



English Policy

Rosebrook Primary School

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1. Purpose & Aims

At Rosebrook Primary School, we ensure that our children develop skills and knowledge that will enable them to:

- communicate effectively and creatively with the world at large;
- respond critically to a wide range of texts;
- enjoy and appreciate literature and its rich variety;
- improve their vocabulary
- write effectively for a range of purposes.

Early English skills are developed through the practical, systematic and rigorous teaching of phonics throughout EYFS and into Key Stage 1, following Bug Club Phonics. This underpins the teaching of spelling and reading as children enter and progress through Key Stage 2 and enables them to embrace a rich and new vocabulary. Those children who struggle to understand and apply phonics will continue to access interventions using this resource.

Reading is the core of the curriculum, underpinning the other subjects that we teach. Reading systems within school teach the skills that are required to not only decode new words but to understand and apply the other skills that are needed to be a successful reader.

Each week, children in our setting take part in whole class reading lessons focusing on both fluency and comprehension skills. During these lessons, these crucial skills are taught explicitly. Those children who do not meet age related expectations will be given appropriate adaptations to work, additional support by the adults within their class using small group and 1:1 interventions.

Children begin to write in EYFS, via mark making and letter formation. As they proceed into Key Stage 1, they focus on basic punctuation skills and sentence structures. When they are ready, they begin to use the writing cycle to explore the structure of texts and the relevant skills within that text type. Children will be given a chance to practise the taught skills and present these in an independent piece of writing across all areas of the curriculum.

Underpinning all of this learning, is the objective to develop pupils' competence in spoken language and listening via a range of well-structured opportunities which promote awareness of purpose and audience.

2. Agreed Strategies when Teaching Concepts in English

Reading

Reading fluency is taught from EYFS to Year 6 to ensure than children become confident when reading aloud. A consistent planning tool is used to ensure the children are familiar with the structure of the lesson. These lessons are daily in Year 1 and form the main basis of the reading lessons. From Year 2 upwards, reading fluency lessons take place three times per week.

Alongside the teaching of reading fluency, we ensure children are taught the skills that are needed to become confident readers. Throughout reading lessons, the following skills are taught: the meaning of words, inferring and deducing information, making predictions, explaining the author's choice of language, retrieval and recall of information, sequencing and summarising and children are given opportunity to practise these skills using a variety of texts.

These skills have been broken down into small steps using a whole school reading progression document allowing us to maximise the children's understanding of a specific concept. These documents have been devised through consultation with the Trust School Improvement Lead and teaching staff and are regularly revisited and revised.

Vocabulary

To expose children to a wide range of vocabulary and to encourage the use of this, we use our writing and reading lessons to introduce new words and concepts. These sessions explain the word class, put the new word into a familiar context and allow children to explore the new word for themselves. Many of these new words are then placed on display in the classroom to encourage the children to apply them in their own writing.

Children are encouraged to use this new vocabulary within their own writing. Teachers model using rich vocabulary when writing and encourage children to use word maps, working walls and vocabulary books as an independent resource. Children in UKS2 have access to vocabulary books, which they can use during independent learning time.

Writing

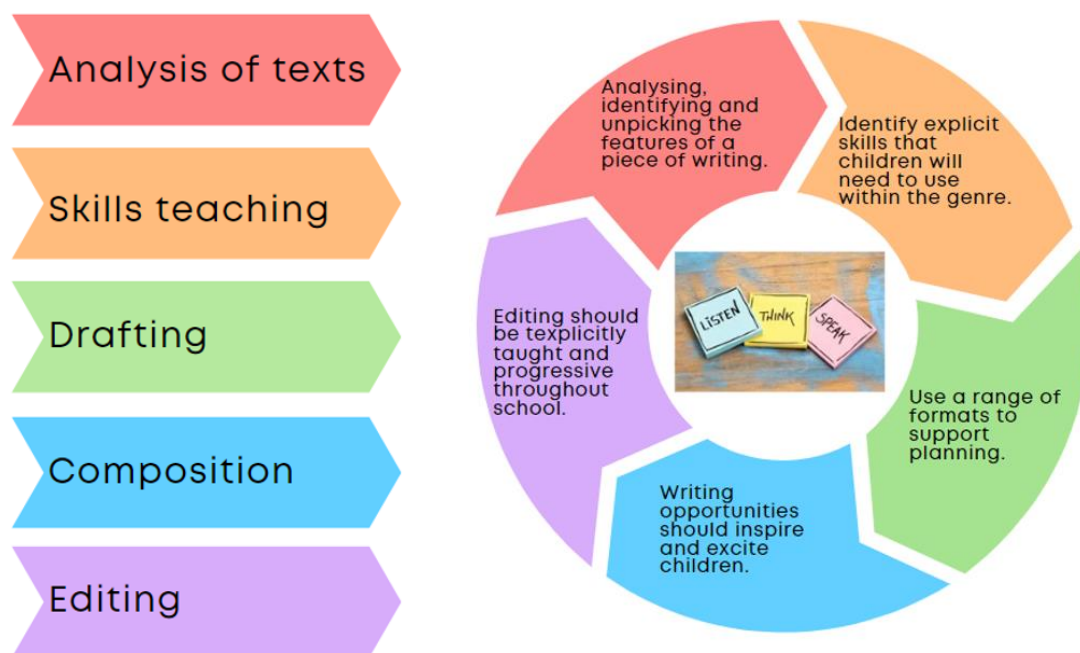
In EYFS and Years 1-5, teachers use "Ready Steady Write," a consistent writing approach. Drawing from the whole school progression document, staff know which text type to teach and the relevant skills for each unit. This ensures teachers focus on the purpose of writing and how each piece connects. Skills are developed over the year and across key stages. Ready Steady Write revisits text types, giving children opportunities to apply new skills to familiar formats. Students are expected to produce a minimum of two extended pieces of writing per half term, along with various incidental writing tasks throughout the process.

Grammar, Punctuation & Spelling

Grammar, punctuation, and spelling are integrated into the beginning of English lessons through "Sentence Accuracy." Often, lessons involve practical activities where children collaborate to practice specific skills. Teachers may also dedicate full lessons to grammar concepts based on ongoing assessments. Additionally, children are exposed to a wide variety of texts across the curriculum, and teachers are encouraged to create purposeful links between subjects.

3. Writing Cycle

Once the high-quality text and text type is chosen from the Ready Steady Write scheme, teachers use a clear writing process to ensure all steps of the writing process are taught. The scheme uses – Immerse, Analyse, Plan and Write. These steps follow the stages outlines within the Trust Principles.



Skills taught during the writing cycle are taken from the Ready Steady Write Progression document, our school assessment system (ITAFS) and from assessment for learning.

Children across school are expected to write regularly and should be given feedback on their writing using our schools marking and feedback policy.

Once a piece is completed, children in KS1 are taught how to proof- read a piece of work alongside adult support. Once moving into KS2, children begin to make changes to their choice of vocabulary, sentence structure and use of punctuation through writing conferences with the class teacher and either written or verbal marking and feedback.

4. Handwriting

Handwriting is taught using Letter Join and teachers should model high standards of handwriting following the school's chosen scheme: Letter-join when teaching and providing feedback. In EYFS and Year 1, children are expected to form letters correctly in print. From Year 2 upwards, children are introduced to pre-cursive, moving to join once they are secure with the letter formation. Handwriting lessons are taught as appropriate in each class. Small-

focussed interventions take place when children are struggling to make progress or have a particular need. In Key Stage 2, pen licences are awarded when handwriting reaches a very good standard and this is celebrated in a weekly assembly.

5. Reading for Pleasure

At Rosebrook, we understand the importance of children's enjoyment in reading. Unfortunately, we also understand that fewer children are willing to sit and read without adult prompt/incentives. Whilst we aim to improve the frequency of reading at home through the use of incentives initially, the long-term goal is that children will want to pick up a book and read at home without the incentive. Through data collection in October 2022, 43% of pupils at Rosebrook Primary School were reading less than 3x a week at home. It is our intention to improve this percentage significantly as reading for pleasure has a direct impact on reading attainment and outcomes.

We believe that reading for pleasure also has many non-literacy benefits and can increase empathy, improve relationships with others, reduce the symptoms of depression and improve wellbeing throughout life (The Reading Agency 2015). Whilst we aim to improve reading at home, we are aware that teaching this love for reading starts in school. Teachers who encourage pupils to read books of their choice for pleasure is a major contribution towards students developing a positive attitude towards reading and a life-long interest in reading. (International Reading Association, 2014). Reading is known as the gateway to education and we believe that pupils who can read well and enjoy reading, will continue their education via reading throughout their adult life.

Some of the ways we encourage pleasure for reading at Rosebrook Primary include:

- Teaching staff creating engaging and inviting reading areas within each classroom.
- Classroom reading libraries regularly replenished with engaging books, suited to pupils' age and ability.
- A school-wide incentive has been created to support children's reading at home habits including regular stamp cards, certificates and prizes each half term.
- School Book Vending machine is used as an incentive
- Teaching staff to make the best use of the local area and plan educational visits to the local library.
- Teachers to choose the best texts available to supplement the curriculum.
- Reading Ambassador roles appointed within each classroom where pupils have the opportunity to share their opinions on current or future reading practices at Rosebrook.
- Recommended Reads are displayed across school for children.

6. Teaching of Phonics

Please see the Phonics and Early Reading Policy for further details.

7. Supporting Pupils with SEND

At Rosebrook, we aim to be fully inclusive and all children, regardless of ability or additional need have access to the full curriculum, where possible taking into account the views of their parents and needs of the individual. Where appropriate, the curriculum is modified and differentiated to enable children to access lessons alongside their peers. We try to provide pupils with the range of provision and support considered necessary for them to reach their full potential. All pupils have equal opportunities to participate in as many aspects of school life and the broad and balanced curriculum and as possible. There is equal focus on all pupils making expected progress, whatever their starting point, and on identifying an individual's particular talents and potential.

8. Assessment & Moderation

Both formative and summative assessments are used to support teacher judgements of the attainment of pupils. Assessment of English at Rosebrook will be:

- In non-statutory year groups, NFER tests are used as summative reading assessments. In statutory year groups, the children will be assessed against the STA end of keystage assessment past papers. The schedule for which STA tests should be utilised will be agreed with the trust and shared with schools in the Autumn term of each year.
- Termly moderation of teacher judgements in English will take place with the English Subject Lead and Senior Leadership Team. Cross moderation with other schools in the trust also takes place on a termly basis.
- Throughout the year, the English Subject Lead will take samples of books from all year groups, conduct 'Pupil Voice' and analyse data to verify judgements, assess quality of mathematical teaching and spot trends/ areas for development across school