



English Policy

Mission Grove Primary School

This Policy has been written for and adopted by
the Governing Body of Mission Grove Primary School

VISION STATEMENT

*Everyone Aims High
Everyone is included
Creativity is valued*

VALUES

Respect, Inclusion, Lifelong learning, High Aspirations, Resilience, Communication.



Approved by Governing Body

Date: March 2025
Review: February 2027

Mission Grove Primary School follows the National Curriculum (NC) for guidance. The policy has been drawn up following consultation with staff and has full agreement of the governing body. All staff are fully aware of their role in its implementation. Staff have access to the policy via the school's website and Teacher's Drive. Parents are also able to access a copy of the policy via the school website.

INTENT

Our English curriculum promotes love of language and expression, where our children understand the reason and purpose behind language in the wider world. Language allows opportunities for the children to reflect and question what they read and hear, using their critical voice. It is then imperative that these skills can be applied across other subject areas.

Our children will be nurtured to become lifelong imaginative and creative readers, writers and speakers and thinkers who can use this language power to challenge and question the world around them. Reading is the foundation of achieving social equality and levelling the playing field of opportunities for our children.

Our primary aim as teachers is to develop every child as a reader and writer.

Aims of English

- to enable children to speak clearly and audibly in ways which take account of their listeners;
- to encourage children to listen with concentration in order to be able to identify the main points of what they have heard;
- to enable children to adapt their speech to a wide range of circumstances and demands;
- to develop children's ability to reflect on their own and others' contributions and the language used;
- to enable children to evaluate their own and others contributions through a range of drama activities;
- to read with confidence, fluency and understanding;
- to show interest in books, read with enjoyment, evaluate and justify their preferences;
- understand phonics and use this knowledge to read and spell accurately;
- to help children enjoy writing and recognise its value;
- to enable children to write with accuracy and meaning in narrative and non-fiction;
- to increase the children's ability to use planning, drafting and editing to improve their work;
- to develop a fluent and legible handwriting style.

IMPLEMENTATION

We use the CLPE's *Power of Reading* curriculum, which places rich and diverse texts at the centre of our children's learning: texts that act as a catalyst for purposeful and creative writing opportunities across a variety of genres. Teachers use the scaffolding provided by the CLPE to design creative and innovative units of work that allow children to read, gather content, plan, write and edit pieces of work.

English is a core subject in the National Curriculum (NC), and we use NC as the basis for implementing statutory requirements of the programme of study for English. The NC skills have been broken down further into objectives for each year. Teachers use these objectives along with their INSIGHTS data to plan and track progression.

Our approach to teaching English is built around Rosenshine's Principles of Instructions. These define the key elements of effective practice.

Adaptive Teaching & Inclusion: (see also SEND policy)

Every child must have regular access to English, appropriate to their stage of development. Challenge for all is integral to our teaching and we aim to encourage all pupils to achieve their best through the provision of varied opportunities. Work must be differentiated to aid children's learning. Also, more able children should be given open-ended tasks and be given opportunities for further research and more challenging studies. We recognise that our curriculum planning must allow children to gain a progressively deeper understanding and competency as they move through our school.

Reading

The National Curriculum states that pupils should be taught to read fluently, understand extended prose and be encouraged to read for pleasure. The programmes of study for Reading at Key Stage 1 and 2 consists of two dimensions: Word reading and Comprehension. It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each. Reading is singled out as of extreme importance since through it '*pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually*' Reading allows pupils to '*acquire knowledge*' and to '*build on what they already know*'.

Reading is taught through:

- Phonics
- Individual reading
- Reading aloud
- Independent reading
- Reciprocal reading

Phonics Children are taught daily, discrete phonics session (30 – 45 minutes) from Reception to year 2 and where necessary in KS2, following the progression outlined in *Read Write Inc*. It is vital that children are taught the skills to enable them to decode which is the step-up to word recognition.

Individual reading Takes place every morning as part of the Soft Start and after lunch. It is used as an assessment tool, once every half-term, to identify targets and future planning. The child reads aloud with an adult and is supported to use appropriate reading and/or comprehension strategies. This can take place with all staff and recorded in Individual Reading Records.

Reading aloud Teachers should model, on a weekly basis, intonation, fluency and enjoyment of reading thereby helping to foster enthusiasm and motivation, as well as broadening the language experience of the children. This is done through whole-class teaching of reading.

Independent reading Children should be encouraged to engage in independent reading by given the opportunity to select and read according to personal preferences. We use *Accelerated Reader* to help pupils and teachers monitor and strengthen their independent reading practice. Pupils are provided with a Zone of Proximal Development (ZPD) and encouraged to take quizzes after they have read the book to check understanding. Book corners and the Library bus are well stocked with a range of genres.

Reciprocal reading is an approach to teaching reading that helps children develop their comprehension in small groups. It encourages dialogue and debate between children about the text.

What are we trying to achieve?

- Develop a love of reading
- Improve reading comprehension
- Deepen the way pupils think about what they are reading
- Encourage pupil talk

Our model for guiding reading:

- A daily guided reading session with a group.
- Mixed attaining groups where lower attaining children can learn from higher attaining children's contributions and different perspectives can be shared.
- No taking notes during the session as this can inhibit pupil response and reduce the teacher's engagement with the discussion.
- Using the same text or stimulus and questions for each guided reading group.
- Differentiation is achieved through peer modelling: choosing a text that is accessible to all; and open-ended questions that can have a range of answers from the simple to the complex. Pupils can have the text read to them so they can access the text and practise their inference skills.

Spoken Language

The National Curriculum states that pupils should be '*taught to speak clearly and convey ideas confidently in Standard English*'.

They should:

- Justify ideas with reasons
- Ask questions to check understanding
- Develop vocabulary and build knowledge
- Negotiate

- Evaluate and build on the ideas of others
- Select the appropriate register for effective communication
- Give well-structured descriptions and explanations
- Speculate, hypothesise and explore ideas
- Organise their ideas prior to writing

At Mission Grove, our vision is to ensure classroom talk breaks away from the traditional question answer responses and embraces a climate of extended thinking where teachers use questioning to guide the development of children's understanding. We believe it is essential for children to know why it is crucial that they develop their oral language competence and how to do so. With this knowledge each child can feel as proud of becoming an articulate speaker as they are aware of becoming an independent reader or fluent writer.

All teachers use '**talk partners**' as a medium to encourage excellent speaking and listening skills, cooperative working and as an inlet to support child led enquiry and questioning. Teachers use a variety of strategies from *Walkthru* Series such as Cold Calling, say-it-again-better, think-pair-share and scaffolding verbal responses.

Writing

The National Curriculum states that pupils should:

- Develop the stamina and skills to write at length
- Use accurate spelling and punctuation
- Be grammatically correct
- Write in a range of ways and purposes including narratives, explanations, descriptions, comparisons, summaries and evaluations
- Write to support their understanding and consolidation of what they have heard or read

Our aims for writing are:

- Competent writing begins with competent oracy, and this will be the starting point in preparations for all writing
- Children enjoy writing and are competent in communication through writing
- Children are able to write independently as well as supported for a variety of purposes and audiences
- Children are able to organise and structure their writing appropriately
- Children can achieve age appropriate objectives as a foundation to be built upon at each stage
- Children take pride in the presentation of their written work (see handwriting and presentation policy)
- Children are able to proof read and edit their own writing to improve the quality of their written work

Teachers carefully plan purposeful lessons (using CLPE resources) that support the acquisition of writing skills and facilitate the learning of age/ability appropriate objectives for transcription, composition, vocabulary, punctuation and grammar and handwriting (see handwriting and presentation policy)

English lessons will routinely include Retrieval Practice, short introductory activities to reinforce learning in vocabulary, punctuation, spelling and grammar. Children will be taught **grammatical terminology** relevant to each year group.

Children will be supported to write **dictated sentences** (from year 2 NC), allowing them to apply and practise spellings (EdShed).

Teaching of writing will routinely include shared and modelled writing practices. Teachers will provide excellent live modelling of writing skills across the curriculum. Teachers will provide opportunities for writing to a high standard across the curriculum.

Children will be integral in the assessment of their writing and the setting of objectives for progression in writing. Children will be taught to **plan, draft, edit and improve** their work prior to publication of their work (from year 2). EYFS use *Tick and Fix*.

Assessment and Recording

- Staff assess pupils learning during and as part of every session, they adapt their practice accordingly and annotate their lesson plans.
- Teachers assess pupils learning needs and will give them verbal feedback to help them improve.
- Formal assessments of Reading Comprehension ability are carried out half-termly using *Accelerated Reader*, tracked and monitored at the end of the year.
- Writing levels are assessed using *AP Literacy* criterion scale. These are informally tracked and a judgement is made using INSIGHTS half termly.
- Staff attend moderating sessions within Waltham Forest and in school.
- An independent writing task takes place half a term where this is moderated as a Year Group and a small sample are then cross-moderated.

IMPACT

Children produce high quality pieces of work at the end of each teaching sequence and teachers clearly show what work has been completed independently. They use a range of assessment for learning techniques to ascertain children's understanding. Children will show their understanding in a variety way including written work, debate, performance and pupil voice. Teachers listen to children read on a regular basis and promote a love of reading by sharing a class text daily. Teachers encourage children to discuss their reading with enthusiasm in order to create a scholarly and studious approach that makes the world accessible to all.

Date of policy: March 2025

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Reading Assessment Structure

To be on track to reach age related expectations by the end of their time at Mission Grove Primary School, our aim is that the children will reach the milestones below at the specified times.

RWI Bands:

1 st 13 Set 1 Sounds	Nursery Summer
Red Ditty	Reception Spring
Green	Reception Summer
Purple	Reception Summer
Pink	Y1 Autumn
Orange	Y1 Spring
Yellow	Y1 Summer
Blue	Y2 Autumn 1 or Accelerated Reader
Grey	Y2 Autumn 2 or Accelerated Reader

Post RWI Bands Oxford Owl

Purple	Y2 Spring or Accelerated Reader
Gold	Y2 Summer or Accelerated Reader
White	
Lime	
Brown	
Grey / Silver	
Dark Blue / Sapphire	
Dark Red / Magenta	
Black	

