

Hadlow Primary School



English Policy

Approved by:

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1. Aims

This policy is for the staff in our school. It aims to set out:

- › Our approach to teaching, monitoring and assessing English and literacy knowledge and skills
- › How we will make sure our provision for the teaching of English and literacy is of consistently high quality

2. Legislation and guidance

This policy reflects the requirements and expectations set out in:

- › The [National Curriculum programmes of study for English](#)
- › The [Special Educational Needs and Disability \(SEND\) Code of Practice 2014](#)
- › The [Equality Act 2010](#)

3. Our vision for English and literacy in our school

At Hadlow Primary School, we intend to foster fascination into English literature and language through inspiring and purposeful opportunities. We aim to cultivate our children’s cultural capital through real life experiences and stimulating texts; breaking down social barriers, enhancing language acquisition and offering children an exciting escape. We intend to develop competent and confident communicators, through spoken and written language. We hope to develop a vocabulary rich culture, where the English language is explored, celebrated and applied to the spoken and written word. We intend to develop learners that read widely and enthusiastically, for information and for pleasure. We hope that all children at Hadlow Primary School understand the vital importance of English development, for their own personal happiness, progress and success; today and every day.

Our school aims to develop pupils' skills in reading, writing, speaking and listening. By the time that pupils move on from our school, our aim is for them to:

- › Be fluent readers and writers
- › Have a positive attitude towards books and reading, reading widely for pleasure and information
- › Enjoy writing in different contexts and for different purposes and audiences
- › Write clearly, accurately and coherently, adapting language and style accordingly
- › Be curious and creative when it comes to reading and writing, for example by being interested in learning the meaning of new words
- › Have a wide vocabulary and understanding of grammar
- › Feel confident speaking in class and be able to clearly explain their understanding and ideas
- › Listen carefully and sensitively to adults and their peers

4. Our guiding principles for the teaching of English and Literacy

We teach English and literacy best when:

- › A positive reading culture is celebrated across the school
- › All staff feel they have the knowledge, skills, understanding and professional support they need to teach English and literacy effectively
- › There's sufficiently detailed and frequent ongoing assessment of pupil progress
- › We expose pupils to different types of reading material, such as through stimulating, high-quality and curiosity-inspiring classroom displays
- › We involve families in supporting their child's reading and writing, through positive parent partnerships
- › The English curriculum is coherently planned and sequenced
- › Pupils have opportunities to recap and retrieve previous learning, to embed concepts and make meaningful links
- › We identify where pupils have learning gaps or aren't making the expected progress, and make sure interventions target these
- › Interventions are tracked and monitored to ensure that they are having impact; helping children to keep up with their peers
- › Teaching resources are available, up to date, varied and diverse, and match pupil and curriculum needs
- › We engage pupils in high-quality back-and-forth interactions
- › We model new language and accurate grammar to pupils
- › There is a love for language, with rich opportunities to capture, explore and apply new vocabulary
- › We support pupils with speech, language and communication needs, for example by putting on extra small-group story times

5. Roles and responsibilities

5.1 The Head of School

The Head of School is responsible for:

- Building a team of expert teachers who know and understand the processes that underpin learning to read and write
- Providing teachers with the appropriate training and resources so that they can competently deliver the English curriculum
- Creating a stimulating school environment where pupils are exposed to different types of reading material, such as through displays, books and other classroom resources

5.2 The English Lead

Our English and literacy subject lead is Nicole Chapman, the Head of School. They are also responsible for providing leadership and management for English and literacy to secure:

- High-quality teaching and subject knowledge of staff
- A coherently planned and sequenced English curriculum
- Consistent assessment and accurate teacher judgements within English and literacy
- Effective use of resources

5.3 Teachers

Teachers are responsible for:

- Planning effective English and literacy lessons
- Differentiating to ensure that all pupil needs are met
- Resourcing lessons to support and inspire
- Providing opportunities for pupils to apply their English and literacy skills in a variety of ways
- Completing the relevant feedback and assessment, as set out in the associated policies
- Making sure that support staff have:
 - Access to planning materials and resources
 - The knowledge and skills they need to support and challenge pupils

6. Curriculum

The English programme of study is broken into four main areas:

- Spoken language
- Reading
- Writing
- Spelling, grammar, punctuation and glossary

The National Curriculum is divided into 3 Key stages: Key Stage 1, Lower Key Stage 2 (Years 3 and 4) and Upper Key Stage 2 (Years 5 and 6).

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. The National curriculum 2014, gives detailed guidance of what should be taught at each Key stage under the following headings, which all teachers will follow.

- Spoken language
- Reading - word reading and comprehension
- Writing – transcription: spelling, handwriting, composition, vocabulary, grammar and punctuation.

Within each strand of the English curriculum, Hadlow Primary School have our own routines and expectation, which are outlined below.

6.1 Phonics

At Hadlow Primary School, we follow the FFT Success for All Phonics scheme. The scheme is rigorous, systematic and used with fidelity across EYFS and KS1. Phonics is taught every day, for at least 30 minutes. Books are aligned to the scheme and parents are kept informed of children's progress and success.

Pupils at risk of reading failure are targeted early and they have access to support and intervention, in keeping with the SFA Phonics programme. Although the scheme is followed rigorously in terms of the order that GPCs are introduced, adaptive teaching methods may be used for pupils with additional needs, or that need keep up intervention. The online Lightning Squad intervention is used for pupils across the school, including those in KS2 that have not yet mastered their decoding skills.

Please see the [Phonics policy](#) for more information.

6.2 Reading

As well as teaching pupils to decode, we are committed to developing reading for information and pleasure.

Pupils in EYFS and Y1 follow the SFA shared sessions, which are aligned to the Phonics programme, to ensure that pupils have books matched to the GPCs that they have already learned. During these sessions, pupils read with growing accuracy and their comprehension skills are further developed. This is for an additional 30 minutes, daily.

Pupils in Year 2 and beyond have access to daily 30-minute guided reading sessions. During the session, pupils develop their word reading and comprehension, as well as a love for English literature and language. Sessions typically run on a carousel with the following activities:

- Focused group read with CT
- Reading for pleasure
- Vocabulary development- book based
- Comprehension tasks- book based
- Additional word reading activities/ Phonics interventions

When adults are listening to readers, we encourage the following:

- Allow the child ownership of the book (have another copy if possible)
- Pre-teach any subject specific or tricky vocabulary, to allow for greater fluency
- Give specific praise

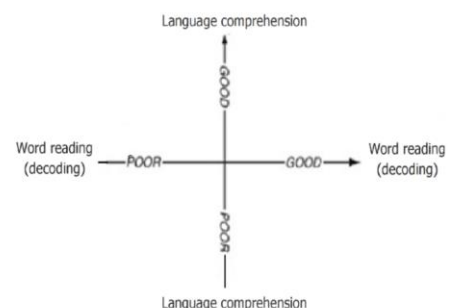
- Allow the child to make mistakes, with the opportunity to self-correct
- Ask the children 'does it look right?, does it sound right?, does it make sense?' to support self-correction
- Model high quality reading back to the child
- Ask meaningful questions to develop retrieval, prediction, inference, sequencing and summarising skills
- Explore author's vocabulary choices, with reference to impact on the reader
- Discuss text type and common features

Story time is non-negotiable and happens daily, in all classes. Teachers read carefully selected, high quality books, including fiction, non-fiction and poetry. This is a great opportunity to model reading with fluency and expression, as well as leading meaningful book talk. Each class has a text map, which is updated annually, to reflect pupil needs, interests and modern literature.

Pupils get additional time to read for enjoyment throughout the week. All classrooms have an inviting, comfortable book area, which further promotes a love of reading. Pupils have access to the school library and external library visits are encouraged, to develop intrigue and fascination with text.

Pupils that do not have reading support at home read with an adult at school regularly. Reading interventions take place in every class, for pupils with poor decoding and comprehension skills. Interventions are used to target pupils falling into the poor word reading or comprehension quadrants of the simple view of reading tool. The interventions tried and tested at Hadlow Primary school are Lightning Squad (Phonics), Better Reading Stamina Programme (word reading strategies, understanding), Lexia (word reading and comprehension), Story club (comprehension, vocabulary development).

Figure 2: The Simple View of Reading



Reading underpins all aspects of the Primary Curriculum and it is therefore embedded into all curriculum areas. Book hooks are used to inspire learners in all subjects, and reading for information is a key component for research and understanding.

6.3 Spoken Language

Spoken Language opportunities are weaved into all aspects of the school curriculum. Pupils are supported and encouraged to communicate effectively; developing their speaking, listening and attention skills, at an age appropriate level. Teachers model high quality spoken language to the pupils and inspire a love of the spoken word, which creates a vocabulary rich culture. Pupils have guided and independent opportunities to listen, question, articulate, justify, describe, explain, and express through their spoken language. Pupils are expected to use Standard English, and inconsistencies are modelled back kindly. Pupils have opportunities for drama, presentations and role-play, within all subjects, to further develop their confidence and performance quality. Interventions target pupils with delayed spoken language skills; these are identified at the earliest possible opportunity, with appropriate support put in place. This included, but is not limited to; speech link, story clubs, speech bubbles intervention, colourful semantics.

Our non-negotiables in each class, for spoken language, include:

- Consistent modelling of standard English, high level language and effective listening by all staff
- Rephrasing and paraphrasing sentences which are not grammatically correct and insisting on standard English when communicating with all children
- Talk partners to be used across the curriculum with effective speaking and listening celebrated
- Opportunities for paired and group work across the curriculum
- Problem solving activities embedded into the curriculum, where children are leaders in their own learning
- High level language acknowledge, explored and celebrated
- Drama and role play used to enhance learning experiences
- Talk for Writing strategies are used to develop writing
- Daily reading where comprehension and vocabulary is discussed
- In depth analysis of a text through weekly focused reading in Guided Reading
- Weekly PSHE lessons where speaking and listening is the fundamental means of communication
- Child initiated activities (play and learn time) in EYFS and Y1

6.4 Poetry

At Hadlow Primary School, we are invested in expanding pupils' repertoire of poetry, to develop their fascination with the English language. Poetry is embedded into the English curriculum, with termly opportunities to read, write and perform poetry. Poetry books are featured in all shared reading spaces, including classroom book corners. Class story baskets are updated termly, with high quality texts for end of the day read-aloud time; these will always feature a collection of carefully selected, age appropriate poems. We aim to expose children to a range of traditional and modern poems, which explore different structures, techniques, rhythmic beats and rhyme patterns.

6.5 Writing

In EYFS and Y1, pupils follow the FFT Success for All Phonics scheme, which has daily opportunities for writing application. Pupils are supported with the writing process by spelling phonetically, building up their bank of high frequency spellings and developing their understanding of sentence components. These writing opportunities are then built into the continuous classroom provision in EYFS, with opportunities to explore writing further during play and learn time. In Year One, pupils have an additional English lesson, which is focused around composition, spelling, grammar and punctuation. These sessions are short to begin with and extend as the children build up their learning stamina.

In Year 2 and beyond, all children have a daily English lesson, which builds meaningful links between reading and writing. We expect a supportive journey towards a writing end-point, with relevant scaffolding, support and development throughout the week.

A typical sequence of lessons:

Monday: Writing hook/ engagement into writing

Tuesday: Skill specific learning- grammar, vocab or grammar

Wednesday: Planning/ Drafting

Thursday: Writing at length

Friday: Finishing, editing and improving (beautiful work)

Throughout the writing journey, we expect adults in the classroom to teach explicit writing skills through:

Modelled writing

This should always be the first part of a Writing process. If the teacher introduces a new genre or style of Writing, it should be modelled through teaching before any Writing can take place. The teacher will pay particular attention to covering the objective of the lesson whilst modelling. For example, sentence openers or use of descriptive language. The teacher talks through their whole writing process and conscious decision making, in front of the children.

This includes:

- Basic writing skills
- Punctuation
- Spelling Patterns/ Phonics
- Vocabulary Choices
- Levelling Up
- Editing and Improving

Shared writing

Once the children are more familiar with a genre/ style of writing, shared writing approaches can be used. This allows a greater focus on the composition of the piece, rather than teaching the genre structure. The teacher scribes and takes away the physical element of writing, but the children help to contribute ideas in partnership with the teacher. The writing belongs to the whole class. Discussion points may include:

- Vocab choices
- Awareness of reader
- Punctuation
- Up levelling and extending

Guided writing

When back at tables, the Teacher should always aim to work directly with a Guided Writing group. Guided writing is when the physical element of writing is given back to the children, but the Teacher supports and questions them through the process. Guided writing should:

- Help pupils to structure their sentences so that they are grammatically correct
- Explore vocabulary choices, with reference to the reader
- Discuss and recap the use of punctuation
- Ensure that children are being challenged and extended
- Motivate poor writers or those who lack confidence/ imagination
- Allow Teachers to work on groups of children with specific/ shared targets
- Be used with all year groups and all ability groups

Scaffolded sentences

Pupils with early writing skills, including those with SEN, may benefit from scaffolded writing support. This strategy helps pupils to break the sentence into single word units, isolating skills so that the writing process does not become overwhelming. This enables the pupil to focus on each word at a time, using their spelling strategies to write.

Independent writing

Pupils will be expected to write with growing skill, stamina and independence. When writing independently, children should have access to different tools to help them towards a successful end-point. This includes, but is not limited to; working wall prompts, word banks, a recipe for success, modelled examples, writing frames and templates, personal targets.

Writing is a key element across all curriculum areas. Pupils are expected to communicate through written word in all subjects, with a focus on non-fiction forms within foundation subjects. Meaningful links are made between English, with explicit writing elements and expectations reinforced.

Spelling is taught daily in all classes. Please see the spelling policy for more information. Spelling is embedded into all lessons, with strategies reinforced, including phonetically decodable words, homophones, prefixes and suffixes.

Handwriting is taught and practiced in all year groups. Pupils are expected to write with presentational pride, with awareness of the reader. Please see our Handwriting Policy for more information.

6.6 Cross-curricular links

We will facilitate cross-curricular learning of English and literacy skills, making sure that the links with other curriculums are natural and not forced. This will be achieved through activities in other subjects such as:

- Annotating sources
- Group discussions
- Comprehension tasks
- Topic research
- Written summaries and reports about a topic
- Non-fiction text study

6.7 Differentiation

We will provide suitable differentiation to make sure that every pupil makes maximum progress in English and literacy, by:

- Recognising where some pupils need specific help with their English skills, e.g. if they are dyslexic
- Providing resources such as phonics mats and writing frames to scaffold pupils' learning
- Providing guided and scaffolded writing focus groups within each lesson, to support and accelerate progress

- Identifying pupils who would benefit from more support in an area of their English learning, and running small intervention groups for targeted support each week to aid their progress and attainment. We will monitor these closely to move pupils in and out of these groups as needed
- Making sure pupils who need it are extended through the use of additional, more-demanding and open-ended tasks and planned challenges within each lesson

7. Marking and feedback

Feedback will clearly explain to pupils what they are doing well, and what they need to do next to continue to improve their learning. Feedback should be impactful, but not at the detriment of the Teacher's wellbeing and workload. Please see the [Teaching, Learning and Assessment policy](#) for further information.

8. Monitoring, assessment and moderation

8.1 Monitoring

We will monitor teaching and learning of English and literacy in our school to make sure that all of our pupils make the best possible progress from their starting points.

The English lead will monitor and evaluate the impact of teaching on pupils' learning through:

- Conducting regular classroom drop ins
- Looking at books often, with a focus on progress, presentation and feedback
- Termly pupil progress meetings
- Regular informal pupil voice
- Weekly planning checks

An English deep dive will also be conducted annually. The deep dive will focus on the quality of English education for a whole week, which will include but not be limited to lesson observations, formal pupil voice, planning checks, data reviews, progress checks, intervention impact reviews, a resource audit etc. A written report will be produced and shared with staff and Governors, with strengths and next steps.

8.2 Assessment

We will track pupils' progress using a combination of formative and summative assessment.

Our pupils will sit the following formal assessments:

- The phonics screening check at the end of year 1
- National Curriculum tests in the summer terms at the end of KS1 and 2

We will provide regular targets for pupils, and provide termly verbal reports against these at parents' evenings. Pupils will receive a written report annually. Please see the assessment cycle below, as referenced in the Teaching, Learning and Assessment policy.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reading						
In-school formative assessment	Children assessment every week in Guided Reading and assessment data updated.					
In-school summative assessment		Test papers	Tracking/ APP	Test papers	Tracking/ APP	Test papers (Not for Y2/6)
Moderation				Moderation carried out by English leader		Moderation carried out by English leader
National assessment					Y2 and Y6 SATs	Y1 Phonics screening
Writing						
In-school formative assessment	Ongoing feedback in books and tracking of composition, skills, spelling and handwriting					
In-school summative assessment		Tracking/ APP	Tracking/ APP	Tracking/ APP term 4	Tracking/ APP	Tracking/ APP
Moderation		Moderation whole school	Moderation with local school	Moderation with collaboration	Moderation whole school	Moderation whole school/ Y2 and 6 county or internal moderation
National assessment					GPS SATS Y2 and 6	
Other						
Other subjects	11+ Tests – Y6				CATs Tests (Y5)	
SEN	Provision Maps reviewed and updated termly. SENCo to attend all PPMS.					
Pupil progress meetings		End of T2		End of T4		End of T6 – transition meeting
Reporting to parents	Wellbeing drop ins		Child Learning Reviews		Wellbeing drop ins	Reports end of T6

8.3 Moderation

We will standardise writing samples to:

- Demonstrate how pupils' work meets National Curriculum attainment targets for KS1 and KS2, to help with assessment
- Make sure staff have a consistent approach to marking pupils' work

We will refer to the Standards and Testing Agency (STA)'s exemplification materials for [KS1](#) and [KS2](#) to support with this. We will moderate teacher assessments of reading and writing at least termly, with cross partnership opportunities.

9. Learning environment

Pupils will learn English and literacy in spaces that adhere to the Hadlow Primary School environment checklist. Requirements on the checklist related to English are below:

	What to have
Accessibility	Children's resources are accessible
	All trays are labelled
	Resources are well organised
	Table baskets with helpful, everyday resources
	Adequate room for movement between tables
	All children can see the board
	Left handed children considered
	Dyslexic/ impaired children seated close to board
	Surfaces clear and uncluttered
Book Corners	Fiction and non-fiction are labelled
	Access to dictionaries and thesaurus'
	Access to poetry books
	Inspirational quotes on display
	A comfortable area where children can sit and explore books
	An engaging area to celebrate books and the love of reading
	Books are limited and replenished termly to ensure variety and safe keeping
	A wide range of texts for all abilities and interests
Working Walls Maths/ English	Vocab linked to the topic
	Helpful visuals linked to topic
	Updated regularly to support with current learning
	Pupil and teaching team input
Must- haves	Phonics grapheme chart on display (SFA Phonics)
	Cursive alphabet on display
	Current spellings on display

10. Resources

10.1 Books

We will select and use books that:

- Engage pupils emotionally
- Cover a wide range of subjects
- Elicit a strong response, such as curiosity, anger, excitement, laughter or empathy
- Have a strong narrative that will sustain multiple readings
- Extend pupils' vocabulary
- Have illustrations that are engaging and reflect children from all backgrounds and cultures
- Help pupils connect with who they are
- Help pupils to understand the lives of people whose experiences and perspectives may be different from their own
- Include stories set in both the UK and around the world
- Include both modern and traditional stories
- Include fiction and non-fiction

It is unlikely that just one book will meet all of these criteria, but our full selection as a whole will.

Once we have chosen our books, we will:

- Create a text map for every year group
- Refresh the list regularly (at least once a year), as new books are published and as our school welcomes new teachers
- Develop a termly story basket, for end of the day read aloud. These books will then be available in the book corner the following term for independent reading.
- Ensure that high quality texts are embedded into our English curriculum.
- Encourage teachers to familiarise themselves with the stories their pupils will know from previous years
- Get teachers to choose their own books to read aloud alongside the core set of stories

10.2 Book corners

When visiting their book corner, pupils will be able to:

- Browse the books
- Revisit the ones the teacher has read to them
- Borrow books to read or re-tell at home
- Spend time there, in a calm environment

When arranging the book corner, teachers will:

- Avoid displaying too many books at once
- Choose a space in the classroom that is well lit and of an adequate size
- Display books pupils have listened to recently, at their eye level on outward-facing shelves

- At the start of the year especially, include around 20 of the children’s favourites from the previous year (either on lower shelves or in boxes)
- Make the books look attractive and easy to find – removing any that are dull and dog-eared, unless these are particularly well-loved
- Refresh the display to highlight topics, titles or authors that might engage pupils
- Involve pupils in this process by getting them to help return books to the central school library
- Keep any books that have been previously read in extra boxes for pupils to read and retell again, at school and at home

10.3 Rhymes and poems

We will choose rhymes and poems that will develop pupils’ language skills. The English Lead will identify a core set of poems for each year group, including:

- Rhyming poems
- Poems where alliteration is a strong feature
- Word games
- Traditional songs and rhymes
- Nonsense rhymes
- Poems that:
 - Are particularly rhythmical
 - Can withstand a lot of repetition
 - Elicit a strong emotional response
 - Extend pupils’ vocabulary in different areas of learning

10.4 Dictionaries and thesauruses

To support with writing and spelling, we will make sure that pupils have access to dictionaries and thesauruses by:

- Having at least one dictionary and thesaurus available in each KS1 classroom, and a set in KS2, with independent access actively encouraged.
- Having access to a range of formats and publishers, including dyslexia friendly dictionaries.

11. Review

This policy will be reviewed every two years by English lead. At every review, the policy will be shared with the full governing board and all staff.

12. Links with other policies

This policy links with the following policies and procedures:

- Teaching , Learning and Assessment policy
- Phonics Policy
- Handwriting Policy

- Spelling Policy
- SEN/SEND policy and information report
- Equality Policy
- Positive Relationship Policy
- Early Years Foundation Stage (EYFS) policy