



# Crosslee Community Primary School

## English Policy

**Changing Lives in Collaboration – Together We Make the Difference**

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As part of our commitment to be a nurturing school we will offer a range of opportunities within our curriculum for children to build self-esteem, resilience and aspirations, as well as a positive view towards health and self-respect to support their mental health.

We actively promote Fundamental British Values in our school to ensure young people leave school prepared for life in modern Britain. Pupils are taught to regard people of all faiths, races and cultures with respect and tolerance. They are taught to understand that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law.

As a Rights Respecting School we uphold the articles from the United Nations Convention on the Rights of the Child. Children's rights are at the heart of our ethos and culture, to improve well-being and to develop every child's talents and abilities to their full potential.

## Aims

At Crosslee we aim to develop all pupils' abilities within an integrated programme of Speaking & Listening, Reading & Writing.

- ❖ be at the age-related expectations in reading and writing
- ❖ have an interest in books and read for enjoyment as well as information
- ❖ appreciate a rich and diverse range of texts
- ❖ develop a growing vocabulary and an understanding of grammar in spoken and written styles.
- ❖ develop powers of imagination, inventiveness and critical awareness.
- ❖ speak and write with confidence for a range of different purposes

## Requirements

The requirements for the teaching and learning of English are laid out in the National Curriculum (2014) and in the New Early Years Foundation Stage Framework (2021). These requirements are integrated through quality teaching, leading to exciting and successful learning.

## Reading

Throughout the school, children love to hear their teacher read a wide range of fiction, non-fiction and poetry texts. In EYFS and KS1, reading is taught through phonics lessons using the RWI scheme. At the end of Key Stage 1 this leads to whole class reading lessons. Towards the end of Key Stage 1 and in Key Stage 2, children read to learn which involves daily reading sessions and practice sessions. In these lessons children study vocabulary, meaning and authorial intent.

## EYFS

- ❖ read individual letters by saying sounds
- ❖ blend sounds into words made of known letter sounds
- ❖ read simple phrases and sentences
- ❖ re-read books to build confidence, fluency, enjoyment and understanding

## KS1

- ❖ apply phonic knowledge to decode words
- ❖ read sounds accurately by blending sounds
- ❖ read books aloud accurately that are consistent with their phonic knowledge
- ❖ build fluency and confidence in word reading
- ❖ are familiar and can retell fairy tales, traditional tales and key stories
- ❖ link what they read to their own experiences
- ❖ begin to predict what may happen
- ❖ begin to make inferences based on what they have read

## KS2

- ❖ are fluent and confident in word reading
- ❖ use a range of strategies to understand new vocabulary
- ❖ read a variety of texts for different purposes
- ❖ identify how language, structure and presentation contribute to meaning
- ❖ draw inferences based on what they have read
- ❖ make comparisons within and between books
- ❖ summarise paragraphs and texts drawing on the main themes

## Writing

### Handwriting

Transcription is taught through daily handwriting lessons to ensure all children can write clearly and accurately.

#### EYFS

- ❖ mark making
- ❖ pencil grip
- ❖ letter formation

#### KS1

- ❖ letter formation (lowercase and capital letters) starting and finishing in the right place and sizing
- ❖ begin to join some letters

#### KS2

- ❖ join letters and know which letters best left unjoined
- ❖ produce legible joined handwriting

## Composition

Composition is taught through Talk for Writing and children plan, revise and evaluate their work. Spelling, punctuation and grammar are incorporated into all units of work.

#### EYFS

- ❖ spell words
- ❖ write short sentences

#### KS1

- ❖ write simple sentences
- ❖ sequence sentences to write for different purposes
- ❖ proofread to check for errors in spelling, punctuation and grammar

#### KS2

- ❖ identify the audience and purpose
- ❖ plan, write, draft and evaluate their writing for a range of purposes
- ❖ proofread to check for errors in spelling, punctuation and grammar

## Oracy

Teaching involves high quality language modelled by adults and pedagogy which develops this same expectation amongst the children. The following aims are expected according to the age across the three key phases across the school.

- ❖ listen and respond appropriately to adults and their peers
- ❖ gain, maintain and monitor the interest of the listener(s)
- ❖ ask relevant questions to extend their understanding and knowledge
- ❖ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- ❖ use relevant strategies to build their vocabulary
- ❖ articulate and justify answers, arguments and opinions
- ❖ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- ❖ consider and evaluate different viewpoints, attending to and building on the contributions of others
- ❖ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- ❖ participate in discussions, presentations, performances, role play/improvisations and debates
- ❖ speak audibly and fluently with an increasing of Standard English

## SEND Adaptations

Children who need SEND adaptations are supported through adaptations to teaching and resources ensuring that they are able to access the curriculum. If further support is needed children may access one of the following interventions to support their learning: Read, Write Inc Tutoring, Colourful Semantics, Reading Comprehension High Low books, Nesy and Wellcom.