



*"I have come so that they may have life and have it to the full."* John 10:10

# English Policy

## Spring 2024

Policy Review Details	
This policy will be reviewed in line with our policy review schedule.	
Date of Issue: Spring 2024	
Governor Signature	Headteacher Signature
Date of next review: Spring 2027	

## Version Control

### Change Record

Date	Author	Version	Reason for Change
Summer 2022	J Whittaker	1	Full review – read in full This policy will typically be reviewed every three years. However, to bring in line with Epworth Policy Review Schedule, this will be reviewed in Spring 2024.
Spring 2024	J Whittaker	2	<ul style="list-style-type: none"><li>- Included award of Eklan Communication Friendly Settings within oracy section</li><li>- Updated Reading section to reflect adjusted approaches following Reading Framework guidance June 2023</li><li>- Handwriting section reduced to a statement of intent and signposted to a separate handwriting policy. Significant change reflecting guidance is children no longer learn cursive style in EYFS, this is introduced from Year 2.</li><li>- In the differentiation section, a note has been given about adaptive teaching which is the main approach. Differentiation is used for a small number of children.</li><li>- Moderation – authority changed from Bury to ‘our nominated LA’ as schools can select</li></ul>

## **Summerseat Methodist Vision & Values**

At Summerseat Methodist Primary, our vision, ethos and values are at the core of everything we do. They underpin our teaching and learning, and provide an environment which prepares our children to become lifelong learners; creating a safe and inclusive learning environment that nurtures individuality and enhances potential.



“I have come so that they may have life  
and have it to the full.”

John 10:10

As a church school, we have identified and uphold the following core Christian values that help us achieve our ethos and vision: joy, teamwork, love, respect, care, trust, forgiveness and equality.



## **Safeguarding Statement**

At the Epworth Education Trust we recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. We work to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice. The procedures contained in the Safeguarding Policy apply to all staff, volunteers and governors

## **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 [Early Years Foundation Stage \(EYFS\) Statutory Framework](#)

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**

English has an unrivalled place in education and in society. The English curriculum at Summerseat Methodist Primary is designed to provide experiences for children throughout the school that enable them to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them.

Our school aims to develop pupils' skills in reading, writing, speaking and listening. By the time that children 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 with a love of reading that will last a lifetime
- Have access to a broad range of texts that provide a chance for children to develop culturally, emotionally, intellectually, socially and spiritually.
- Understand the phonetic and spelling system and use this to read and spell accurately.
- Enjoy writing in different contexts and for different purposes and audiences
- Plan, draft, revise and edit their writing.
- 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
- Speak clearly and fluently
- Listen carefully and sensitively to adults and their peers
- Be enthused, engaged and motivated to learn with curiosity and enthusiasm for learning.

## **4. Our guiding principles for the teaching of English and literacy**

We teach English and literacy best when:

- Reading and writing are built on a 'sea of talk' through effective teaching of oracy
- There is a proactive and positive culture around reading in the school
- All staff feel they have the knowledge, skills, understanding and professional support they need to teach English and literacy effectively
- The English curriculum is coherently planned and sequenced
- There is sufficiently detailed and frequent ongoing assessment of pupil progress
- We expose pupils to different types of reading material, that reflect diversity and provide cultural capital
- We involve families in supporting their child's reading and writing
- We identify where pupils have learning gaps or aren't making the expected progress, and make sure interventions target these
- 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
- 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 headteacher**

The headteacher 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 and literacy lead**

Our English and literacy subject lead is Julie Whittaker. They are 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 in line with subject plans
- Providing opportunities for pupils to apply their English and literacy skills in a variety of ways
- Completing the relevant marking and assessment
- Making sure that support staff have:
  - o Access to planning materials and resources

- The knowledge and skills they need to support and challenge pupils
- Ensuring children have access to effective and timely intervention as required

## 6. Curriculum

At Summerseat Methodist Primary School, we follow [The Early Years Foundation Stage \(EYFS\) Statutory Framework](#) and the [National Curriculum](#) for Key Stage One and Two. This ensures we provide a suitably challenging curriculum with continuity, progression and high expectations.

We outline / communicate our English / Literacy curriculum built on these two documents via:

- **'Year Group Steps in Learning'** - which provides an overview of the topics taught in the year group for all subjects and also outlines the end points for the learning for the year group. In regards English and Literacy, they outline the expected end points for each year group. (Available nursery through to Year Six)
- **'Subject long term overviews'** - which share the whole school sequence of topics that are covered in each year group. These are available on the individual subject pages. For English, this takes the form of a long term text overview with core texts (fiction, non-fiction and poetry), suggested wraparound texts, poems, rhymes and songs and writing opportunities.
- **'Subject Steps in Learning'** - which outline the progressive subject skills, knowledge and concepts. This is our key progression document for each subject. These are available on the individual subject pages. (This covers all aspects of English / Literacy) *For English / Literacy, there is an additional single year group document and corresponding pupil version which support staff to ensure full coverage and repetition of core learning across the year.*
- 'Unit Plans' - which guide staff on the learning journey a class may take to meet the end points identified for a unit of work. These are adapted by the teacher for the needs of their cohorts with regular review with the English lead.
- 'Knowledge Organisers' - outlines key knowledge and vocabulary we want children to know in particular subject areas. In English, these are focused on phonics, spelling and grammar expectations and fully aligned to the National curriculum appendices.

English is based on books throughout the school. The book itself, or themes from the book, are used to drive activities where objectives from the curriculum are met in composition, spelling, grammar and punctuation. 'Books as Hooks' captures the children's imagination and encourages them to become fluent, thoughtful and creative writers. Each unit starts with a 'hook' and then the children journey through the book completing different genres of writing with specific audiences and purposes. Books in English are often chosen to support work in other areas of the curriculum. Various genres are taught regularly throughout the year appropriate to key stage. Teachers use progressive 'Steps in Learning' to ensure objectives are taught and revisited across the year to enable deeper learning and knowledge retention to happen. Children work in ability groups and mixed ability groups according to the objectives of the lesson. Group objectives are differentiated appropriately with the aim to both

challenge and support children in their learning. The SLT and English Lead monitor teaching and learning regularly.

## 6.1 Speaking and Listening

At Summerseat, oracy and spoken language are a core component of our English curriculum. In a much-used quote by James Britton, in our school: “Reading and writing float on a sea of talk.”

In statutory terms, the Spoken Language elements of the National Curriculum (2014) outline expectations for the teaching of Oracy.

At Summerseat, our English, ‘Steps in Learning’ have spoken language skills from the National Curriculum broken down by year group, at the top of the year group progression maps.

Aside from the statutory objectives of the National Curriculum, it is important to also teach children other aspects of Oracy. Children need to be taught:

- The ‘rules’ of social interaction – taking turns; identifying who is holding the conversation and how to judge when this can change; how pairs of language work, e.g. Q and A, greeting and response; how to fix what we say or what we don’t understand.
- Non-verbal cues – voice; volume; intonation; eye contact; pitch; pauses; pronunciation; posture; personal space.
- How to listen.
- How to speak.

This is outlined in our, ‘Learn to Learn Skills’ in our ‘Year Group Steps in Learning’ through being collaborative and in part through becoming confident. Staff teach these aspects explicitly through the English curriculum and also provide opportunities for practise of these skills explicitly and implicitly across the curriculum.

At Summerseat, all our pupils are given the best possible opportunities to develop their oracy skills. It is high in our agenda through:

- Early assessment and identification of speech, language and communication needs through WellComm and NELI assessment and intervention on entry
- Helicopter Stories
- Plan, do, review sessions
- Adult modelling of language
- Daily storytime sessions timetabled across school
- Identification of key subject specific vocabulary to be taught explicitly (listed on unit plans / knowledge organisers)  
Focus on: drama, planning, oral rehearsal in English lessons, drawing upon talk for writing approaches
- Collaborative approaches encouraged across the curriculum and supported through ‘Effective collaboration’ statements
- Commitment to ELKLAN Communication Friendly School Programme – CFS status was given to school in Nov 2023
- Time made within the English curriculum for oracy in all units (See writing unit structure)  
Staff CPD to ensure they are committed to a focus on oracy

Further detail, including research base for this, can be found in the Summerseat Oracy Strategy.

## **6.2 Reading (Including Phonics)**

At Summerseat, our approach to reading is to ensure that children develop:

### **The Thrill, The Will and The Skill**

*"Without the 'thrill' there is no 'will' to engage. If children don't engage then they will never acquire the 'skill'."* Alistair Bryce-Clegg

We aim to foster a love of reading in all our children here at Summerseat. This is vital both as a life skill in order to enable children to access a wide range of information in the world around them but also a means of enjoyment where books can transport them to many new and exciting worlds. We ensure that children get to read and hear a wide range of genres as part of our holistic approach to reading for pleasure. Approaches we use to develop a love of reading include: daily storytime in all classes, 'Summerseat Super Story' collections for every year group as a reading challenge with high quality stories, books as 'hooks' into new topics across the curriculum or collective worship themes and inviting book areas in all classes.

Our classrooms are full of diverse and engaging books to try to give the children the will to read. We also have regular reading rewards to encourage children further.

We follow the simple view of reading. The Simple View of Reading is a formula demonstrating the widely accepted view that reading has two basic components: word recognition (decoding) and language comprehension.

To support reading skill development, we use 'Supersonic Phonics Friends' as our validated, systematic synthetic phonics programme. Our reading scheme is closely matched to phonics teaching to enable children to practise the new skills they are developing. Our main reading scheme is Big Cat Phonics supported by other phonic readers to add breadth and further opportunity to practise in line with their 'Supersonic Phonic Friends' stage. Ongoing assessment is a vital component of this.

To support comprehension skills, we talk about how comprehension is the job your brain does in order to understand a text. We have two components: 'Think as a reader' and also, 'Answer reading questions'.

Teachers regularly read aloud and think aloud about texts as the experts in the room. We explore a wide range of reading questions using the 'VIPERS' acronym for different question types to guide staff, parents and children in the types of questions they may encounter. It details a number of useful question types that are useful to check and assess that your child has understood their books and can retrieve information from it.

Reading is given high priority at Summerseat.

In all classes across school, children have daily, timetabled storytime with expectations outlined in, 'Storytime Expectations Poster'. The aim is that children hear 'expert readers' reading fluently and build vocabulary, experiencing stories they may not otherwise have encountered,



In Reception and Year 1, phonics is timetabled daily for at least 25 minutes. (Nursery also have regular phonic sessions) Children in Year 2 continue to access this as required. Phonics will be taught more regularly to groups and individuals as required or boosters put in.

In Reception, Year One, and Year Two, teachers deliver reading sessions to year groups, in small guided groups or individually with each child accessing reading daily. The teacher will sign and monitor the reading diary in two sessions a week. Each child will have two reading books sent home; a reading for success book closely aligned with their phonic stage and a reading for pleasure book from our class library. This will be changed weekly. We encourage parents to read with their child and sign the reading diary daily.

From Year 3 to Year 6, Reading is taught explicitly through a timetabled whole class session daily for 30 minutes per day. This will include some whole class reading and some group reading. The teacher delivers a reading focused lesson with the children taking part in a range of focused activities which will include: fluency, vocabulary, discussion, VIPERS questions, reading for pleasure and other text based and comprehension activities. Reading diaries will not always be signed during these sessions but daily reading takes place.

At the start of Year 3, until children are fluent readers, class teachers will continue to support children to select and change the books brought home to ensure books are at the correct level for each child. This will continue the reading for success and reading for pleasure model. We encourage parents to sign reading diaries with any relevant comments.

As children move through Year Three, most children will be allowed to choose their own books from the class library which is stocked with a variety of engaging books pitched at the level for the class, including the 'Summerseat Super Stories'. They will move to one reading for pleasure book.

From Year 5 and Year 6, children should complete their own reading diary neatly.

Reading at home is a vital part of supporting the progress of children and we work hard to engage with parents to support with this. Teachers monitor how frequently children are reading at home by checking diaries weekly.

### **6.3 Writing (Including Spelling, Punctuation and Grammar)**

At Summerseat Methodist Primary School, writing is a crucial part of our curriculum. All children are provided with frequent opportunities to develop and apply their writing skills across the curriculum.

We inspire children to write using creative approaches that include immersion in a rich variety of texts.

Our long term text overviews show the books that children will encounter as a basis for our writing lessons. They also show our planned writing outcomes.

In writing, we intend for pupils to be able to plan, revise and evaluate their writing, thinking carefully about the audience and purpose. Our staff work hard to create real opportunities for writing to engage the children and ensure it is purposeful. To be able

to do this effectively, pupils will focus on developing effective transcription and effective composition. We work hard to ensure children have an increasingly wide knowledge of vocabulary and that they are meeting the grammar expectations for their year group. Our writing curriculum has a strong focus on the writing process.

Our writing units follow this sequence:

- Book as Hook – Stimulus
- Inference of front cover, generating questions
- Associated picture for prediction
- Read text with grammar focus
- Unpick vocabulary
- *Explore features of a genre – audience & purpose*
- *Identify stimulus for writing for a theme*
- *Plan, draft, edit, write – extended*
- Finish off the text

*Steps in green can be repeated for a variety of genres using the same text.*

*Drama and speaking and listening to weave throughout*

With regards to spelling, teachers will show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. They will also teach pupils how to work out and clarify the meanings of unknown words and words with more than one meaning. Pupils will be taught to control their speaking and writing consciously and to use Standard English.

Please look at our knowledge organisers for spelling and grammar that help to identify some of the technical knowledge children are taught in each year group.

Spelling is taught explicitly through a timetabled spelling session from Year 2 onwards for 20 minutes per day using 'No Nonsense Spelling' which follows on from, 'Supersonic Phonic Friends'.

Spelling homework is set weekly in all year groups from Year One.

#### **6.4 Handwriting**

We also intend for pupils to leave school being able to use fluent, legible and speedy handwriting.

Learning to form letters and spell words requires considerable effort and attention. While some pupils who have SEND may need reasonable adjustments, the vast majority of children should be taught how to sit with correct posture on a chair at a table, using a tripod grip to hold a pencil. Developing the right habits from the beginning allows children to write comfortably and legibly.

In early years, children initially learn to write with non-cursive script using letter patterns from Supersonic Phonic friends to support them. We use the Supersonic handwriting scheme to support children with this. Cursive script is introduced from Year 2 with joins explicitly taught.

Please see our handwriting policy for our approach in full.

#### **6.5 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

Topic research

Providing opportunities for reading and writing purposefully across the curriculum

## **6.6 Differentiation & Adaptive Teaching**

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
- 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

Whilst differentiation is required for some children who may have needs that go beyond adaptations, adaptations are used in line with our 'Adaptive Teaching' guidance document that supports staff in skillfully ensuring children are given support to access the curriculum content wherever possible.

## **7. Marking and feedback**

Feedback will clearly explain to pupils what they're doing well, and what they need to do next to continue to improve their work.

It will be given in line with the marking and feedback policy which is underpinned by the Education Endowment Foundation principles of effective feedback (October 2021).

## **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.

School leaders / the English and literacy lead will monitor and evaluate the impact of teaching on pupils' learning in line with the annual monitoring schedule through:

- Conducting learning walks
- Reviewing marking and feedback
- Termly pupil progress meetings
- Pupil voice
- Planning scrutiny

- Book scrutiny

This will feed into staff appraisal and CPD.

## **8.2 Assessment**

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

Formative assessment will be ongoing throughout every lesson with reshaping of tasks and activities as necessary in response. This will also include regular spelling and grammar quizzes.

Summative assessments will be completed termly using the NTS progress assessment tests in Year 1 to Year 5 with past SATs papers used in Year 6 to support next step support and planning. This will ensure swift support for any child who requires it. The observation checkpoints will be used throughout EYFS. Phonic assessment will be updated on a half term basis throughout EYFS and into Year 1.

There are statutory assessments at the end of each key stage.

Our pupils will sit the following formal assessments:

- The phonics screening check at the end of year 1
- National Curriculum tests in the summer term at the end of KS2 (KS1 past papers will be used to support teachers)
- Statutory EYFS baseline at the start of Reception
- Statutory EYFS profile at the end of Reception

We will provide regular targets for pupils shared via the brief parent evening report template, and provide termly verbal reports against these at parents' evenings. Pupils will receive a full, written report annually.

Further details of our assessment approaches can be found in our assessment policy.

## **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 in-school and with external support.

We work with our selected Local Authority for LA moderation at the end of the key stage.

## **9. Learning environment**

Pupils will learn English and literacy in spaces that:

- Are well-organised
- Contain appropriate and good-quality resources for pupils to refer to (in a space where they can find or see them easily)
- Are quiet

- Have minimal distractions, for example not containing a distracting amount of decoration
- Display knowledge organisers, letter cards and posters showing grapheme-phoneme correspondences that match our school's phonics teaching programme

Further detail can be found in our teaching, learning and curriculum policy

## **10. Resources**

### **10.1 Books**

We will select and use books that:

- Engage pupils emotionally
- Cover a wide range of subject
- 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's unlikely that just 1 book will meet all of these criteria, but our full selection as a whole will.

Once we've chosen our books, we will:

- Identify a core set of stories for each year group
- Refresh the list regularly (at least once a year), as new books are published and as our school welcomes new teachers
- 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, guided by our wider reading suggestions
- Share the list with parents, and explain its purpose, so they can buy or borrow the books

### **10.2 Book corners**

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

- Access the, 'Summerseat Super Stories', a set of recommended books to read in every year group
- Browse the books
- Revisit the ones the teacher has read to them
- Borrow books to read or re-tell at home (including the Summerseat Super Stories & a further selection of non-fiction and poetry)
- Spend time there
- Access, 'Love of Reading Posters' for each stage / class

- Access 'Storytime' poster which demonstrates effective storytime

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 a selection 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 book corner
- 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 subject 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:

- o Are particularly rhythmical
- o Can withstand a lot of repetition
- o Elicit a strong emotional response
- o 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 a set of dictionaries and thesauruses available in each classroom
- Allowing pupils to use the computer / laptop / iPad during lessons to look up word meanings and synonyms

## **11. Review**

This policy will be reviewed every three years by the subject leader in line with the policy review schedule. At every review, the policy will be shared with the Local Advisory Board.

## **12. Links with other policies**

This policy links with the following policies and procedures:

- Curriculum, Teaching and Learning policy
- SEN/SEND policy and information report

- Marking and feedback policy
- Assessment policy
- Equality information and objectives
- Behaviour policy
- Early Years Foundation Stage (EYFS) policy