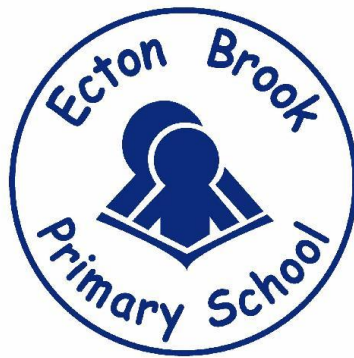


Ecton Brook Primary School

English Policy 2025

This policy will be reviewed in July 2027



Introduction

This document is a statement of the aims, principles and strategies for the teaching and learning of English at Ecton Brook Primary School. It is supported by '*The Ecton Brook Reading Strategy*' and '*The Ecton Brook Writing Strategy*'. It was developed in consultation with our own teaching staff and the governing body to be in line with the National Curriculum. This policy will be reviewed every two years.

What is English?

English is the predominant language of communication in this country and is a common language throughout the world and its mastery is a prerequisite for educational progress. Teachers should develop pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.

Aims

Our aims in teaching English are that all children will:

- learn to read, write, use developed vocabulary to communicate effectively, have a good understanding of grammar and be able to spell to at least the nationally expected level.
- develop the necessary skills in speaking, listening, reading and writing (including grammar) to use the English language confidently, appropriately and accurately to the best of their ability.
- be able to speak clearly, fluently and to communicate with others effectively.
- be able to listen to the spoken word attentively with understanding, pleasure and empathy.
- be able to read a range of materials fluently and with pleasure and understanding, for enjoyment and for information, and to become enthusiastic and critical readers of stories, poetry, drama, non-fiction and media texts.
- be able to write effectively for a range of audiences and purposes using spelling, grammar, punctuation and syntax accurately and confidently.
- to equip children with the necessary skills to find and use information in a range of contexts.
- to develop transferable literacy skills which can be used in a range of different contexts.
- express themselves creatively and imaginatively.
- choose and adapt what they say and write in different situations.
- to become confident performers within drama activities and develop key presentation skills.

Basic Skills

Ecton Brook Primary School is committed to the rigorous and systematic teaching of basic skills in English. It is the responsibility of all staff to carefully plan the teaching of literacy skills that enable all pupils to access the wider curriculum. The teaching of literacy skills will include all children and be adapted to individual needs. The English curriculum leaders and the leadership team will monitor the teaching and learning of literacy skills through pupil voice, book looks, learning walks and observations.

Implementation of the National Curriculum

Reception Year follow the DfE Early Years Foundation Stage Framework of Early Learning Goals which addresses seven areas of learning and development. Sounds Write Phonics scheme is used to support the acquisition of early reading and writing skills. Language development is encouraged through structured play taught through real life play experiences throughout the year, building up to more structured and formal lessons at the end of term six in preparation for the transition to Year 1. All activities are carefully planned to have an 'early years' approach.

Children from Year one to Year six are taught English in their classes through specific, daily, English lessons. Lessons are adapted to meet the needs of all learners. Some specific skills aspects may be taught in smaller groups in order that the delivery of the teaching can be adapted to meet the needs of learners; these include phonics, spelling, grammar and handwriting. English skills are taught in a cross-curricular way where possible, so that links are made to real context learning, and skills are developed throughout the day in a range of different subjects and contexts.

In addition to class English lessons, groups of children throughout the school may be targeted for additional support, booster support, or challenge support. In some instances, such as reading, children may be taught on a one-to-one basis out with the daily English session. Throughout the wider curriculum it is an expectation of the school that all pupils will be supported in further developing specific skills that they have learned through English lessons.

Planning is derived from the National Curriculum. The school has a clearly planned reading into writing journey across the school which ensures that all elements of the National Curriculum are taught systematically and with planned opportunities for pupils to build on prior learning. The development of oracy skills and a wide vocabulary is a key element of planning. Wherever possible, drama is integrated within English units as well as in the wider curriculum subjects. The school has introduced the Drama for Writing scheme which has been used to enhance speaking and listening skills, acquisition of extended vocabulary and provides a stimulus for writing.

Ecton Brook Primary School utilises research-based schemes and practice to support the teaching of English skills. This includes Sounds Write (DfE accredited) for phonics and early reading and spelling; Herts for Learning Fluency Project to support reading fluency and comprehension; NELI Nuffield Early Literacy Intervention (DfE accredited); Kinetic Letters handwriting scheme; 'Word Aware' & 'Bringing Words to Life' vocabulary instruction; Drama for Writing Scheme. Continual Professional Development for all staff in teaching English, is a key focus for the school.

Speaking and listening

"What we say and how we say things can inform, influence, inspire and motivate others and express our empathy, understanding and creativity. It is our ability to communicate that enables us to build positive relationships, collaborate for a common purpose, deliberate and share our ideas as citizens."

At Ecton Brook Primary we strive to ensure that all pupils in our school learn the physical, linguistic, cognitive and social and emotional skills that enable successful discussion, inspiring speech and effective communication. This is achieved through:

- a carefully planned, research-based Oracy Strategy which includes the use of 'Talk Partners' 'Talk Trios' and consistent whole-school 'Rules for Talk and Rules for Listening'
- providing a range of opportunities for children to talk and listen in a variety of settings
- the use of drama using the Drama for Writing scheme of work and role play
- a regular story time when the teacher or other adult reads aloud to the class
- class discussion and debate on topic-related issues or a topical centre of focus
- showing times or news sharing when pupils are encouraged to speak to their assembled classmates
- interviewing, carried out as part of a topic or project
- Pupil Voice gathering activities
- Celebration Assemblies and concerts/plays – including presentations to parents
- parent invitations to join children for class activities

- Termly Learning Conferences where pupils guide their parents/carers around the class
- Pupil Personal Development (PSHE) sessions and circle times
- taught sessions of information retrieval during reading sessions
- choral and echo reading

Reading

Ecton Brook Primary provides a rich diet of age-appropriate reading texts which immerse all pupils in an inspiring reading journey from EYFS to Year six. The school aims to ensure that reading texts provide all pupils with opportunities to access information and learning that is engaging and memorable and will embed a life-long love of reading. Ecton Brook Primary aims to ensure that through the systematic teaching of reading we enable pupils to access all areas of the curriculum; make important links across the wider curriculum and relate those links to prior learning and the world around them.

Reading is developed through:

- shared class reading sessions – including choral and echo reading
- vocabulary instruction
- providing a wide range of reading material and opportunities to stimulate interest and enjoyment, through self- selection, shared reading boxes, classroom and library based fiction/non-fiction
- providing the opportunity for shared reading to establish print recognition, decoding and orientation, structure, style and use of language
- providing a broad base of reading material that features a sustained menu of high frequency words and common exception words, to allow for the acquisition of a basic sight vocabulary
- use of a structured reading scheme to support all pupils until they are capable of independent reading and to provide a measure of development and progress
- a programme of phonics and word-recognition development in the early years and Key Stage One through Sounds Write Phonics Scheme
- regular reading support for all children who have not yet reached the stage of being able to read independently
- shared class reading sessions to teach students to independently use reading strategies at their instructional level. It is a bridge between shared reading and independent reading. Guided Reading provides opportunities for teachers to work with the whole class and small groups of children on text that closely matches the children's needs, abilities, and interests. The teacher acts as a facilitator, using prompts and questioning strategies to guide children to comprehension
- introduction of higher order reading skills
- Home-School Reading as part of our Homework Policy
- regular library times for all pupils
- all children are given the opportunity to read more challenging texts of a wider genre and a higher interest level, alongside the structured reading scheme texts
- children are able to access a wide range of stimulating texts linked to the wider curriculum
- dedicated comprehension opportunities to explicitly teach vocabulary, inference, prediction, explanation, retrieval, sequencing and summarising skills, following the **School Reading Strategy** (*see Reading Strategy*).

Writing

Writing is a key aspect of the curriculum. Along with reading and speaking and listening it makes a significant contribution to the development of children as thinkers and learners. At Ecton Brook we strive to ensure that all pupils develop their writing ability and enjoy the process of cultivating this lifelong skill. The school provides children with exciting, purposeful and inspiring contexts in which to become writers. The **Ecton Brook Writing Strategy** (*see strategy*) aims to ensure that there is continuity and progression within our teaching of writing throughout the school.

Writing is developed through:

- a whole school mapped reading- into- writing journey where writing is stimulated by high quality texts
- teacher modelling
- vocabulary instruction- including vocabulary displays on working walls
- shared and guided writing sessions in and out of English lessons
- providing a wide range of contexts and formats for writing - story, letters, poetry, reports, lists, captions, etc
- paying increasing attention to punctuation, grammar and spelling as children become more fluent and confident
- encouraging a process of drafting and redrafting. As a child becomes more confident, they are expected to identify errors in their own work through peer Collaborative Improvement and the use of whole class improvement using the visualiser.

In addition, writing is developed through:

- the use of a range of technology
- providing opportunities for oral rehearsal and collaborative writing
- sentence menu and sentence stacking strategies
- the use of visual and auditory stimulus
- the development of the English working wall to develop ideas and vocabulary
- other curriculum areas to enhance and give purpose to writing
- Drama for Writing to provide writing stimulus and vocabulary development
- Kinetic Letters handwriting scheme

Spelling

Spelling is an integral part of children's reading and writing development. At Ecton Brook we aim to ensure that all children become confident, independent spellers in all areas of the curriculum. We ensure that children are equipped with a range of strategies that enable them to tackle spelling and extend their use of words through etymology and morphology.

Spelling is developed through:

- sounds Write phonics programme in Foundation Stage and KS1
- KS2 pupils are taught spelling through the Ecton Brook Spelling Scheme (developed using prior skills, knowledge and language from KS1 Sounds Write)
- the use of visual references through linking spelling and handwriting
- the marking of work to an agreed format (*see Marking Policy*)
- encouragement of dictionary and thesaurus use for self-correction
- displays/working walls and visual references for pupils to access

Handwriting is developed through:

- Kinetic Letters handwriting scheme in FS, KS1 and lower KS2
- correct pencil grip and control
- the use of left to right writing patterns
- the formation of individual letter shapes
- introduction of the use of pens when children are ready (Key Stage 2)
- regular practise to promote and correct letter formations

SEN Aims

Ecton Brook Primary aims to ensure that all children with special educational needs are targeted to identify their barriers in learning and that lessons take specific account of their needs. That children who are identified as having additional needs make good progress and reach their personal potential.

Where appropriate, pupils with special needs in English are supported and provided for by:

- the SENCO and specialist SN assistants working within the class to support children with individual targets. Where appropriate, children are withdrawn to work on specific targets e.g. Speech and language targets
- additional classroom support from classroom assistants
- pre teach or follow up/ over learn material
- children with specific needs may use a variety of SEND intervention programmes for literacy
- children who have SEND are often supported by an outside agency in addition to the provision provided by the SN team within school (Speech and Language, Educational Psychologist, Physical Difficulties team)

Excellence in English is acknowledged and celebrated through:

- displays of written work
- read or spoken presentations to the class or whole school at assembly time
- awarding achievement stickers that count collectively towards a certificate
- Writing Walls
- examples shared on year group blogs
- extracts shared in assemblies

Strategies for Ensuring Progress and Continuity**Planning**

Planning in English is a process in which all teachers are involved and begins through year team collaboration. It is derived mainly from the National Curriculum. All planning is informed by current research including the work of the Education Endowment Foundation. The school ensures that all staff receive regular and relevant CPD in order that planning is adapted to meet the most current research and guidance.

Long term and medium-term plans are monitored by senior leaders and English leads to ensure that the curriculum provides rich and broad coverage that develops pupil skills as they journey through the school. Short term plans are monitored as part of regular lesson visits by English leads.

Moderation

Moderation is achieved through a process of Key Stage and whole school collaboration. In addition, the school regularly moderates practice and pupil outcomes with other schools in the academy (NPAT). This supports the school in ensuring that there is accuracy and consistency in their judgements.

English subject leaders meet regularly within school and within the wider academy (NPAT) to discuss all aspects of the teaching of English. Each half-term, one piece of assessed writing will be moderated across the key stage. English lessons are observed (formally and through Learning Walks) and monitored regularly by the subject leader, SLT and Governors. Progress is also monitored through pupil voice and book scrutiny (by NPAT and SLT)

Marking and Feedback

Marking and Feedback provides information to learners about their learning and how to improve and develop it. At Ecton Brook a combination of verbal and written feedback is utilised to support children with their learning. The school recognises that where possible 'in the moment' marking has the greatest impact for primary aged children.

At Ecton Brook Marking and Feedback will include:

- challenging oral feedback provided in the moment where possible
- rich, high-quality questioning and discussion during the task
- written feedback, where appropriate, that moves learning forwards
- a focus on improving outcomes through motivational comments
- opportunities for teachers to address misconceptions and adapt planning to meet the need of learners

Assessment

Ecton Brook Primary School uses both summative and formative assessment to ensure that all pupils have the opportunity to reach their full potential and meet national expectations in English. Formative assessment is used to guide the progress of individual pupils in English. It involves identifying each child's progress in each aspect of the subject to determine what each child has learned and what, therefore should be the next stage in his / her learning. Suitable tasks for formative assessment include:

- hearing children read in a one-to-one context
- small group discussions perhaps in the context of a practical task
- short tests or tasks during which the teacher gathers information about gaps in learning
- the collection of evidence of attainment from specific activities
- individual discussions with the teacher in which children are encouraged to appraise their own work and progress

Termly Pupil Progress Meetings are carried out between senior leaders and class teachers, providing an opportunity to discuss and target individuals or groups of children in specific areas.

Summative assessment is carried out in year groups one to six, at specific times of the academic year. This includes a set reading test paper (used by all schools in the academy) as well as grammar, spelling and phonic assessments in specific year groups. Formal summative assessment is carried out at the end of Year two and Year six through the use of teacher assessment and Statutory Assessment (SATs). Year one pupils take part in the Year one Phonic Screen. Results of formal assessments are reported to the DfE.

Baseline assessments are used in Reception Year to identify levels of skill and understanding as children enter school and at the end of the year. The information they provide enables the selection of appropriate learning activities and forms part of our ongoing monitoring.

Strategies for Recording and Reporting:

Reporting to parents is carried out twice a year through Teaching and Learning Conversations, (TLCs) and yearly through the child's annual report to parents. The school also has an open-door policy whereby parents can arrange to discuss their child's progress at any time.

Data related to pupil progress is gathered and recorded in a number of ways, depending on the year group and recorded formally on the school's data system (Insight). Data is analysed against national expectations and informs future school improvement plans. Reporting in English includes each child's progress in reading, speaking and listening, grammar and punctuation, writing and spelling.

The role of the English subject leader is to:

- take the lead in policy development and ensure progression and continuity in English throughout the school
- support colleagues in their development of detailed work plans and implementation of the scheme of work and in assessment and record keeping activities
- monitor progress and attainment in English across the school and advise on action needed
- take responsibility for the purchase and organisation of central resources for English
- keep up-to-date with developments in English education and disseminate information to colleagues as appropriate
- monitor the teaching of English through observation of lessons and monitoring of planning documents
- offer training for staff on new initiatives
- support the planning and implementation of the school action plan for English and monitor the progress achieved through triangulation
- monitor data

Central resources in English are the responsibility of the English subject leader who has a budget available. They include: the school reading scheme; the school library; reading sets; class reading books

Pupils for whom English is an additional language

The importance for a child to have fluency and literacy in their mother tongue is understood and acknowledged through the respect and consideration we give to that language. English is the common medium for all learning activities in school and due consideration is given to the language functions we use for both monolingual and bilingual children. We aim to facilitate learning by offering adults as positive role models in reading, writing, grammar and speaking and supporting pupils to acquire a vocabulary which enables them to access the curriculum.

Information Technology is a resource which is used in English for:

- word processing, involving the drafting and redrafting of work originated on the computer
- desk top publishing of materials for a variety of audiences
- access to the Internet for information

Interactive whiteboards are used to present and evaluate texts in a variety of ways. Visualisers are used to collaboratively improve writing and as a means to project texts onto the IWB

Equal Opportunities

All children will have the opportunity to access a broad and relevant curriculum, progressing at a rate appropriate to their needs. Groupings within the class will reflect the purpose or task to which they are directed. Groupings need not be seen as static arrangements. Care is taken to ensure that any materials used broadly reflect the cultural diversity of our society and careful consideration is given to the use of language so as not to disadvantage any children. Pupils with EAL are given additional support with their acquisition of the English language.