



Corbridge Church of England First School

ENGLISH POLICY

Inspired by Jesus, we make a difference in God's world
by being 'the best that we can be'.

Jessica Latimer

This English Policy applies to Reception–Year 4 pupils and all teaching staff at Corbridge C of E First School. It will be reviewed annually by the English Lead and Headteacher and next review date is September 2027. Changes will be approved by the Governing Body.

Roles and responsibilities

- Headteacher: ensures statutory requirements are met, allocates resources and monitors standards.
- English Lead: leads curriculum development, monitors teaching and learning, organises moderation and CPD, maintains resources and updates the policy.
- Class teachers: implement the curriculum, assess pupils, set and share targets, maintain working walls and engage with parents.
- SENDCo: ensures adaptations for pupils with SEND and liaises with staff to secure effective support.
- Governors / English Link Governor: review and challenge the policy annually and receive updates on English priorities and outcomes.

Corbridge CofE First School English Policy

The purpose of the English curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word. We seek to develop pupils as thoughtful listeners; clear and eloquent speakers; critical readers with a love of literature and who become imaginative and skilled writers.

The English curriculum

This policy is underpinned by the National Curriculum (English) statutory requirements for Key Stages 1 and 2. Year-by-year expectations and progression are detailed in our school progression documents which map national outcomes to class teaching sequences and assessment criteria. Through careful planning and preparation, we ensure that all children are given opportunities to develop their skills in speaking and listening, reading, writing and SPaG. The English curriculum is given high priority with daily, high-quality teaching, adapted to enable individual learners. This policy should be read alongside the handwriting and spelling policies.

Speaking and Listening

Speaking and listening skills are developed in the context of a cross-curricular approach. A challenging speaking and listening curriculum develops children's confidence when communicating, extends their use of vocabulary and enables them to elaborate and explain their ideas. Talk partners are used throughout school so children can verbalise their understanding of a range of subjects and concepts. Other speaking and listening opportunities include taking part in presentations, role play and drama. Speaking and listening skills play a huge role in the development of children's writing.

Reading

At Corbridge C of E First School, we want children to develop the habit of

reading widely and often, for both pleasure and information. We equip children with the necessary skills to read fluently, building on inference skills and showing good comprehension of a range of texts. Reading opportunities at Corbridge include:

- Daily guided reading where children read in small groups with the class teacher. The teacher's questioning elicits children's inference and comprehension skills.
- Independent follow up or pre-read activities which may include links to their guided read.
- Shared reading as a whole class. Often as a way of researching topics in other subjects.
- Quiet reading/reading for pleasure. Children have the opportunity to choose their own book for pleasure and read for themselves. In some classes, this may form part of the guided reading session.
- A class novel or picture book is shared with the class, either read by children or the teachers at a time most suitable to the year group.
- Home-school reading. Children are encouraged to read with their parents and record in a home/school diary at least 4 times per week.
- Library sessions. Children have access to a wide variety of books, both fiction and non-fiction in the school library. The school library offers pupils opportunities to borrow books for their own interests.

Reading book for school and home

Children's reading levels are assessed frequently to determine the correct book to be given. Children with a decodable book read to an adult in school at least once per week, in addition to guided reading sessions. Once children have completed the reading scheme, they are free to choose their own book from a selection of age-appropriate texts, sorted by reading age.

Children in reception begin with a book to share if they are not yet blending words. These stories help develop story telling language and early book skills. Once children are beginning to blend to read and/or recognise simple words on sight, they move to blending books with short words. Once children are more confident, the books will have sentences and will continue to challenge them as they become more able readers.

Reading assessment and book allocation: pupils on RWI decodable books are assessed half-termly by teaching staff and heard at least once weekly by an adult. Once pupils have completed decodable texts, they are assessed using running records and placed on the school's banded book lists matched to their reading comprehension and fluency. Reading choices for home are balanced between decodable practice (as relevant) and age-appropriate reading-for-pleasure texts. Records of reading at home are monitored weekly and followed up where pupils do not meet the 4x week expectation.

Phonics

Phonic decoding is at the heart of learning to read and careful consideration has been given to the choice of a well-structured programme. Read, Write, Inc. is used as the basis for the teaching of phonics, beginning in the Early Years

and continuing until the children have a sound phonological awareness. 'Common Exception words' are taught in conjunction with the RWI programme.

Phonic sessions take place in EYFS and KS1 daily for 15-20 minutes. In EYFS and KS1 Children are assessed using the RWI assessment at the start of each year and then every half term to monitor progression. In KS1 they are also assessed using the phonics assessment. The children are grouped according to these assessments (see assessment policy).

At the end of Year 1 children take part in a phonics check. Those children who did not pass the phonics check at the end of Year 1 will then retake it at the end of Year 2. Children who are not secure in their phonics at the end of KS1 will take part in interventions in KS2 to enable gaps in knowledge to be filled.

Spelling

Please refer to the Spelling Policy.

Punctuation and Grammar

An understanding of how to use grammar correctly, use relevant meta-language and identifying word classes and sentence types is taught both in the context of a piece of writing and explicitly in whole class work. Linked to the National Curriculum guidelines for year groups, grammar is taught and planned to fit in with relevant genres of writing. We start with the basics of sentence construction including full stops and capital letters. Children begin to identify word classes early on (noun, verb, adjective, adverb). We follow the National Curriculum as guidance as to what is taught in each year group and from this, have devised a specific structure for our school detailing expectations year by year (see progression documents). Teachers consistently refer to the progression document when planning sessions and refer to the Non-Negotiables displayed in each classroom while teaching.

Writing

Children are taught to write for a range of purposes including narrative, poetry and non-fiction texts etc. Each topic is based around a novel or rich text. Each year group covers a range of writing genres using a variety of texts as stimulus. Teachers consistently refer to the progression document when planning sessions.

At Corbridge C of E First School, writing is taught through:

- Exposure to adults writing for purpose, writing in role play and other play-based opportunities (EYFS specific.)
- The 'hold a sentence' strategy, adopted from the RWI program, is used in EYFS and KS1 to support children with their writing composition.
- Shared writing sessions. The teacher models the writing process, teaching and consolidating specific SPaG rules and acting as a scribe, using visualisers in class to support this. Children's language and vocabulary is developed through the sharing of 'powerful vocabulary.'
- Elements of the Power of Reading are included in the writing curriculum.
- Children produce an extended piece of writing regularly, either as part of

the English lesson or through other subject work, to inform writing target and to monitor progression or gaps.

- Children are encouraged to review their own and others' work against given success criteria. Improvements are then made, with guidance from the teacher, during the redrafting and editing process.
- Writer of the Week is chosen and celebrated in whole school worship.
- Children are expected to develop a fluent and neat cursive writing style, where they can write at speed and spelling words appropriate to their year group objects with increasing accuracy.
- PAWS books encourage writing for pleasure and importance is placed on this in class and by class teachers.

Cross-curricular links

Children should be given the opportunity to apply the skills taught through the English curriculum in a range of other subjects. This could take the form of a group debate in PSHE&C where children's use of persuasive language could be applied. Reading to research and present facts during topic sessions could be used as a tool to assess children's understanding of a text. There should also be the opportunity to produce a piece of extended writing through other subjects to apply previously taught writing skills.

The English curriculum and EYFS

Developing children's communication skills is a fundamental to the EYFS curriculum. Adults ask posing questions of children and encourage full responses. The learning environment promotes early language skills. Children have access to a wide range of activities to develop these key skills in a book rich environment. Story times are frequent and interactive and held in both large and small groups. An inviting book area, with props, puppets and musical instruments help to support early storytelling, reading and writing skills.

Marking and Feedback

Written and verbal feedback will support progress against clear success criteria. Feedback will follow the Marking and Feedback Policy and will be adapted to subject need (e.g., spoken feedback in EYFS and for speaking & listening; focused editing and redrafting in upper KS1/KS2). Teachers will ensure pupils understand and act on feedback during subsequent lessons.

Writing Targets

Each child from Years 1-4 has individual targets for writing which are set at the beginning of each half term, however the target can be change as often as needed if the child has met their target. Longer pieces of writing will inform the writing target. Children should know their targets and have access to them during any writing opportunity. Writing target will be displayed on a writing support, their current target starred and when achieved will be highlighted.

Assessment

Each half term teachers make a judgement on children's attainment in English. Children are judged as working towards, working at or working above age-related expectations for their year group objectives. Our bespoke tracking system is fully established and used from years 1-4 to record children's

attainment. These trackers can be accessed on the staff Google Drive.

Moderation takes place regularly, either whole school, supported by NCC or in phase teams. Moderation is vital and considers the teacher's evidence to ensure that all pupils have an accurate and robust judgement. Evidence to support judgements is gathered from a range of children's books across the whole curriculum. Teacher's professional judgement of the individual child is also taken into consideration.

Termly pupil progress meetings take place with the head teacher. Data analysis takes place and targets are set both on an individual and class basis. Any trends are identified and staff development needs addressed. During this session, children who need extra support to progress in the English curriculum are identified with relevant interventions agreed. The English Lead is fully involved in this process, as is the SENDCo, where applicable.

Reporting to parents

Parent consultations take place termly where parents are informed of their child's progress, level of development and how they can help at home. Written reports are completed at the end of the summer term.

Resources and the learning environment

The learning environment plays a vital role in the development of the English curriculum. Each classroom is vocabulary rich with a range of high-quality texts. All children should have access to the complex speed sound chart (RWI) and/or the alphabet. Age-appropriate dictionaries and thesauruses should be readily accessible. Handwriting prompts are displayed and referred to throughout writing opportunities. Each classroom should have a working wall containing prompts to the relevant spelling and grammar rules for each year group. Non-negotiables are on display at the front of the class and referred to throughout the day. Children's work is valued, displayed and celebrated in line with school policy and during celebration worship.

Homework

It is expected that children read at home, at least 5 times per week, with parents recording relevant comments and feedback in their home school diary. Children also borrow a school library book once a week for reading for pleasure. Spellings are sent home each week as outlined in the spelling policy. Optional English homework is set often with a cross-curricular link. As appropriate, additional English homework may be given out to further consolidate learning.

Monitoring and Evaluation

The English Lead monitors and evaluates the quality and standard of English throughout the school through lesson observations and book scrutiny. Pupil voice is highly regarded at Corbridge and children are involved in the development of the curriculum through questionnaires and pupil interviews. The English coordinator should attend regular training to keep up to date with changes within the subject with staff meeting time dedicated to disseminate relevant information. The English Lead liaises with the English link governor with current priorities as well as an annual report outlining pupil progress and

actions for the following academic year.

Equal Opportunities and Race Equality Policy

All children regardless of their race, sex, religion, religious belief or ability will be given equal opportunities to develop their knowledge, skills and understanding in English.

Lesson planning and resources will be adapted to remove barriers to English learning (e.g., smaller step tasks, scaffolds, pre-teaching vocabulary, adult support, speech and language strategies, alternative recording options). Reasonable adjustments for assessment and phased targets will be recorded on individual provision maps. The SENDCo and English Lead meet termly to review progress and adapt provision, as outlined in the 'Adapting and Enabling the Curriculum' document.