
- use quality texts to inspire writing and broaden their choice of vocabulary
- have developed a wide and secure bank of vocabulary
- confidently use thesauri and dictionaries
- use reading to develop their understanding of the world
- ensure children are reading at the age related expectation by the time they leave Eatock (reading age and at the standard) with secure reading skills that prepare them for the KS3 curriculum (high school).

Reading Methodology

As reading is at the core of accessing all areas of the curriculum, it is essential that at Eatock there is focused and dedicated time given to the teaching of the mechanics of reading. The teaching of reading includes:

- The teaching of phonic awareness
- Awareness of punctuation
- Awareness of layout and features
- The reciprocal Reading approach of: Question, clarify, predict and summarise
- Developing decoding skills of unfamiliar words
- Awareness of the reading and spelling of high frequency/tricky words
- Deduce meaning from context, syntax and previous experience
- Skimming and scanning for words and information to support comprehension
- Discussion of language choices in poetry and other texts
- Encourage talk and discussion in groups
- Encourage clear speaking and expression when reading poetry and other texts

The Reading Environment

- Every class has a rich and stimulating reading area that invites children to come and read a variety of fiction and non-fiction texts reflecting genres, cultures, gender and race. Every class has a range of books available to pupils that reflects their current topic.
- Throughout school, there is a high focus on authors and each class has a featured author which is changed regularly. Books by the featured author are displayed in the reading areas and used at story-time or during independent reading time.
- Computing within the classroom, through laptops, iPads and interactive whiteboards, is available for children to access digitally written materials to support their learning in all curriculum areas.
- A respect for books is fostered and modelled by all staff
- Opportunities are planned for developing reading skills outside the classroom.

- In EYFS, children's favourite books and stories are purchased a few times a year and added to the book corner and learning environment, to reflect interests and to continue to develop a love of reading.
- Books reflect the children's interests, communities and cultural identities.

Reading Activities

Eatock school does not follow a published reading scheme. Throughout the school all classes will be involved in focused reading activities at a set time each day. There is a strong focus on ensuring classrooms offer reading rich opportunities. Class reading areas feature 'Author of the Month' displays and resources to help the children develop a wide knowledge of text types and genres. Throughout the week every child will experience a range of the following activities:

- Guided/Reciprocal reading (daily in Reading Rotation)
- Phonics and spelling
- Shared reading
- Independent reading
- Taught reading comprehension skills
- Reading across the curriculum e.g. solving maths word problem
- Reading performance poetry aloud
- 1:1 reading with an adult e.g. Volunteer reading scheme (when available)
- Focused reading intervention programmes (when necessary)
- Daily home reading
- Use of class reading areas and the school library
- Library loans themed books based on historical and scientific areas of learning etc
- Use of outdoor Reading Hut

Assessment

This is in-keeping with whole school AfL policy and guidelines.

On-going assessment of communication, reading, writing and grammar carried out by the class teacher, is an integral part of their role. It is used on a daily basis to inform future planning. It involves identifying children's progress against teaching objectives, determining what a child has already achieved and providing feedback that moves them on to the next steps. In Year 1, the National Phonic Screening assessment is carried out in June. Any children not meeting the national standard have phonics interventions put in place in Year 2. National SATs are used to assess attainment at the end of Year 2 and Year 6. Reading ages are assessed termly from Year 2 upwards. Formal assessments of progress are carried out at least termly. Teachers use the school's assessment systems to assess reading and writing progress. Areas of focus are identified from these summative assessments and targets are set for children in their class.

The school's Assessment, Recording and Reporting policy defines specific assessment tasks to be carried out in each year group, in addition to optional tests, reading tests, children's individual portfolio examples etc.

Formative and summative assessments are carried out at the end of Key Stage 1 and Key Stage 2 in accordance with statutory requirements.

Reporting procedures are in line with DfES regulations. Parents receive an annual written report and are invited to three parental meetings each academic year where their child's targets are shared with them.

It is vital that children themselves are aware of what they need to do to improve and how to get there. Pupils have opportunities to assess/discuss their learning in line with our assessment guidelines and are provided with the support they need to be motivated, independent learners.

In EYFS, assessment doesn't entail prolonged breaks from interaction with children, or require excessive paperwork. When assessing whether an individual child is at the expected level of development, practitioners draw on their knowledge of the child and their own expert professional judgement.

The EYFSP is carried out in the Summer Term at the end of the EYFS.

The Profile provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their attainment against expected levels, and their readiness for year 1.

Reading Interventions

When a child is assessed as falling behind age related expectations for reading, a number of interventions are put in place:

- 1-1 phonic interventions
- Small group phonic interventions
- Extra guided reading sessions
- Extra individual reading
- Education City
- Booster guided comprehension sessions
- Booster reciprocal reading sessions

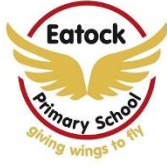
Monitoring

Ongoing monitoring is carried out by the English Subject Leaders and / or members of the Senior Leadership Team. This includes:

- Observing teaching and learning.
- Scrutiny of children's books alongside class teacher's plans for English
- Discussions with children.
- Matching plans/tracking/assessment/outcomes

Entitlement

This policy relates to all pupils, staff, parents and governors of Eatock Primary School and acknowledges that we are an inclusive school, working within the guidelines and Equal Opportunity Policies.



Appendix: Approaches to Spelling in KS1 and KS2.

Approaches to Spelling in Key Stage 1

Daily spelling lessons using the Supersonic Phonics Programme and Spelling requirements of the National Curriculum for the all pupils. This will be within the daily 30 minute Phonics lesson (Year 1) or the daily 30 minute SPAG/Phonics lesson (Year2). For SEND pupils, the spelling focus will be tailored to their individual needs based on the pupil's passport.

Daily spelling activity within English lessons: the children will be provided with extension activities linked to the year group's curriculum word list spellings, for example: Look/Say/Cover/Check sheets, linked computer games on Education City, Phonics sorting activities. Pupils have individual spelling lists in their trays (red folders), for ongoing spelling practise.

Homework spelling lists are sent home weekly – these are based on the spelling patterns taught the following week, which allows children to practise the spellings at home first and then consolidate the pattern and spellings within their learning in class. Spellings are assessed regularly. Within writing lessons, children are encouraged to apply their spelling knowledge.

High focus on spelling feedback following writing lessons: marking of writing will have a high focus on spelling feedback. Common exception words identified from the year group's curriculum word list will be written at the end of the piece of work for a Look/Say/Cover/Write follow up (maximum 3 spellings). Incorrect phonics patterns will be written at the end of the piece of work with a missing phoneme **approach** (appropriate to the child's current phonics phase). Common errors will be noted by teachers and followed up by whole class feedback.

Personal dictionaries: children in Year 2 have their own personal dictionary. These dictionaries are accessible during writing lessons for the children to use independently. At the beginning of a topic or writing genre, the children are given key topic words to write in to their dictionary, for example: Great Fire, London (within history topic), disgusting, mischievous (within English) etc.

SEND target words: SEND pupils have their own personal spelling lists / games with spellings from their pupil passport targets. The SEND pupils practise their spellings at any available opportunity.

Pupil Passports: (SEND pupils). Where a child has spelling focused targets (as opposed to reading word targets), there will generally be a target for spelling common exception words and a target for a phonics spelling pattern. This may vary according to the needs of the individual child.

Approaches to Spelling in Key Stage 2.

- Identify spelling as a writing target for children in KS2.
- Use quick spelling starters for English lessons 2/3 times a week based on **gaps** in the children's; spelling knowledge and skills where appropriate. These errors /gaps then to have an exemplar written on the English or spelling working wall/washing line as a point of reference for the children.
- Discrete spelling lesson focus to be based mostly on NC objectives (patterns) to ensure coverage, however these maybe from previous years or phonic gaps depending on the needs of each KS2 class.
- Find opportunities for teaching where the focus is to address the children's gaps.
- Teaching procedure: Identify 'gap', teach rule, plan lessons for application, plan lesson for consolidation.
- If picking up spellings in independent written work, have a focus on for example: **spelling pattern** or **rule** or another **homophone** to make up the three words rather than three random words from the children's independent writing:

e.g. If a child has spelled **skyes** incorrectly, then correct that spelling but add two more that use the same pattern e.g. **skies,cries,lies**

e.g. **thier** ... 3 words to follow could be **their, there and they're** (you will need to scaffold examples for homophones in a sentence e.g. **Which** sweet should I choose? and The **witch** had a black cat)

Use mnemonics for children to remember spellings- these can be displayed in a visual form

- Words practiced in the back of books to be patterns, rules, common high frequency words or words children are having a go at frequently and mis spelling (with these words the focus needs to be on the letter string/sound and not just the word in isolation). Add other words for the children to practice which follow the same letter string/pattern/sound etc

- Patterns / gap words/rules to be put in the back of the children's books by the teacher for children to practice at e.g. registration e.g. **'ight'** or **'ough'** **'ould'** letter string etc, children write 3 words with that string.
- Spelling homework can be NC objective words or a mix with 'gap' words, phonic spelling gaps or common exception words.
- Start the teaching of spelling from where the children are at and do not use just NC spelling objectives.

Ongoing Approaches to Spelling in KS2

Supersonic Phonics: In Years 3 and 4, the children with phonetic gaps in reading and spelling will be taught phonics using the Supersonic Phonics scheme and application activities 3 times a week.

Weekly spelling lessons for the majority of pupils. For SEND pupils and children who have significant spelling gaps, tailor the spelling focus to their individual needs.

Weekly spelling activity within reading rotation (Y4- Y6). The spelling focus within this time will be on either spelling gaps (identified in children's writing) or the year group's curriculum word list spellings. Target children for spellings will have an individual spelling card to ensure the key spellings and gaps are practised.

Homework spelling lists are sent home weekly – these are based on the spelling patterns/phonic patterns/common exception words taught the following week, which allows children to practise the spellings at home first and then consolidate the pattern/keyword and spellings within their learning in class. The following Friday, the children are given a spelling test. Within writing lessons, children are encouraged to apply their spelling knowledge. For SEND pupils, spellings are sent home and practised. They are tailored to their

individual needs. The number of words given is appropriate to the child. Spelling test can be weekly, fortnightly or termly, depending on the needs of the child.

Independent spelling checks within writing lessons (Years 4-6): During writing lessons, the children are encouraged to use self assessment and peer assessment to check spellings. The children will then check these spelling using a dictionary / online dictionary and write the correct spelling in a green fix-it pen. Self-assessment and peer-assessment will have a focus on spelling and punctuation, as well as the key writing skills within the lesson.

Appendix: Approaches to Handwriting in KS1 and KS2.

Children at Eatock are taught a progressive approach to handwriting in line with the National Curriculum Programme of Study, as well as skills that are bespoke to our curriculum.

This document outlines the fundamental skills that leaders and teachers at Eatock consider to be **key** in developing the children's ability to write fluently, with joined handwriting throughout their independent writing. This, in turn, will help to support their composition and spelling. From Year 2, we adopt a joined handwriting style.

At Eatock, our handwriting routines are:

- Handwriting is taught explicitly and regularly across the school to all pupils. This is in addition to Phonics lessons.
- Pupils across school are taught consistent routines for handwriting that support a comfortable writing position and enable them to form letters legibly and to develop fluency.
- All adults provide good models of handwriting that align with the school's agreed progression of skills grid across all areas of the curriculum.
- Teachers ensure that all pupils in every year group regularly practise handwriting to develop physical skill and control, and maintain fluency and legibility.
- Pupils who need support have access to appropriate resources and equipment to enable them to make progress in handwriting in line with their peers.
- Teachers routinely model handwriting in the writing lesson to enable pupils to see how letters are formed.
- Teachers seek advice and work with the SENCO and other adults to support pupils needing adaptations or further support.

See Progression of skills in Handwriting Document

Reviewed by G Thomas/ E Cunliffe/ A Ahmed September 2025

SMSC Subject Statement: English

Spiritual

- English supports spiritual development by engaging children with poetry, fiction and drama. Through English children can explore and engage with the feelings and values found in a wide range of genre.

Moral

- English supports moral development by enabling children to look, discuss and evaluate a range of social and moral issues found in a wide range of genre including newspapers, fiction, television and other media.

Social

- English supports social development by helping children to understand how written and spoken language has changed over time. It also covers social attitudes to the use of language.

Cultural

- English supports cultural development by exposing children to a wide range of written and spoken language from a range of cultures. In addition, it supports children to become confident and competent in their own language which is vital to their individual identity.

Reviewed by G Thomas/ E Cunliffe/ A Ahmed September 2025