

PHOENIX PRIMARY SCHOOL

ENGLISH POLICY 2024/25

1.1 DEFINITION

The study of English develops children's abilities to listen, speak, read and write for a wide range of purposes, so using language to learn and communicate ideas, views and feelings. It enables children to express themselves creatively and imaginatively, as they become enthusiastic and critical readers of stories, poetry and drama-as well as non-fiction and media texts. Children gain an understanding of how language works by looking at its patterns, structures and origins. Children use their knowledge, skills and understanding in speaking and writing across a range of different situations.

1.2 AIMS

The core curriculum for art and design aims to ensure that all pupils:

- ✓ 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 circumstance and demands.
- ✓ To develop children's abilities 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/role play activities.
- ✓ To develop confident, independent readers through an appropriate focus on word, sentence and text level knowledge.
- ✓ To encourage children to become enthusiastic and reflective readers through contact with challenging and lengthy texts.
- ✓ 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.

1.3 EARLY YEARS PROVISION AND NATIONAL CURRICULUM

Early Years Foundation Stage content opportunities;

- Develop their communication and language skills through a rich language environment.
- Express themselves and listen and speak in a range of situations.
- Link sounds and letters and begin to read and write.
- Become immersed in an environment rich in reading materials to ignite their interest.

National Curriculum subject content;

Key Stage 1 Pupils should be taught:

- Children should learn to speak confidently and listen to what others have to say.
- They should learn to read and write independently and with enthusiasm.
- They should use language to explore their own experiences and imaginary worlds.

Key Stage 2 Pupils should be taught:

- Children should be able to change the way they speak to suit different situations, purposes and audiences.
- They should read a range of texts and respond to different layers of meaning in them.
- They should explore the use of language in literacy and non-literary texts and learn how the structure of language works.

1.4 INTENT

Reading

At Phoenix Primary School our Reading curriculum is curated to encourage an interest and love of reading, fostering independent readers and a positive attitude. We strive for our children to have an interest in books and read for enjoyment, whilst achieving an adequate level of literacy in all pupils. We aim for our children to read for information, with understanding, in purposeful situations and develop comprehension skills through reading a range of stories, poems and non-fiction materials.

Writing

Our carefully curated curriculum aims to ensure that our children understand a range of text types and genres, being able to write in a variety and forms appropriate to the situation and write for a widening range of audiences. We encourage children to recognise the importance of sentence construction, punctuation, grammar and correct spelling and use in their own writing and to read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-correct and monitor. We aim for children to develop the powers of imagination, inventiveness and critical awareness. With transcription, we teach children how to write in a clear, fluent and legible handwriting style and to spell accurately and know the relationship between sounds and words.

Spoken Language

Through the element of spoken language, children experience drama, role play, presentations, performances, improvisations and debates and develop and sustain ideas through talk. We encourage our children to successfully work with talking partners and maintain concentration - taking part in collaborative conversations. We aim for our children to have a suitable technical vocabulary to articulate their responses, develop a growing vocabulary in spoken/written forms and to speak audibly and fluently with an increasing command of Standard English.

1.5 IMPLEMENTATION – BOOK BASED APPROACH WITH TALK 4 WRITING

A book-based approach involves using children's literature as the central tool to inspire, guide and structure writing activities. This approach harnesses the rich language, themes and styles found in books to foster a love of reading and writing. Books are carefully selected at age-appropriate levels that are engaging and cover a range of genres, themes and cultures. The texts are rich in language and offer opportunities for discussion and exploration.

Through the use of this approach, EYFS, KS1 and LK2 use Talk 4 Writing to support the children's teaching and learning. T4W emphasises the importance of spoken language as a foundation for writing. The key components of T4W are; imitation; innovation and independent application. During the imitation phase children are introduced to a model text map (story map), created using symbols and pictures representing the key events or elements of a text. This visual aid helps our children understand and recall the text. Following this, the children participate in oral rehearsal, incorporating actions and gestures to represent parts of the story, making the process interactive and fun. From here, the children will continue to develop their language through drama, role play and vocabulary building activities.

The innovation phase involves adapting the model text, this may be done through shared write activities, boxing up, guided writing and collaborative writing. In the independent application phase the children will draw upon all the skills they have developed and plan, draft, write, edit and publish their own piece of writing based from the original model text. They will be provided throughout with writing frames and prompts to support in the organisation of their ideas whilst finally sharing their work with their peers, offering feedback to one another and improving their work based on peer and teacher feedback.

1.6 PLANNING

Following the book-based approach, teachers use their text to plan half termly using our genre progression map to ensure full coverage of spelling, grammar and punctuation whilst making their lessons engaging for our children.

1.7 RECORD KEEPING, ASSESSMENT AND REPORTING

From Years 1-6 children's writing is assessed across a range of pieces each term.

Children complete a 'Ready Steady Write' near the end of the half term which is an independent piece of writing based on a similar genre they have studied that half term. However, this is not the only piece of writing as children will complete multiple independent writes across a half term and teacher assessment judgements are based across all. Teachers use our writing assessment proforma to moderate their pieces of writing, with data being entered electronically into our pupil tracking system, INSIGHT. Writing which is being assessed must be independent and consistent. On-going assessment is an integral part of the

learning and development process. Formative assessments are made through systematic observations and these are used to plan the children's next learning experience.

Reading assessments are completed using the same timeframe.

All year groups attend learning network meetings for cross school writing moderation with an addition of in-house moderation also taking place termly.

Children in Year 1 complete the Phonic Screening Check in the summer term half term and this determines the ability group the children are taught in and their next steps for learning.

1.8 REASONABLE ADJUSTMENTS FOR PUPILS WITH SEND:

As part of the planning and preparation, teachers will need to consider how specific activities or the delivery may need to be adjusted to ensure that pupils with SEND are able to access and participate fully in the lesson. Pupils with language and communication difficulties (including those with ASD) may need additional visual prompts to help them understand what is expected of them. Some pupils may require individual task boards to enable them to follow a series of steps where a task has been broken down into smaller, more manageable chunks. Some pupils may have sensory sensitivities. For those pupils, adjustments may need to be made in order for them to access activities. Pupils who have significant motor skill difficulties may require pencil grips or sloped surfaces to work on.

1.9 MONITORING

The English Co-ordinator and SLT are responsible for monitoring English. This involves looking at planning, learning walks, work-sampling, moderation, Pupil Book Study and discussion with staff. Good practise is also shared amongst staff and lessons are observed as part of Continuous Professional Development. Good practise is also shared between schools and visits are made to and from our setting.

1.10 INCLUSION

At Phoenix Primary School we plan to provide for all children so that they achieve as highly as they can in English according to their individual abilities. We will identify which pupils or groups of children are under-achieving and take steps to improve their attainment. Gifted children will be identified and suitable learning challenges provided.

Additional Support for targeted groups of pupils, focus groups 1:1 time and individuals targeted in Breakfast Club.

Teaching assistants play a key role in delivering intervention programmes and supporting children's learning. Children, who are substantially below National Curriculum expected age related levels, are targeted in these groups.

Through the Thrive Approach, children are supported through an assessment of learning needs in social and emotional sense. These strategies are adopted throughout the curriculum and particularly through English, through speaking, listening, reading and writing opportunities.

1.11 MISSION STATEMENT

'Where We Rise To The Challenge'

Working together as a whole school community we aim for all pupils, parents and staff to increase their participation within our school. This is achieved through the development of inclusive cultures, policies and practices. We take account of disability, race and gender to create a secure and accepting community where everyone feels valued.

We strive towards an outstanding school that provides a creative and enriching learning experience for all pupils. We respond to the diversity of need through our commitment to equality; overcoming potential barriers to learning and setting suitable personalised targets.

We set high expectations and expect every child to thrive. They should reach their full potential, recognising personal strengths and celebrating personal achievements of themselves and others; both within the school and its wider community.

1.12 EQUAL OPPORTUNITY FOR SPECIFIC GROUPS INCLUDING EAL CHILDREN

Care should be taken to give each child the opportunity to learn about the global community, regardless of race, Religion, language or gender.

1.13 PARENTAL INVOLVEMENT

As with all areas of children's learning we need the support of parents and carers to help us to maximise the development of each child's potential. This would include helping the child with any research or homework that may be set. Asking parents to come and share their skills and experiences. As well as joining in with the celebration of their children's achievement and success.

1.14 WELLBEING

At Phoenix we put the children's mental health and wellbeing at the forefront of our teaching and learning. Through the Thrive Approach, we assess our children and create action plans that cater for our children's needs, so that in lessons they are ready to learn and feel secure and safe in the knowledge that their needs are being met. We carefully select texts for English that will support their mental health and wellbeing and encourage them to talk about their emotions and feelings, as well as having empathy for characters they meet through texts.

Approved by Governors:

Name: _____ Signed: _____

Date: _____

To be reviewed: September 2025