



Trinity St Mary's Church of England Primary  
School

**English Policy  
Autumn Term 2023**

***"Many Hearts Make A School"***



## **English Policy**

### **Aims**

At Trinity St Mary's Primary School, our aim is to provide our children with as wide an experience of language as possible. We do this within a structured, progressive, balanced but varied programme. In this way, our children will have all the experiences that are necessary to become competent, confident users of language in all its forms.

- We recognise the language skills that children have acquired and build on their unique language experiences.
- We plan to achieve continuity and progression through opportunities for children to use language for an increasing range of audiences and purposes. Our aim is for children to develop communication skills to a high standard.
- We aim to give our children opportunities to explore the power of language. We do this by giving them knowledge of its structure and to reflect on how meaning is made.

Our children will be provided with experiences that enable them to:

- Be able to speak with confidence, clarity and fluency in appropriate forms of speech and circumstances, using both formal and informal contexts whilst being proud of their own language
- Read fluently and with understanding a range of different kinds of reading materials.
- Be able to write for a range of purposes, organising the content and style of what is written to suit the audience involved
- Use spelling, punctuation and syntax appropriately and with confidence
- Develop the pupils' ability to write with ease, speed and legibility
- Use a range of ICT opportunities to support progress in English

### **Curriculum Statement**

The National Curriculum (September 2014), is used as the scheme of work for English throughout the school, with the exception of reception children, who initially follow the 'Foundation Stage Curriculum for Language and Literacy'. The programmes of study are reading, spoken language and writing. Reading consists of word (phonics and decoding) and comprehension (listening, discussing and retelling). Writing consists of transcription (spelling, handwriting and grammar) and composition.

## **Spoken Language**

Children are encouraged to develop spoken language skills, listening and responding to adults and peers, asking relevant questions, articulating and justifying arguments and opinions, participate in discussions and presentations, evaluate different viewpoints and using appropriate voices for effective communication.

## **Reading**

Reading is taught thoroughly and systematically so that children develop the skills they need to read fluently. EYFS and Year 1 follow the Little Wandle phonics scheme. Identified Year 2 to Year 6 pupils have access to Little Wandle catch up resources. The school benefits from a well-stocked library in the main hub of the school and an outdoor library accessible by pupils and parents in the playground. Pupils are guided to choose their own individual reading book from the appropriate level and also have the opportunity to take home a 'reading for pleasure' book alongside this. Regular assessment of a child's reading level ensures that each pupil is carefully guided towards the reading material suitable for his/her reading age. Children are also taught reading strategies and skills in guided reading sessions. In these sessions multiple copies of one text are used with a group, to teach a particular learning objective from the National Curriculum.

## **Foundation Stage**

All children at this stage are given opportunities to talk and communicate in a wide range of situations, to respond to adults and to each other, to practice and extend their range of vocabulary and communication skills and to listen carefully. All children are given opportunities to explore and use words and text in a range of contexts and to experience a rich variety of books. The teaching of reading is given a high priority and children are taught reading strategies individually and through structured phonics lessons. A learning journal is kept, which is shared with parents, and we actively encourage to read to and with their children.

## **Key Stage One**

In terms of spoken language, children are taught to articulate and justify their answers, respond and initiate comments and use spoken language to develop understanding. Reading is given a high priority and children are taught phonemic awareness, word recognition, grammatical awareness and contextual understanding. They also develop skills such as discussing views about a range of different texts and to make inferences. In writing, children are taught to communicate meaning in narrative and non-fiction texts and to spell and punctuate correctly. In Year Two, children also develop the skills of planning ideas for writing and simple proof – reading. Wherever possible, writing tasks are linked to the classroom themes for that term. Grammar is taught including punctuation, correct word use and sentence construction. Spellings are given as homework each week, and cover the rules such as prefixes, suffixes and silent letters as well as the use of dictionaries and thesaurus.

## **Key Stage Two**

Children are taught to develop their skills of participation in conversation, to discuss and evaluate different viewpoints, to use appropriate language and develop an awareness of audience.

In reading, children explore a range of fiction, non-fiction and poetry, and use their knowledge of words, sentences and texts to understand and respond to these. They begin to read challenging and lengthy texts independently, reflecting on their meaning, analysing and discussing them with others. Children also develop the skills needed to draw their own inferences and justify their views. The teaching of phonics continues, within whole class spelling lessons and group/individual activities

Children are taught the main rules and conventions of written English and explore how the English language can be used to express meaning in different ways. They are taught to use the planning, drafting and editing process, using a purple pen, to improve their work. Spellings are given as homework each week, and cover the rules such as prefixes, suffixes and silent letters as well as the use of dictionaries and thesaurus. Children will also develop their use of grammar, including conjunctions, punctuation, construction of different types of sentences for different purposes and the use of tense. DVD/film clips will be used as appropriate to develop areas of writing.

## **Handwriting**

Handwriting is taught in connection with spelling and in specific handwriting lessons. The formation of letters in Foundation Stage and Reception is based on the Little Wandle scheme, and continue throughout Year One and where appropriate into Year Two. As the children progress through the school, they are encouraged through regular handwriting lesson focusing on:

1. Readiness for writing: gross and fine motor skills leading to letter formation
2. Beginning to join
3. Securing joins
4. Practising speed and fluency (preferred stage to use pen)
5. Presentation skills

Children are encouraged to use appropriate handwriting and presentation styles in a wide range of writing situations.

## **Assessment**

All teachers assess, record and report progress in English in line with the school's Assessment Policy. Assessment frameworks for each year groups demonstrating the criteria for work toward, working at and working at greater depth are displayed in the front of curriculum books and used to track each child's progress.

## **Equal Opportunities**

We aim to provide for the education of children of all ethnic and religious backgrounds. Where children have a physical disability or are children with SEND, we aim to provide resources and learning experiences that will support their learning in English.

## REVIEW

This policy is agreed at a meeting by the Curriculum Committee on 2<sup>nd</sup> November 2023.

Signed by the Chair of Governors:

This policy was agreed by the governing body in Autumn 2023

Date:

It will be reviewed in Autumn Term 2026.