



Let Your Light Shine
Matthew 5:16

ENGLISH POLICY	
This policy and its procedures and implementation sit alongside the English Curriculum Documentation	
The policy can be found on the Team drive: policies: policies: curricular policies	
Policy Reviewed by with/without changes: Standards Committee	
Cycle of Policy Review: Annually	Policy Ratified: December 2025

Intent

The National Curriculum forms the basis for all teaching of English ensuring continuity and progression in an age-related curriculum. We also use up-to-date research to inform practise such as 'The Writing Framework 2025.' In addition, teachers make sure the content is relevant and motivating by delivering through a range of themes and topics. Our English curriculum has been developed to recognise the importance of reading and writing in every aspect of daily life and to develop children's love of reading, writing and communication. We aim to develop a culture where children love to read for pleasure, take pride in their writing and can clearly and accurately adapt their language for a range of texts. We want to inspire children to be confident in the art of speaking and listening and to be able to use discussion to communicate and further their learning.

Our intent is to enable children to:

- Read fluently and with good understanding.
- Read for pleasure and learning.
- Have confident transcription skills (spelling and handwriting).
- Write clearly and accurately, adapting their language and style in and for a range of contexts, purposes and audiences.
- Develop a love of writing and to be able to express their thoughts and ideas clearly and creatively through rich vocabulary.
- Confidently use the essential skills of grammar, punctuation and spelling.
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- Use discussion in order to learn; they should be able to elaborate and clearly explain their understanding and ideas.
- Become competent in speaking and listening.

Implementation

We ensure that our English teaching and learning provides many purposeful opportunities for reading, writing and discussion. We use a wide variety of experiences, quality texts and resources to motivate and inspire our children. All pupils receive a daily English lesson as well as opportunities for cross curricular links across the school day. Teachers create a positive reading and writing culture in school, where both are promoted, enjoyed and considered 'a pleasure' for all pupils. Time is given for children to write at length during our units of work in English. Promotion of reading is also developed through teachers reading out loud regularly to their class, storytelling happens every day in our classrooms. Our guided reading curriculum is taught through our programme of English, using VIPERS to support all key reading skills. This is delivered daily for 20 minutes in individual year groups. Guided reading texts are pitched for each year group to ensure that the texts are challenging. Teachers follow our guided reading progressive objectives to ensure consistency, coverage and progression term on term. To develop reading fluency when decoding is secure, we use the 6p's acronym to

support this through modelled, shared and independent reading aloud. The various aspects of reading aloud have been separated into six key elements to support fluency, enjoyment and understanding of texts: punctuation, passion, power, pace, pause and pitch. Where children do not have a fluent style after phonics and decoding, intervention is put into place to support this through Little Wandle Fluency.

We encourage our children to use a wide and rich vocabulary, being adventurous with their language. We aim for children to become fluent readers through reading in and out of school and support our parents on their child's reading journey too. Displays of writing, in class, shared areas and on the school website, give a purpose and audience, to encourage pride in work and to show that work is valued. Reading and writing events (throughout the year) encourage and promote enjoyment and opportunities to develop lifelong learning. Pupils in EYFS and KS1 to have daily phonics sessions, following Little Wandle, a rigorous Systematic Synthetic Phonics curriculum. This is continued in KS2 for children who need to continue with intervention in this area with our Rapid Catch-up programmes. English is taught through a mastery approach making adaptations as appropriate to support and challenge children further. We have high expectations of all children. From the start of the reception year until Year 2, spelling should be taught through Little Wandle phonics. Children should be taught to spell words by saying the word clearly before segmenting it into the correct phonemes. After that, they then use known GPCs to represent the individual phonemes with the correct corresponding graphemes. Pupils are asked to write at other times of the day so they are able to apply their phonics knowledge and begin to build their identity as a writer. Dictation as part of phonics teaching is also taught and is continued in Key Stage 2 to practise transcription and avoid cognitive overload. Children are encouraged to use their 'Grow the code' to help them spell throughout primary school. In Key Stage 2, children learn spellings through Active Spelling. This encourages knowledge in phonology, morphology, orthography, etymology and graphology. These are 20 minute daily sessions which are systematic in approach including low stakes assessment, new words and application of the word.

Impact

To ensure children not only acquire the appropriate age-related knowledge linked to the English curriculum, but also skills which equip them to progress from their starting points, and within their everyday lives and beyond primary education. Pupils will be confident in the art of speaking and listening and to be able to use discussion to communicate and further their learning. They will be able to read and write fluently both for pleasure and understanding to further their learning and use and enjoy writing across a range of genres. Pupils of all abilities will be able to succeed in all English lessons because work will be appropriately scaffolded and adapted to suit support, challenge and learning style. We aim for children to have a wide vocabulary and to be adventurous with vocabulary choices within their writing. Pupils of all abilities will succeed in all English lessons because work will be appropriately adapted.

Teaching and Learning

Statutory Requirements Statutory requirements for the teaching and learning of English are set out in the National Curriculum in England (KS1 and KS2) and in the statutory framework for the Early Years foundation stage (EYFS). The overarching aim for English in the National Curriculum is to promote high standards of language and literacy by allowing children to develop a confidence in spoken and written word, and to develop their love of literature through widespread reading for pleasure.

Organisation

In EYFS, children have daily phonics sessions using Little Wandle in order to develop essential skills such as blending, segmenting and grapheme-phoneme correspondence which prepare our learners for early reading and writing. Within the classroom, learners are provided with opportunities to develop their communication, language and literacy skills on a daily basis, with a focus on child initiated activities. The children have continuous access to a range of materials to experiment and practise mark making/letter formation (and eventually to practise and apply taught skills) and other learning areas, such as the role play, reading areas outdoor provisions, are enhanced to provide children with the opportunity to read and write in a range of contexts and for enjoyment. The children have access to a range of texts, including fiction and non-fiction, and enjoy daily 'story time' in which they become familiar with stories and authors and begin to develop a love of reading. Adult led activities in the EYFS are often linked to cross curricular topics, stories, poems or nursery rhymes.

In Key Stage 1, daily phonics sessions are continued using Little Wandle. As children progress through the phonics phases, there becomes an increased focus on spelling and spelling rules. In English lessons, teaching and learning activities are often linked to cross curricular topics. Children study fiction, non-fiction and poetry

and begin to compare characteristic features of writing. They learn how to apply these features in their own writing and begin to write at length. In Key Stage 1, children will write for a range of purposes. The children learn the key grammatical features and how to apply these into their own writing. Writing skills are developed across the curriculum and children are provided with opportunities for cross curricular writing. These may be linked to themes related to Science, History or Geography or other curriculum areas such as Religious Education. For reading, the children work through Little Wandle reading scheme books which are appropriate for their reading ability and aspects already taught in the classroom. Children also take home a 'Read for Pleasure' book to share with parents to encourage a love of reading. Each child has a Little Wandle guided reading group session three times a week in order to develop their decodable reading and comprehension of texts. Children are encouraged to develop a love for reading through daily story time and access to a comfortable and inviting reading environment.

In Key Stage 2, children learn key grammatical features from the National Curriculum as part of their English lesson. To develop spelling further we use Active Spelling in Key Stage 2 to deliver National Curriculum expectations. The children are then expected to apply their acquired knowledge to independent and guided writing activities. Guided reading sessions take place daily and focus on particular reading skills such as fluency, understanding vocabulary, retrieval, inference, predictions, explanation, summarise and sequencing. Teaching staff follow the guided reading overview with week-to-week objectives mapped out to ensure progression and consistency.

In Key Stage two, we ask our children to read three times a week outside of school as part of their homework. We ask them to write down what they have read so we can use this to see their choice of books outside of school and engage in 'book talk' with children about their reading outside of the classroom. Teachers will check this homework once a week.

In LKS2, children are asked to record their reading. In UKS2, children are asked to record their homework and reading and their diary is signed by a parent in preparation for Secondary school.

Approaches to reading

At Ellison Boulsters, we aim to develop a love of reading throughout school. Reading is a key skill that develops our knowledge and understanding to engage with the world around us. Not only does it provide us with widened vocabulary, comprehension and deeper understanding across the curriculum, it also provides a sense of comfort, mindfulness, relaxation and fun.

Learning to read in EYFS and KS1 is developed in accordance with the Little Wandle Letters and Sounds Scheme and the Ellison Boulsters 'Phonics' policy.

VIPERS

VIPERS is an acronym to aid the recall of the six reading domains as part of the National reading curriculum. They are the key areas children need to know and understand in order to improve their comprehension of texts.

Vocabulary

Inference

Prediction

Explanation

Retrieval

Sequence or Summarise

The six domains focus on the comprehension aspect of reading and not the mechanics: decoding, fluency, prosody etc. VIPERS is a method of ensuring that teachers ask, and students are familiar with, a range of questions. They allow the teacher to track the type of questions asked and the children's responses to these which allows for targeted questioning and effective assessment of skills.

During the first phase of our English units of work, VIPERS is used alongside quality texts to develop reading skills. It is also used in daily Guided Reading sessions throughout key stage 2. To ensure coverage, teachers are asked to use the Ellison Boulters Guided Reading progression ~~Spine~~ to develop understanding and comprehension skills of fiction, non-fiction and poetry. Skills are mapped throughout the week and over the term to ensure all six domains are covered and taught.

Fluency

To develop reading fluency when decoding is secure, we use the 6p's acronym to support this through modelled, shared and independent reading aloud. The various aspects of reading aloud have been separated into six key elements to support fluency, enjoyment and understanding of texts.

Pitch: The musicality of the reading voice – including tone and intonation.

Power: The strength given to the reading voice – including volume and stress.

Pace: The speed and rhythm at which we read.

Punctuation: The adherence to and understanding of the marks an author has placed upon the page.

Pause: The knowing of when not to read and for how long.

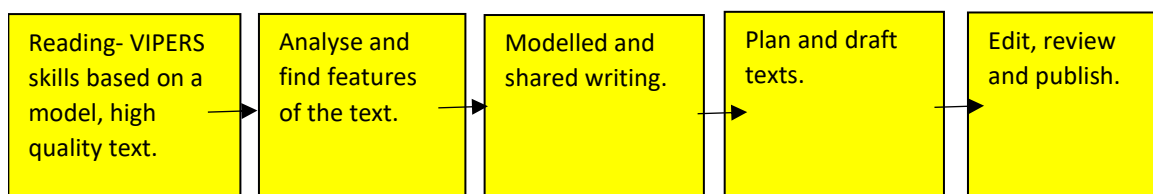
Passion: The emotion of the reading – including empathy and sympathy and the development of a reader's love for the written word.

~~We use Tim Rasinski's rubric to assess fluency in KS2.~~

Approaches to Writing

Our aim is to develop children's ability to produce well-structured writing with appropriate detail, in which the meaning is clear and the interest of the reader is engaged. Our approach to writing aims to instil the importance of transcription and composition, as highlighted in the National Curriculum and the Writing Framework. Throughout the school, teachers follow the long-term English overview to ensure that all text types, grammar and spelling are covered throughout the year group in accordance to the National Curriculum.

Throughout units of work, teachers follow the learning sequence:



Talk for Writing approaches to modelled, shared writing and planning and in different genres text are used. Children are given regular opportunities to write in a range of contexts and for a variety of purposes. Long term English planning across both key stages covers the range of text types set out in the National Curriculum, ensuring a breadth of coverage and where possible it links to cross-curricular topics. As a school, we recognise and appreciate the importance of technology in developing English skills. This may include the use of video clips, sounds, touch-typing etc.

Teachers deliver transcription through this English time in the timetable through Little Wandle, Active Spelling, Handwriting and Dictation. Handwriting is taught weekly with handwriting bursts twice a week.

Drawing Club

In EYFS and Key Stage One, drawing Club is used for writing to inspire imagination and develop literacy skills. It starts with a story, tale, or animation, and through drawing, children connect with the narrative, build vocabulary, enhance fine motor skills, and eventually make a transition to writing about their pictures. The approach prioritises a child's individual creativity, making the learning process personal and motivational. Drawing club lessons take place daily and has a strong modelling approach from the teacher. The visualiser is used for this for children to see 'real writing' by an adult. Children are taught new words related to the story and encouraged to use them through actions and discussion. They are then guided to write words and sentences working with the teacher using their new words and skills taught. In Year 1 and Year 2, children are beginning to transition from drawing club to 'Curious quests.' This progress allows children to take a deeper look into the skills children need to become writers. Drawing Club is the foundation in Reception that ignites the love for story and mark-making, and Curious Quests is the continuation in Year 1 that deepens this adventure into formal literacy skills like grammar and different writing text types, all while keeping the imaginative play central.

Marking and Feedback

English work is marked in accordance with the Ellison Boulters 'Marking and Feedback' policy.

Monitoring and Review

The subject lead will gather evidence for the delivery of English sessions to ensure consistency across year groups and progression through school. Evidence to support the monitoring process will be:

- Work scrutiny- English lead will look and analyse standards and progression in pupil's books and see evidence of the learning journey. Marking and feedback will be monitored to ensure marking is moving learning forward.
- Planning- Teachers planning will be reviewed to ensure coverage and consistency across school.
- Long term planning is reviewed on an on-going basis to ensure curriculum coverage.
- Pupil voice- Surveys, interviews and questionnaires may be used to hear pupil's thoughts and opinions about English lessons at Ellison Boulters.
- Lesson Observations- observations of English lessons to be carried out to ensure modelling and scaffolding of skills is taking place and lessons are motivating to develop a love of reading and writing.
- Collecting data- The English lead will ensure attainment and progress in reading and writing by analysing data throughout the year. We use INSIGHT to track pupil progress.

Assessment in English

Reading: (please also see Little Wandle and Phonics policy for assessment in the learning to read phase.)

- NTS assessments are used three times a year from Year 1-Year 6 to assess comprehension of reading.
- Ongoing formative assessment will take place through Guided Reading, 1:1 reading and English lessons using the Ellison Boulters reading tracker in accordance with the National Curriculum to ensure pupils are meeting the expected requirements **for** their year group. These will be recorded three times a year as teacher assessments.

Writing

- Writing will be assessed formatively through the child's independent writing in non-fiction or fiction and marked against the Ellison Boulters writing tracker or moderation materials to ensure progression and pupils are meeting age related expectations. We will have 3 children to track and assess other children from these examples.
- Children in KS1 have many opportunities for guided writing and therefore they also complete an independent write

Learners with Special Education Needs

“Every child has an entitlement to personal, social and intellectual development and must be given the opportunity to achieve his/her potential in learning,” NASEN Mission statement.

At Ellison Boulsters, we believe that all children are entitled to an education that enables them to make progress so that they:

- Achieve their best
- Become confident individuals living fulfilling lives, and
- Make a successful transition into adulthood, whether into employment, further or higher education.

In accordance with the SEND Teacher Handbook (published in May 2022), lessons are planned to ensure that all learners are able to engage in the learning. An inclusive environment is created by: Using the CPA (concrete, pictorial and abstract) method when introducing new concepts for the whole class; allowing children to work alongside their peers and encouraging talk partner discussion; providing modelled examples for those children who need it; pre-teaching to give some learners a head-start or support after a lesson to ensure a concept is understood.

Within the classroom, there should be a range of texts which meet the needs of all learners. These should also be well organised resources to support learners with browsing and making choices. We will teacher learners, especially those who find it more challenging and feel less confident, how to navigate book areas/corners and where to find the texts they will be able to and will want to read. In addition, we will ensure that they have daily reading with adult support. It is essential that they are reading matched books and/or with an adult as much as, if not more than, their peers. Where learners are having additional intervention to support with phonics, these should be in addition to daily reading, not in place of it. We will make modelled, shared and peer talk core to our reading. Talking through any important background knowledge necessary to understand the text, for example the historical and geographical setting for a story can help learners' comprehension and this will be completed in pre-teaching time or linking in other areas of the curriculum to link schemas where possible.

Teachers will consider the physical environment and making displayed print accessible to all learners. We will ensure that print forms part of classroom displays are words that learners have been taught to read or are words that will be taught. Topic-related vocabulary that has been taught displayed on a working wall will support learners with both reading and writing these words. We will ensure that print on display and on working boards is decipherable by using dyslexia friendly fonts or handwriting, and by ensuring writing is appropriately sized. In addition, think about how words can be organised to support learners, for example using different colour backgrounds for different word classes, or organising words in alphabetical order. During VIPERS reading sessions in English or Guided Reading, we will identify new, interesting or useful words in a text or topic together and add them to the working wall/ word banks together. Teachers will refer to these words and model, and encourage learners to use the working wall in their independent writing. Rehearse new words. New vocabulary will be planned for and taught in context. New words will be used in a sentence and give learners time to practise them in context.

Regular assessment is essential to ensure that learners are reading at the most appropriate level – a text which is too tricky can result in frustration and unwillingness, whilst one that is too easy means that learners are not developing through learning new words and concepts. Assessment should also be used as a tool to identify learners' strengths and weaknesses. Running records can be used to assess fluency and decoding ability, and word reading strategies and comprehension can be assessed through verbal discussion around a text or using verbal or written questions during reading. We use the Little Wandle assessment for phonics (see phonics policy), and NTS assessments to assess comprehension. Regular formative assessment takes place and tasks and texts are adapted accordingly.

