

Netherton Junior & Infant School

English Policy 2024 - 2026



This policy will be reviewed every three years and has been agreed by the governing body of Netherton Junior Infant School and will be **reviewed again in September 2026**

Agreed by GB Date:08.05.25

Aims and Objectives

Purpose

This policy reflects the values and philosophy of Netherton Junior & Infant School in relation to the teaching and learning of English. It gives a framework to which all teaching and support staff work in the classrooms. It gives guidance on planning, teaching and assessment. The writing of this policy has been informed by consideration of the following documents which continue to support the teaching and learning of English.

2014 National Curriculum in England: English programmes of study

<https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study>

The Reading Framework 2023

<https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy>

EEF Improving Literacy across KS1

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1>

EEF Improving Literacy across KS2

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2>

EYFS Statutory Framework 2023

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

KS2 Statutory Assessment Guidance 2025

<https://www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-2>

Non-Statutory guidance on assessments and exemplars

Little Wandle phonics scheme, planning and resources

Herts For Learning: Reading Fluency Project 24/25

<https://www.hfleducation.org/>

Sentence Smart

Whole Class Reading structure and planning

Wakefield Metropolitan District Council Moderation Materials for Writing

Spelling Shed resources and planning

Nelson handwriting scheme

Literacy Shed plus resources and planning

Plan Bee resources

Teaching Sparks Planning and resources

Grammarsaurus planning and resources

Audience

This policy document, having been presented to and agreed upon by the teaching staff and Governing Body, is distributed to all members of the teaching staff and the Standards Committee of the Governing Body. Further copies of this policy are available in the general office, on the school network and on the school website.

Aims

Our aim is to provide experiences and learning which will enable children to:

Spoken Language:

- Encounter a range of situations, audiences and activities designed to develop competence, accuracy and confidence in spoken language and to appreciate that different contexts may require different linguistic responses.
- Develop their oral abilities at their own levels, learning to structure descriptions and explanations and develop their understanding through speculating, hypothesising and exploring ideas.
- Develop listening and comprehension skills through a variety of means to include both reciprocal and non-reciprocal situations.
- Express opinions, articulate feelings and formulate appropriate responses to increasingly complex instructions and questions, justifying arguments where necessary.
- Gain an understanding of causality and effect, sequencing, prediction and recall, and a notion of relevance.

Reading

- Read a varied selection of texts and different genres whilst gaining an increased level of fluency, prosody, accuracy, independence and understanding.
- Develop different strategies for approaching reading. These should include a very strong emphasis on phonics in the Foundation Stage and Key Stage One, as well as for some pupils in KS2. Recognition of picture clues, sight words and context will be developed when appropriate.
- Use reading as a means of information gathering and retrieval.

- Display a developing ability to describe, predict, evaluate, deduce and infer. These skills become more finely honed as children move through Key Stage Two and also consider authorial devices and choices of vocabulary.
- Develop positive attitudes towards books so that reading is a pleasurable activity both in school and at home.
- Use their reading skills as an integral part of their learning throughout the entire curriculum.

Writing

- Write in different contexts and for different purposes and audiences, including themselves.
- Form letters correctly, leading to a fluent and legible handwriting style.
- Be increasingly aware of the conventions of writing, including grammar, punctuation and spelling, in order to write extensively and accurately in all areas of the curriculum.
- Work both individually and collaboratively on written tasks.
- Become familiar and adept in the appropriate uses of ICT to enhance the presentation of their writing.

Vocabulary Development

- Expand their vocabulary choices, becoming increasingly more precise in using vocabulary to add shades of meaning to writing.
- Show an understanding of the age-appropriate vocabulary related to all areas of the curriculum.
- Record down vocabulary learnt from quality reading in their wordbooks.

In addition to these aims, the following more specific objectives have been identified as excellent practice and form the backbone of our approach to English teaching throughout the school.

Spoken Language

The children should:

- Listen and respond appropriately to adults and peers.

- Participate in discussions and debates with and to different audiences, with well-structured contributions and speaking audibly and fluently with an increasing command of Standard English.
- Respond orally to a range of written genres and varied stimuli for example: radio, television, visitors, ICT.
- Discuss and evaluate their own work, justifying their choices where appropriate.
- Collaboratively plan activities and role-play activities, considering and evaluating different viewpoints and building on the contributions of others.
- Retell stories and poems, which are known by heart.
- Respond to increasingly complex instructions and viewpoints, asking and answering questions and justifying actions and opinions.

The teachers should:

- Provide an example of clear diction, Standard English, accurate instructions, reasoned argument, imaginative language and considerate attention to speakers.
- Give opportunities to develop spoken language within the classroom, including collaborative discussion work, debates and question and answer sessions.
- Be aware that listening is a skill that increasingly needs to be taught to children and should provide specifically designed activities to this end.
- Provide opportunities for the use of ICT, where appropriate.

The school should:

- Maintain the importance of spoken language skills as facilitators for the whole curriculum.
- Actively encourage listening on a whole-school basis. Examples of this would be through assemblies, presentations to different audiences and the use of whole class productions.

- Continually update spoken language resources, where necessary.

Reading

The children should:

- Relate reading to their own experiences and environment.
- Have a daily opportunity to listen to the teacher read with prosody and fluency and follow the text in their own copy.
- Book club offers the opportunities to ignite that passion for reading with pleasure, to read silently or share books with the realisation that reading time is valuable and should occupy everyone's attention, including that of the teacher. This may be through book shares, reading journal reviews and sharing of new, up and coming new reads.
- Participate in whole class reading lessons throughout school.
- Acquire research skills necessary for the use of dictionaries, atlases and other information books and from ICT based resources.
- Develop the ability to read aloud to others with appropriate intonation, expression and inflection. Planned in weekly whole class reading sessions through partner reads and echo reading.
- Be able to discuss books they have read, relating to plot, characters, themes and their own responses. The use of the class-reading journal is a great way to capture this. It is shared amongst the class each week and is taken home by a different pupil each week.
- Acquire an increasingly large sight vocabulary.
- Be able to bring in books from home and to share them with others.
- Be encouraged to continue the reading process at home.
- Recognise that reading is an essential part of all areas of learning.
- Gain confidence and enjoyment to promote lifelong reading.
- Use the school library and local libraries. Local library competitions are promoted through school assemblies and newsletters.

The teacher should:

- Read aloud (fiction and non-fiction) daily within the class group and in WCR.
- Model the reading and thinking process during whole class reading lessons.
- Keep records of children's achievements through evidence collated in class, group and individual reading sessions, English lessons and assessments in accordance with Test Base summative assessments.
- Value books and show an interest in them by setting a personal example.
- Teach children to read, share books with children on a regular basis and through class story time.
- Provide an attractive and imaginative environment through English displays including various types of books, labels, captions, instructions and questions.
- Highlight the specific links between reading and writing. How reading can inform the child's writing process. How an author can hold the reader by the use of vocabulary and punctuation.

The school should:

- Maintain reading as a valued, high-profile activity which accesses the whole of the curriculum.
- Maintain a selection of high quality reading books in each classroom to promote the reading for pleasure agenda.
- Promote diversity and those with SEND through books and display a good range of books for children to access and take home to read at pleasure.
- Maintain regular take home book swaps from each of the key stage book collections in each phase and introduce children to a wider range of fiction books through careful monitoring and the use of the class log book.
- Give each child the opportunity to visit a library so that they can gain key skills and develop a love of reading. Pupil Librarians also in place.
- Ensure going home reading books match the reading ability of individual pupils.

- Consider new and innovative resources available to support the teaching and learning of reading and consult staff appropriately before purchasing.
- Give more able pupils the opportunity to extend their ability to respond in depth to comprehension questions.

Writing

The children should:

- Experience a wide range of writing activities, to include both narrative and non-narrative writing.
- Relate writing to their own experiences and environment initially before developing the skills to write empathically and research different contexts, themes and genres as appropriate.
- Discuss their writing frequently, talking about the various types and purposes of writing.
- Be aware of the need to write legibly and to use layout and space effectively to aid the reader according to the features of different formats and genres.
- Develop consideration of the needs of a reading audience in terms of punctuation, spelling and the grammatical structures of 'Standard English'
- Become increasingly aware of spelling conventions through application of knowledge of systematic phonics and learned spelling rules. Methods of learning spellings will be taught as outlined in the Spelling Shed Scheme and Little Wandles phonics scheme.
- Experience grammatical vocabulary and metalanguage such as: sentence, verb, tense, noun, adjective, pronoun etc. both in the context of their own writing and through specifically designed activities.
- Read examples of 'good' writing in various forms and begin to recognise the criteria for such writing as they develop the skills to self-evaluate and assess, aiming for high quality writing consistently across the curriculum.
- Have experience of and become accustomed to drafting, redrafting and editing their work when appropriate.

- Write in response to a wide range of stimuli across the curriculum.
- Become increasingly aware of the role of reference books such as dictionaries and thesauri.

The teacher should:

- Model writing for children, sharing and discussing the process as they write.
- Respond positively and with interest to all attempts at writing.
- Assess writing, monitoring progress and providing individual feedback with targets or next steps for improvement.
- Allow children frequent opportunities to respond to marking for improvement.
- Moderate writing within year groups and across the Key Stage. These moderations will take place half-termly in allocated staff meeting times and at cross district network meetings. Y6 teachers will attend the WMDC moderating sessions throughout the year.
- Provide a healthy writing environment, including experimental or emergent writing opportunities for EYFS and Key Stage 1.
- Teach handwriting on a daily basis from EYFS, demonstrating correct pencil grip and letter formation, linking this with the reinforcement of spelling when appropriate. Handwriting sessions need to follow the Nelson Handwriting Scheme and should be carried out daily to revisit, teach and apply all formations.
- Teach and reinforce correct spelling through systematic phonics initially before moving on to the basic spelling rules and the more common exceptions when appropriate. Spelling Shed should be taught three times a week and learning should be assessed with a weekly spelling test and results recorded from KS1 onwards.
- Teach the statutory rules of grammar and punctuation, increasing knowledge, understanding and application progressively, as appropriate.

The school should:

- Highlight writing as an important and valuable tool for all aspects of a child's education.
- Prominently display and celebrate writing of all types, including the children's own writing.
- Ensure each class has a working wall for EGSP and vocabulary the pupils can draw upon when needed.

Curriculum and Organisation

Although English is clearly the ultimate cross-curricular subject, children are taught specific skills and concepts in 'pure' English lessons in mixed ability groups.

Development Matters 2020 and the new National Curriculum outline which areas should be covered in each year group from September 2014. English basic skills are integral to all cross-curricular work and, as such, are embedded throughout all learning.

English in the **Foundation Stage** is split the following areas of learning:

1. Communication and Language (a prime area, which covers 2 strands: listening, attention and understanding; and speaking)
2. Literacy (a specific area) which covers two strands: comprehension, word reading and writing.

Planning and Assessment

Planning will be created by each year group teacher and will be personalised and differentiated to age and ability. Reviews of planning, including its content and effectiveness, take place with the English Lead and Key Stage leaders to ensure curriculum coverage is correct and intentional. Opportunities for teacher assessment will be identified in planning documents, together with opportunities for any pupil self-assessment and peer-assessment.

All teachers use the long term planning and progress documents for reading, writing and spelling and these are available on our website to view.

Assessment in English is continuous, to inform planning and diagnose strengths and weaknesses. In speaking and listening this involves observing children using a variety of spoken language for different purposes. In reading, this involves formal and informal observation and close monitoring of children's developing use of strategies and responses to texts. Summative assessment is gained through more formal comprehension style questions and reading age testing where necessary. In writing, it involves effective marking which is positive,

instructional and developmental. Feedback to children about their progress in English is through verbal comment, discussion and the marking of work.

All pupils' books will be monitored against the standards provided by WMDC and CPD support provided where necessary.

Cross-curricular Opportunities

Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum. Writing at length will be recorded in the English books rather than topic books to avoid diluting the knowledge and understanding from the humanities.

Equal Opportunities

Children of all ethnic and cultural groups, races, genders, sexual orientation and abilities, have equal access to the English Curriculum. Positive images in terms of all groups are promoted throughout the school, both in the use of language and in the provision of resources.

Disadvantaged pupils and SEND

The English skills of disadvantaged pupils will be monitored and progressed through rigorous and continual formative and summative assessments. This information will be used to inform planning and establish what further support is needed. The measure of how successful extra support and interventions have been will be established through future assessment data, with provision being altered accordingly.

ICT

ICT should be used to aid and support teaching and learning wherever possible. Children should be actively engaged in developing their English skills through their own use of ICT.

Health and Safety

Guidelines in the Health and Safety Policy will apply with regard to the use of ICT, all school based activities and out of school activities relating to English.

Resources and Accommodation

A variety of resources are available in school. These include children's reference books, teachers' resources, books/notes, audio equipment and access to ICT and IWBs in classrooms. Resources are shared between all staff,

including visiting students. Stock is stored in the year group areas. Each year group has a selection of non-fiction books for ongoing history and geography work, distributed between classes. The English Lead is responsible for the book stocks in school, maintaining resources and monitoring their use. Colleagues submit resource requirements to the English Lead. Resource purchasing is in accordance with normal school procedures and is based upon the allocated budget. Funding for resources can also be submitted to the PTA.

Communication and Continued Professional Development

The English Lead will receive information and resources which arrive in school and distribute them. English briefings and conferences given by the Local Authority will be attended and all relevant information will be cascaded in staff meetings and/or in regular English Curriculum Network meetings. (The English Lead will keep minutes of these)

Specific individual English development needs for staff will be met in a variety of ways.

Generic needs will be prioritised and addressed through whole staff INSET using appropriately skilled and reputable external providers.

Parental Involvement

Help and support for parents is provided through year group presentations for phonics and early reading in the Early Years and Year 1. A range of supportive information is regularly updated on the school website, including links to websites that can provide further help. An 'open door' policy and the use of planners/homework diaries for non-urgent communication means that parents are in regular contact with teachers with regards to progress in English. Parent/Teacher Consultation Evenings are also used to set English targets and inform parents of the next steps of learning for each child.

Evaluation This policy will be reviewed annually by the Senior Leadership and Management Team, in consultation with the staff, and as and when elements of English are identified or prioritised within the School Development Plan.

Mrs L Douglas

14/10/2024

