



# Tenbury CE Primary Academy

## English Policy

‘Therefore encourage one another and build each other up.’

Thessalonians 5:11

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- **Statement of intent**

Sound English skills are essential for progress across the curriculum and to prepare pupils effectively for tasks of adult life.

All teachers have a responsibility to develop pupils' competence in reading, writing, speaking and listening in their own subjects and to ensure that pupils become competent users of language, and can access the curriculum effectively and achieve their potential.

The development of literacy skills across the curriculum will be implemented according to the following guidelines:

- Schemes of work will specify how literacy skills are reinforced within their subject areas (see overview attached).
- Staff will follow whole school policies on marking and literacy.
- Pupils lacking basic literacy skills will be identified, and the special educational needs coordinator (SENCO) and head of literacy will advise teaching staff on supporting pupils with reading and writing difficulties.
- All assessment and testing will take place according to the school's Assessment Policy.
- Teachers will be expected to uphold high standards and deliver lessons of high-quality, using effective and up-to-date teaching methods and tasks.

### Equality Statement

We value equal opportunities for all of our pupils. All teaching and non-teaching staff at Tenbury C of E Primary Academy are responsible for ensuring that all pupils receive equal education and access the curriculum at a level appropriate to their needs regardless of gender, ability, race, culture, social background, religious beliefs or any disability.

Tenbury CE Primary Academy wants all pupils to fulfil their literacy potential and aims to provide an environment and a quality of teaching in which that can be made possible.

# 1. Statutory requirements

- 1.1. The statutory requirements for primary literacy and English, both teaching and learning, are outlined in the DfE's 'National curriculum in England: English programmes of study' (2014), and in the 'Communication and Language' sections of the 'Statutory Framework for the Early Years Foundation Stage' (2024).

# 2. Key roles and responsibilities

## 2.1. The headteacher:

- Is responsible for the day-to-day implementation and management of the English Policy of the school.
- Has responsibility for handling complaints regarding this policy as outlined in the school's Complaints Policy.

## 2.2. The governing body:

- Is responsible for overseeing and reviewing the whole-school English curriculum delivery and should regularly receive updates on the progress of literacy provision within the school, ensuring high standards are upheld.
- Has overall responsibility for the implementation of the English Policy and procedures of the school.

## 2.3. Teachers:

- The literacy coordinator/lead will oversee the implementation of literacy teaching and learning, as well as the delivery of cross-curricular literacy skills.
- All teachers will be responsible for ensuring a high-quality of teaching, allowing development and progression of pupils' literacy skills.
- Tenbury CE Primary Academy recognises the important role that computing and technology have to play in the development of literacy skills and teachers will implement these modern and interactive approaches to learning as and when appropriate.

# 3. Reading guidelines

At Tenbury Primary, we aim to make all of our pupils 'readers'. We aim to ensure a balanced mix of approaches to reading so that our pupils achieve the skills required, a positive attitude, confidence, as well as interest and a life-long love of literature.

Teachers will use a variety of strategies to ensure pupils are receptive and engaged with the fundamental skills and competencies of reading. Also, there will be a growing emphasis on shared reading sessions, through the key stages, where children have the opportunity to develop reading strategies and discuss texts in detail during guided reading sessions. Additionally, independent reading provides time for both assessment and one-to-one teaching.

- 3.1. All pupils will have access to books from the school library. Pupils should also be encouraged to join their local public libraries and become enthused by reading.
- 3.2. Pupils in KS2 will use Accelerated Reader to support and aid their reading.
- 3.3. Pupils in Key Stage 1 and Year 3 are expected to read at least three times a week and pupils in Year 4, 5 and 6 are expected to read at least four times a week, with details recorded in their Reading Record. This is monitored by class teachers who will discuss with parents and implement a consequence if the expectation isn't met.
- 3.4. During English sessions, and at other times during the school day, pupils across the school will engage in group reading. This will be in groups, pairs or 1:1 pre-assigned by their teacher.
- 3.5. Staff should provide opportunities for all pupils to show they are developing an understanding of words, sentences, grammar and information they are using.
- 3.6. All staff should be aware of the specific requirements of their subject and should prepare pupils where necessary. This could mean, for example, producing a glossary of specific terms used in a particular test, topic or textbook, as many staff already do.
- 3.7. For pupils at an early key stage 1 phase (Year 1), teaching will be focussed on establishing and developing phonic skills, vocabulary and a basic understanding of content meaning in a group environment (with help of teaching assistants) using the Read Write Inc Phonics Scheme.
- 3.8. Pupils at a later key stage 1 stage (Year 2) will continue developing these skills whilst taking on more complex words, grammar and texts. Pupils should be increasingly encouraged to read independently at allocated times to help develop an enjoyment for reading.
- 3.9. At lower key stage 2 (Years 3 and 4) the emphasis is more on comprehension than word reading but pupils should increase understanding of different and more complex words. Greater independence should be given to this age group to allow the development of attitudes and individual understandings of what they read.
- 3.10. Upper key stage 2 pupils (Years 5 and 6) should require no word teaching, with focus on diversifying their reading repertoire to multiple text types and styles. Alongside independent silent reading, group discussions should take place with suitable supervision so pupils can share opinions on what they have read.
- 3.11. Those struggling to grasp de-coding and/or comprehension skills should be referred to the SENDCO who will liaise with the appropriate staff to implement support.

## Key Stage 1 Guided Reading Sessions

Guided Reading takes place in addition to English lessons throughout Key Stage 1. In Key Stage 1, teachers work with a focus group each day to improve the quality of reading and comprehension. Each child participates in a group focused reading session with a teacher or teaching assistant twice a week. Groups who are working independently, are given tasks appropriate to their level, as well as time to read for pleasure. During Guided Reading sessions, The Pawsome Gang (Vocabulary Victor, Iggy Inference, Predicting Pip, Rex Retriever and Sequencing Suki) help KS1 pupils with their comprehension. Each reading content domain is represented by a dog to provide the children with an image to think of and character to befriend to support their understanding of the content domains.

## Guided Reading in Key Stage 2

In Key Stage 2, children participate in whole-class guided reading sessions four times a week. They are also given time to independently read and complete AR quizzes. During whole class guided reading sessions, children follow the VIPERS skills needed in order to become competent and confident readers:

**V= vocabulary**

**I=inference**

**P= prediction**

**E= explanation**

**R= retrieval**

**S= summarise**

## Read Write Inc Book Bag Books in Key Stage 1

Children in Key Stage 1 (and in Reception when appropriate) are given decodable RWI Book Bag Books on a Monday and they are collected in on a Friday. The scheme ensures that the book each child reads at home directly relates to the sounds they have learnt in class. When children have completed the RWI scheme, they move onto book bands, starting at purple level.

As well as the RWI book bag books, we are also fortunate to have access to a broad range of high quality books within our School Library. The children will be able to choose a book from the library to share and enjoy reading at home with an adult each day. We want pupils to be reading picture books, wordless picture books, poetry, traditional tales, graphic novels, fiction and non-fiction. Whilst their Read Write Inc 'Book Bag' book will help develop fluent decoding and understanding, it is very important that they have a broad and rich literary diet.

## 4. Writing guidelines

At Tenbury CE Primary Academy, we are committed to providing pupils with the two core competencies of writing – transcription (spelling and handwriting) and composition (structuring and articulating ideas) – as set out in the National Curriculum (2014) guidelines, so they are able to communicate and structure their ideas in a correct and coherent manner.

- 4.1. Throughout the year, staff will reinforce the fundamental literacy skills with pupils whenever they are engaged in writing tasks, ensuring sufficient development.
- 4.2. In English lessons, staff are using the 'Talk For Writing' teaching framework, created by Pie Corbett, which raises standards and accelerates progress. 'Talk for Writing' is based on the principles of how children learn. It enables children to imitate the language they need for a particular topic orally, before reading and analysing it and then writing their own version. The movement from **imitation** to **innovation** to **independent application** is adapted by teachers to suit the needs of the learners in their class. The learning sequence begins with a 'cold task', with minimal teaching input, in order to assess the learning needs of the children and ends with a 'hot task', enabling teachers to assess the effectiveness of the previous lessons and the progress the children have made.
- 4.3. Alongside the teaching of English, staff will use and embed the 'DADWAVERS' strategy to support the composition of children's writing across KS2. 'DAD' will be taught in year 3, 'DADWAV' in year 4 and 'DADWAVERS' in year 5. In year 6, 'DADWAVERS' will continue to be used and mastered. In KS1, once basic sentence structure has been taught, children are introduced to BOYS sentences and 2A sentences (taken from Alan Peat: Creating Exciting Sentences)
- 4.4. Staff will encourage pupils to use a neat, cursive handwriting style and insist on a good presentation and care of written work. Pupils will be expected to develop fluent legible and eventually, speedy handwriting. Those struggling to grasp handwriting skills and those unable to formulate letters on the page should be referred to the SENDCO who will liaise with the appropriate staff to implement support. Also, as required by the national curriculum, left-handed pupils will receive the proper teaching to meet their needs as they develop writing skills.
- 4.5. Children will be introduced to handwriting pens from Year 3 onwards for handwriting lessons using a quality pen supplied by the school. The children will continue to use a school pen for handwriting practise in Y4 but by the end of year 5, all children are expected to be using a pen. As their handwriting improves, Y5 pupils will be able to earn their 'Pen License' during the year and then use their pen for all writing.
  - School pens should be used at all times.

- Blue Ink should be used
  - Biro's should not be used
- 4.6. Staff will reinforce basic skills in writing, reminding pupils of the importance of, and the need to take care with, basic punctuation and spelling.
  - 4.7. At lower key stage 1, the early transcription emphasis is on basic spelling, reciting the alphabet, and on developing cursive handwriting which is introduced in Reception during the Summer term as and when the teacher feels the child is ready. Pupils will learn composition through a range of strategies to carefully formulate sentences alongside correct vocabulary, grammar and punctuation
  - 4.8. At upper key stage 1, pupils are taught the finer details and specificities of spelling, grammar, punctuation and cursive handwriting. They will also be given the opportunity across their schooling to write in a variety of contexts for different purposes, as well as greater independence to develop an interest in writing.
  - 4.9. At lower key stage 2, existing spelling and handwriting skills (should be continuous cursive at this stage) will be refined, and grammar and punctuation advanced. Alongside, teachers will guide classes to begin planning, drafting, editing and evaluating their written work.
  - 4.10. At upper key stage 2 pupils should have a broad vocabulary and be proficient in using it correctly in sentences according to spelling and grammar. Pupils should generally understand, through teaching, the skills and processes essential for writing: thinking aloud to generate ideas, drafting, and rereading to check that the meaning is clear.
  - 4.11. If an extended piece of writing continues over more than one lesson, the short date is written in the margin each day, so that it is clear what has been achieved over a period of time.
  - 4.12. Each term, children in Years 2-6 are given the opportunity to choose a piece of writing from their English book to write up in their 'Smart Write-Up Book'. This enables children to focus on their handwriting and presentation, as well as building up their resilience to write for sustained periods of time, with a finished piece to share with others. The book follows them through each year group and by the end of year 6, children have a book showing their writing from year 2-6.

### Vocabulary

All classes have a 'Power Word Tree' display clearly visible in their classrooms. During each unit of work, new adventurous vocabulary, including synonyms, are introduced to the children. The words are then clearly displayed on the Power Word Tree throughout the year. These words are generated from the RWI programme, Literacy and language scheme of work, Talk For writing

lessons and examples of rich vocabulary which may be taken from other curriculum areas, ensuring that progression occurs throughout the each Key Stage. In EYFS, the vocabulary is introduced through cross-curricular topics.

## 5. Speaking and listening guidelines

Tenbury CE Primary Academy recognises the importance of speech in pupils' development across the whole curriculum - spoken language is the foundation for developing reading and writing skills and understanding. Teaching this aspect of literacy requires four strands of speaking and listening: direct speech, listening, group discussion and interaction, and drama/presentation.

- 5.1. Staff will encourage the development of speaking and listening through activities within each unit of work.
- 5.2. Speaking and listening will be commented on where appropriate in pupils' books.
- 5.3. Children who require extra support in speaking and listening will be referred to the SENDCO who will liaise with the appropriate staff to implement support.
- 5.4. At key stage 2, staff will plan opportunities for pupils to speak articulately in a range of contexts and for different purposes.
- 5.5. Systems such as 'collaborative group work' structures are to be used to ensure active participation in group and class discussions.

## 6. Curriculum delivery

- 6.1. **General aim** – To develop pupils' abilities to read, write and communicate verbally in order to access both the curriculum and each pupil's potential. In addition, attitudes to reading will be targeted in order to promote an ethos of reading for pleasure.
- 6.2. **SEND requirements** – Quality provision for pupils with SEND is a central value of Tenbury CE Primary Academy, and the English Policy reflects this. Teaching assistants are used to support some children, as well as technologies that may aid their learning. Teachers will be competent in identifying pupils' needs and will set work matched to the needs of individuals – depending on ability that may involve altered tasks/curriculum within a different group.
- 6.3. **ICT** – As an increasingly important and integral part of any curriculum, computers and technology will be used in a variety of ways to deliver engaging and interactive lessons and tasks relating to literacy. Furthermore, any technology available that may assist the development of key skills – reading, spelling, grammar, punctuation, pronunciation, phonetics and handwriting – will be utilised (particularly for pupils with specialist needs).

## **7. Assessment and evaluation**

- 7.1. Pupils will be amply prepared for both official and unofficial assessments to accurately gauge a fair representation of the level they are working at. All assessments will take place according to the guidelines set out in the assessment policy.
- 7.2. Staff will ensure the progression and development of pupils through identifying individual and collective strengths and areas for improvement through formative and summative assessments, in line with the school's assessment policy.
- 7.3. Upon progression through key stages, pupils' assessment records and individual reports will be made available to prospective teachers to familiarise and to set appropriate future targets according to current standard.

At Tenbury Primary Academy, we use Headstart tests when assessing children's Comprehension, Reading and Grammar. Children in Key Stage 2 also complete Accelerated Reader tests at the end of each term.

## **8. Monitoring and review**

- 8.1. The English Policy of Tenbury CE Primary Academy shall be reviewed every two years to ensure all aspects of the policy meet the latest statutory regulations and that it is sufficiently up-to-date, so as to help provide the best possible literacy education to pupils. The points set out within the policy should also be realistic, achievable and workable so school staff are able to deliver it effectively in relation to other duties and requirements.

## **9. Early Years Foundation Stage**

Across the EYFS 'Literacy' and 'Communication and Language' knowledge and skills are developed through the continuous provision of the environment. These are supported by quality teacher interactions in play, as well as planned small group and whole class teaching.

To help develop speaking and listening skills, high quality conversations are modelled both with the teaching staff, as well as with children and their peers. Enabling environments provide opportunities to see, hear and experiment with vocabulary. This may be in a factual conversation or a fictitious role play / story. During routine activities such as snack time and nappy changing, quality interaction takes place. New vocabulary is introduced in a variety of ways (e.g. stories, Word Aware, topic, rhyme etc) and opportunities are provided to practise this vocabulary through play, to enable the children to develop a deep depth of understanding.

All children are given the opportunity to express themselves, follow and understand instructions and routines to support the development of good 'Self Regulation' for all children.

Stories, songs and rhymes are carried out throughout the day during small group and whole class activities. Both Nursery and Reception focus on a weekly story, which is

related to the topic. Nursery also send home a 'rhyme of the week', which is shared with parents. Each week in Reception, the children are able to take a story sack home, as well as a reading book, to be shared with their family. In Nursery, the children also have a book bag to take a reading book home. In addition, in Nursery all the children take part in the National Rhyme Time challenge.

Nursery follow Letters and Sounds Phase 1 (aspects 1-7) which builds on the child's listening and speaking skills. Each child's listening and attention skills are monitored using the WELCOM monitoring tool. Speech and language interventions for appropriate children then take place. A phonics workshop is held for parents during the Autumn term, so that they can support their child at home. In Reception, children start learning individual letter sounds through the RWI programme and children are given personalised phonics to take home.

In Reception, the Reception Baseline Assessment is carried out by one of our skilled practitioners. This is a statutory assessment which must be carried out during the first 6 weeks of a child starting their Reception year.

Each classroom has resources available to be selected by the children to support their emergent reading and writing skills. A range of mark making and writing opportunities are also provided.

In Reception and Nursery, a well-resourced book corner highlights the importance of reading to the children, and writing tables have activities based around the skills being taught that week. In Nursery and Reception children also practise writing their names using their name cards. RWI is taught five times a week in Reception in streamed ability groups based on the sounds the children know and their ability to blend as they read. Children are taught to blend sounds to read and segment to spell. At the same time, they learn words which are not phonetically regular (common exception words). When appropriate, the children are given weekly spellings, according to their ability.

In Reception during the spring term, literacy lessons take place 5 times per week and are based on a core text, which changes on a weekly basis. The core text is selected to fit with the wider topic in EYFS, for example Handa's Surprise might be used to add depth to a topic on Journeys. In Nursery and Reception, this text is explored further through focus activities led by an adult. In Reception literacy focus activities are differentiated and writing activities are completed every day for each child and are recorded in their literacy book.

Review Date: March 2027

