



Thythorn Field  
Primary School

---

# English Policy

---

**Adopted By School:**

November 2024

**Review Date:**

November 2025

**Governor Signature:**

A handwritten signature in black ink, appearing to read 'D. J. Regan', is written over a faint horizontal line.

## **Thythorn Field Primary School English Policy**

**‘Reading and writing cannot be separated.  
Reading is breathing in; writing is breathing out’**

At Thythorn Field we teach pupils the skills and knowledge that will enable them to communicate with the world at large, through spoken and written language and help them to enjoy and appreciate literature and its rich variety. We aim to develop children to be enthusiastic, lively writers with an innate desire to read for pleasure. Children will be exposed to quality, diverse and engaging texts that provide positive stimuli for writing.

### **Purpose**

- to establish an entitlement for all pupils
- to establish expectations for teachers and pupils
- to promote continuity and coherence across the school reducing barriers to learning
- to promote a shared understanding of English skills and knowledge, within the school community

### **Aims of the Policy**

To encourage children to:

- be effective, competent communicators and good listeners
- express opinions, articulate feelings and formulate responses to a range of texts both fiction and non-fiction using appropriate technical vocabulary
- foster an interest in words and their meanings, and to develop a growing vocabulary in both spoken and written form
- engage with and understand a range of text types and genre
- be able to write in a variety of styles and forms showing awareness of audience and purpose
- develop powers of imagination, inventiveness, and critical awareness in all areas of English learning
- use grammar and punctuation accurately
- understand and remember spelling conventions
- produce effective, well presented written work

### **Statutory Requirements**

The National Curriculum (2014) is divided into Key Stage 1, Lower Key Stage 2, and Upper Key Stage 2. By the end of each Key Stage, pupils are expected to know, apply, and understand the matters, skills and processes specified in the relevant programme of study. It gives detailed guidance of what should be taught at each key stage, to reach age related expectations (A.R.E.), under the following headings:

- Spoken language
- Reading – Word reading, comprehension
- Writing – transcription, spelling, handwriting, composition
- Grammar

### **Teaching and Learning - Planning**

The National Curriculum (2014), and the more recent Reading Framework requirements form the basis of teaching and learning. Teachers work towards independent learning and plan for different working groups e.g. whole class/small group/paired/individual.

Teachers use the National Curriculum (2014) and 'Read to Write' by Literacy Counts to support planning. Subject leaders and colleagues ensure continuity, coverage, and consistency of opportunity for all children. These are used as a basis for short-term planning and are adapted according to the text type and the needs of the children. The length of a unit may vary.

Clear objectives/Can I statements are set for each session and are shared with pupils either verbally and/or written. Teachers scaffold and challenge according to the needs of the pupils and use assessment results and live teacher assessment to inform intervention programmes for targeted same day/same week support.

Early Years, Year 1, Year 2, and Year 3 where needed, follow the new validated Twinkl phonics programme which is followed meeting September 2022 requirements. English knowledge and skills are embedded and repeatedly developed across the curriculum with links made where appropriate.

ICT is used where it enhances, extends, and complements English teaching and learning. Support staff are used to support the teaching of English in class in the morning, and for interventions where needed. They work under the guidance of the class teacher and SENDCo with small groups of children or individuals.

### **Inclusion**

All children receive quality first English teaching and activities are scaffolded accordingly. In addition, where identified pupils are considered to require targeted support to enable them to work towards age-appropriate objectives, intervention programmes are implemented. The class teacher and SENDCo decide which intervention programmes will be used in school on a daily/weekly/termly/annual basis. The Headteacher, SENDCo and class teacher monitor progress of these pupils.

The needs of children with English as an additional language will be met through planning and support where appropriate. This is supported by the equal opportunities policy.

### **Parental/Community involvement**

We value parent involvement in children's development of English and promote a home school partnership in the following ways:

- lesson sharing
- sharing information – newsletters, Thythorn website, text service messages, parents' evenings, open days, and parents' leaflets
- celebrations – assemblies, school performances, displays, book fairs
- homework - in line with our homework policy and home/school agreement

Parents are welcomed into the school to support children in English. Guidance is provided by the teacher in line with our policy for volunteers in school.

We have strong links with local playgroups and secondary schools to ensure smooth transition.

The local library supports the school to promote reading through holiday schemes/competitions.

## **Assessment, Recording and Reporting**

Assessments are made in line with the school assessment policy. Teachers report to parents twice a year at parents' evenings, via termly Snapshot reports, and in the annual report to parents at the end of the academic year. Children are assessed: on entry to school; termly in all year groups; and are formally assessed via SATs at the end of Key Stage 2. Analysis of assessment data is used to set targets and whole school key priorities with English.

Teachers use assessment to ensure planning is based on prior attainment, identifying gaps in learning, and informing future planning, as well as intervention focused groups, and ensure that pupils know what they need to do to achieve the next steps. Marking is in line with the school marking policy.

The teacher keeps individual records. These include a reading record folder and any other information that enables the teacher to deliver an effective, relevant curriculum which builds on prior attainment and meets the needs of pupils.

## **Staff Development**

Teachers are expected to keep up to date with subject knowledge and use current materials that are available in school or on Government websites.

Training needs are identified through whole school monitoring and evaluation, performance management and through induction programmes. These will be reflected in the School Improvement Plan. The Headteacher, SENDCo or English Leader will arrange for relevant advice and information, such as feedback from courses or newsletters, to be disseminated at staff meetings and on inset training days. Additional adults who are involved with intervention programmes will receive appropriate training.

## **Resources**

A comprehensive range of resources are available in school. Every class has access to a selection of reference books e.g. dictionaries, thesauri etc. Age/stage-appropriate guided reading books, half class sets of books to drive teaching and learning, and additional teacher resources e.g. CPD and supporting resources are kept centrally.

The school library contains a wide range of fiction and non-fiction books. In addition to this, we subscribe to Library Services to access specific themed/topic focused resources and artefact boxes. There is also a variety of pupil reading material which includes magazines, newspapers, pamphlets, leaflets, posters, etc.

Each year the school holds at least one book fair. Other events may include special displays, library visits, visiting authors, visiting drama specialists e.g. Shakespeare theatre workshops.

## **Approaches to Reading**

### **Aims**

To enable children to:

- develop positive attitudes towards reading so that it is a pleasurable and meaningful activity
- use reading skills as an integral part of learning throughout the curriculum

- read and respond to a variety of texts whilst gaining increased level of fluency, accuracy, independence and understanding
- develop different strategies for approaching reading and be able to orchestrate the full range of strategies

### **Entitlement**

Pupils have access to a wide range of reading opportunities that include:

- whole class reading
- shared reading
- guided reading
- regular, independent reading
- home/school reading
- hearing books read aloud via audible or internet sources
- selecting own choice of texts
- reading in other subjects

The Programme of Study from the National Curriculum (2014) and the Reading Framework provides a detailed basis for implementing the statutory requirements for reading. Much of the criteria is taught in English lessons, particularly during shared and guided reading sessions, with purposeful connections made to cross curricular learning for pupils to gain deeper meaning. Additional time is timetabled on a regular basis for adults modelling good practice in reading. There is time set aside for independent reading, using the library, listening to whole class stories and research linked to other subjects.

Reading at home is regarded as an important part of reading development. Parents are encouraged to listen to their child reading aloud at least three times per week.

### **Resources**

There is a wide range of reading books in school. The school library is an important resource, and pupils are taught how to use it appropriately. Pupils are encouraged to have a school reading book alongside a library book.

All teachers provide a diverse and stimulating reading environment, promote book ownership, and recommend books to pupils. Classroom and central displays are language rich, and books are displayed to highlight and promote authors, genres and themes, and books in general.

### **Approaches to Writing**

#### **Aims**

Children should learn to:

- form individual letters correctly in EYFS, leading to a fluent joined and legible handwriting style, giving increasing regard to presentation
- be increasingly aware of the conventions of writing, including grammar, punctuation and spelling
- write in different contexts and for different purposes and audiences
- plan, draft and edit their writing to suit the purpose
- use ICT as a literacy medium for presenting work and manipulating text

## Entitlement

Pupils have access to a wide range of writing opportunities that include:






- shared writing
- guided writing
- independent writing
- writing different text types and narrative styles
- writing in different curriculum areas
- handwriting practice
- collaborative writing
- writing related to own experiences and enjoyment
- writing from a variety of stimuli
- planning, drafting, editing, and presenting
- using ICT

## Teaching and Learning

Teachers promote writing and look for ways to inspire and motivate pupils so that they see themselves as 'writers.' Teachers establish the purpose and audience for writing and make teaching objectives explicit to pupils so they know why they are studying a particular text type, the kind of writing activities they need to undertake and what the expected outcome will be. Thythorn follows 'Read to Write' designed by Literacy Counts. The sequence of learning is the same throughout the school.

## Teaching Sequence Counts



Skills Practise for Sentence Accuracy 	 <b>Immerse</b> 3-4 days	<ul style="list-style-type: none"><li>• Immersion in Vehicle Text</li><li>• Enjoy, explore and respond</li><li>• Determine purpose, audience and form</li><li>• Share Example Text</li></ul>
	 <b>Analyse</b> 3 days	<ul style="list-style-type: none"><li>• Familiarisation with text structures</li><li>• Familiarisation with language features</li><li>• Knowledge for the writer</li></ul>
	 <b>Plan</b> 1-2 days	<ul style="list-style-type: none"><li>• Gather ideas</li><li>• Plan</li></ul>
	 <b>Write</b> 7 days	<ul style="list-style-type: none"><li>• Modelled and Guided writing</li><li>• Application of writers' skills and knowledge</li><li>• Independent writing &amp; draft, revise, edit</li></ul>

Subject-specific texts that link to planned and purposeful learning and knowledge in other areas may also be used in English lessons to support the wider curriculum. Teachers use shared writing to model the writing process. Shared reading and writing provide a context for discussion and discovery, demonstration, and interrogation, of grammatical features at word level, sentence level and text level. Learning is scaffolded using spelling/word banks, collaborative work, and peer or adult support. Teachers encourage discussion as an integral part of the process.

Teachers timetable opportunities to practise and improve handwriting and encourage pupils to develop a fluent, joined, legible style in writing opportunities across the curriculum. A mixture of whole class, small group and individual teaching is planned.

### **Resources**

Each class has access to a range of materials to support the writing process, including a set of age-appropriate dictionaries, thesauri, word banks and supporting helper sheets to provide examples and independent learning.

### **Approaches to Speaking and Listening**

#### **Aims**

Children need to be able to:

- communicate effectively, speaking with increasing confidence, clarity and fluency
- participate in discussions and debate in a variety of contexts
- listen to the views, opinions, and ideas of others with increased interest
- articulate ideas and thoughts clearly with appropriate tone and vocabulary recognising audience
- respond to questions and opinions appropriately
- retell stories and poems which are known by heart
- ask questions with increasing relevance and insight

#### **Entitlement**

Pupils have access to a wide range of speaking and listening opportunities that include:

- talking about their own experiences, recounting events
- participating in discussion and debate
- retelling stories and poems
- expressing opinions and justifying ideas
- listening to stories read aloud
- presenting ideas to different audiences
- taking part in school performances
- responding to different kinds of texts
- talking to visitors in school
- listening to ideas and opinions of adults and peers
- role-play and other drama activities across the curriculum

### **Teaching and Learning**

Teachers provide a wide range of contexts for speaking and listening throughout the school day. Teachers model speaking clearly. This includes clear diction, reasoned argument, using imaginative and challenging language and use of Standard English. Listening is modelled as is the appropriate use of non-verbal communication, respecting the views of others even if they differ to their own: reinforcing key elements of PSHE. Teachers are also sensitive in encouraging the participation of retiring or reticent children.

Learning takes place in a variety of situations and group settings. For example, these could include reading aloud as an individual, reading aloud to an audience, working collaboratively on an investigation, reporting findings as a newscaster, interviewing people as part of a research project, acting as a guide for a visitor to school, responding to a text in shared or guided reading.

## **Approaches to Spelling and Phonics – following the updated Reading Framework criteria**

### **Aims**

Children need to be able to:

- understand the principles underpinning word construction (phonemic, morphemic, and etymological)
- recognise how (and how far) these principles apply to each word to learn to spell words
- practise and assess spelling
- apply spelling strategies and proofread
- use a range of approaches to learn and spell irregular words

### **Entitlement**

Children have access to a wide range of spelling opportunities that include:

- EYFS – Y2 following a validated scheme/approach to progress with phonics, with supporting reading books to match current phonics stage
- learning and practising phonic/spelling patterns and high frequency words
- Y3 – Y6 following the Ready Steady Spell approach for learning new spellings and attempting unknown word
- using a variety of kinaesthetic activities
- using word banks
- adopting a 'have a go' attitude when writing, using spelling strategies learned and applied to own writing
- using proof reading and redrafting opportunities
- using dictionaries and thesauri.

### **Teaching and Learning**

- EYFS – Y2 teachers follow the Twinkl validated phonics scheme.
- Y3 – Y6 teachers follow the Ready Steady Spell approach
- teachers reinforce spelling through live marking and shared, guided, and independent reading, writing and home activities
- children can use spelling aids during independent work e.g. word banks and dictionaries

### **Monitoring and Evaluation**

This policy will be monitored by teachers, English Leader, the Headteacher and English Governor. Annual monitoring includes planning; teaching and learning drop-ins; environment walks; work sampling and moderation.

Having identified priorities with the Headteacher, the English Leader constructs an action plan that forms part of the key priorities in the School Improvement Plan.