

English Policy



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Introduction

This policy should be read in conjunction with the school's Phonics Policy, Oracy Policy, and Handwriting Policy, which together underpin the teaching of English at St Philip's.

At St. Philip's C.E. School we wish to provide a supportive, stimulating and spiritual environment in which our pupils can become independent learners and competent users of language, in both its spoken and written form. This aspiration is firmly embedded in our school mission statement:

Happiness, love and security abound
Everyone is special
Every achievement is celebrated
Relationships and teamwork matter
A beacon of light in the community
Christ is in everything we do

Aims and Objectives

We aim to develop pupils' knowledge and skills in reading, writing, speaking and listening. We believe that such knowledge and skill is crucial to success across the curriculum, both in primary education and later life.

The study of English develops children's ability to listen, speak, read and write for a wide range of purposes, including the communication of their ideas, views and feelings. Children are enabled 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 and vocabulary 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 learning opportunities.

At St. Philips, we strive for children to be a 'Primary Literate Pupil'.
Our objectives in the teaching of English are for a child to be able to:

- Read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct.
- Have an interest in books and read for enjoyment
- Have an interest in words and their meanings; developing a growing and rich vocabulary in spoken and written forms.
- Understand a range of text types and genres and be able to write in a variety of styles and forms appropriate to the situation.
- Be developing the powers of imagination, inventiveness and critical awareness.
- Have a suitable technical vocabulary to articulate their responses.
- Have the skills to improve the planning, drafting and editing of their written work.
- Understand the grammatical terms and features used within a range of texts.

- Develop a range of strategies for spelling words that are polysyllabic; contain prefixes or suffixes and that are embedded within their composition of writing.

Reading

At St Philip's CE Primary School, we want children to develop a love of reading. We have a structured approach to the teaching of reading and aim to develop confident readers who enjoy a wide range of texts.

Children share books as a class, in groups and individually. We work with children to develop their understanding of texts through whole class comprehension activities and use 'Reading Vipers' in KS2 and 'Reading Dogs' in KS1 to focus on the key areas of comprehension. We encourage KS2 pupils to take school library books home alongside individual reading books.

Children are supported to develop their reading skills and the level of support given depends on the needs of each child. We use published schemes such as Oxford Reading Tree, Collins Big Cat and Project X. Children are also supported by our volunteer parents, who regularly come into school. Book Banding is established in school.

Parental support is crucial in the development of a child's reading ability and we love to read your comments in their reading diaries.

Early Reading:

Early Readers (Reception)

Children are split into very small groups of children based on their reading stage and ability. Each group of children are taught by the teacher and TA over the course of each week.

The children learn independently, focused on phonics reading games / activities appropriate to the phonics stage in which they are securely working. As children's reading skills become more developed, they move onto reading linked to a 'Big Question' where they talk with a partner about an area of learning linked to Reading Dogs skills. This may be recorded by an adult onto stickers but there is no expectation for children to be recording their own answers in Reception.

Refer to our Phonics Policy for Early Reading and Phonics.

Whole Class Reading:

We deliver the teaching of reading in a whole class environment. From KS1, children learn the reading domains in line with the KS1 curriculum. Children transition between Years 1 and 2 from a guided group focus to a whole class setting.

At St. Philip's CE Primary, Reading Dogs are used to support the teaching of reading across EYFS and KS1. Reading VIPERS are used to support children with their reading comprehension skills from Years 3-6. VIPERS are a range of reading prompts based on the 2016 reading Content Domain Areas (CDAs) found in the National Curriculum Test Framework. Children are explicitly taught the skills of reading (outlined in the National Curriculum and the KS1 and KS2 test domains)

through the use of VIPERS which were created by Rob Smith (The Literacy Shed). In EYFS and KS1, each class display the Reading Dogs and in KS2 each classroom display the Reading VIPERS and the class teacher makes explicit links to the skill the children will be learning about. This gives all children across the school a common language to discuss their reading knowledge and understanding.

All children work on the domains of the Reading Dogs/ VIPERS during class reading, whether it is reading as a class, in a small group, or one-to-one with an adult.

Whole Class Reading Lesson Structure

Our whole class reading lessons take place once a week focus reading lesson that teaches and models the reading skills covered in Reading Dogs (early years and KS1) and VIPERS (KS2). This is evidenced in our Reading Comprehension books. As well as this, children have a comprehension lesson once every two weeks linked to their English unit/foundation topics where children have the opportunities to access a full text that allows them to answer a mixture of comprehension questions as well as developing their reading stamina.

These are separate to but may complement English and cross curricular sessions. Sessions may vary session to session/ class to class depending on the needs of the children but has a general rule time spent on each domain is based upon the English Reading Test Framework (2016) number of marks available for each content domain.

During a typical session the teacher will share what the content domain/s the children will be focusing on for that session. Teachers carefully select their reading objectives linked to the LAPS (Learning Progression and Steps) targets in each year group's class reading folder. Where appropriate they are linked to and applied not just during English sessions but also cross linked to topic contexts.

During these sessions, teachers cover a variety of fiction, non-fiction, poetry, songs, picture books, even short films to ensure children get access to a wide range of texts. Types of text given are appropriate to the age and key stage of the children.

Children read during these sessions in a variety of different ways. They may hear the teacher model fluent reading and then have time to reread the same extract themselves, they may read individually and feedback, work in groups, take turns in pairs or read aloud to their peers. You may see a number of these different strategies during one session.

Teachers plan key questions each session based on the content domain being focused on.

Children are encouraged to orally speak the answer before writing anything down acknowledging their first answer may not always be their best. At times children are given sentence stems and vocabulary that is expected to be used within their answer. TA/ teacher support is also provided to support SEN pupils where necessary.

Children are encouraged to provide evidence for their answer based on a text extract or a picture they have seen in the book. Where appropriate children are encouraged to use evidence from a range of different places within the text as modelled to them in the lesson.

Reading For Pleasure:

Reading for pleasure is promoted throughout school across every subject. Links are made with reading in vocabulary and knowledge organisers. Whole class reading texts are displayed on each classroom door and each writing unit is linked to an example model text. Reading Ambassadors promote reading within KS2 classrooms and buddy up with KS1 and Reception children to read with them. Book recommendations are carried out regularly and class texts are displayed on working walls.

Daily Reading:

'Stop and Read' takes place across KS2 each day for 20 minutes. Children are heard reading by teachers and teaching assistants and children are given time to read independently with silent reading.

Whole class reading takes place at the end of the day or at the end of lunch time by our lunch time supervisors. Daily reading is recorded in our daily reading files which also indicates clearly our frequent, daily readers that are PP/ SEND/ EAL.

Assessment of Reading:

Teachers and teaching assistants assess the independent reading of children each week and record comments in both children's reading records and class files. Whole Class Reading objectives are assessed using LAPS. This is carried out half termly. Summative tracking each term is carried out on Insight by teachers. Teachers will monitor and review individual progress during lessons and using evidence gathered over a period to summarise that progress. Data is analysed to ensure that all pupils are making at least expected progress. These results are monitored by subject leaders and SLT and reported to Governors. Pupils who are not on track are identified for intervention/target teaching. Reading to be assessed half termly using comprehension assessments: prior SATs papers for Years 2 & 6. NFER assessments for other year groups each term. We will engage in whole school moderation exercises.

The Role of Parents and carers:

Parents are given a parent reading agreement on the first parent's evening of each year where parents are reminded of the expectations for reading at home. Stay and Read workshops and phonic workshops are held across each year for parents to offer support and strategies for reading at home with their children.

Oracy (Speaking and Listening)

Oracy skills underpins the development of reading and writing so is vital for pupils' cognitive, social and linguistic development across the curriculum. Pupils should develop their ability to make their thinking clear to others, to explain their understanding of what they have learned or read and to prepare their ideas before they write. Pupils should have ample opportunity to engage in different speaking and listening opportunities such as discussion and debate, role play and drama, rehearsal and performance.

The quality and variety of language structures and vocabulary that pupils hear and speak are vital for developing skills in reading and writing. Teachers should therefore

ensure the continual development of pupils' competence and confidence in spoken language and listening skills with carefully planned opportunities and regular assessment.

Refer to our Oracy Policy for oracy across the curriculum, inclusion and expectation.

The Teaching of Writing

As a school, we follow the three phases of the teaching of writing: Immersive, Innovative and Inventive. Within each phase the stages of writing are broken down. Planning of writing units are carried out using our writing overview format that breaks down the learning steps within each phase of writing. Our writing units are linked closely to an example text. Ideas and techniques are modelled using these texts. Children are given wider opportunities to create writing with purpose in all lessons, drawing on their wider knowledge and skills. We provide opportunity for pupils to write in a range of context across the curriculum. Planning these writing opportunities help us to develop confident, enthusiastic writers who can express themselves in a variety of different styles and across a variety of contexts.

The purpose of writing is shared with the pupils at the start of each unit and pupils are provided with regular opportunities to write for a range of purposes and audiences. Children are passionate about reading for pleasure and reading for writing. Writing tasks are specific and meaningful, and meet a purpose to engage pupils and to illustrate how their writing skills can be applied to real life contexts. Editing work is an essential skill when writing and is part of the inventive phase of writing. Pupils are taught how to edit and improve their work as an integral part of the writing process. English is to be rich in opportunities for our children to be creative in their writing!

Each writing phase is 2-4 weeks long depending on the unit. Every class aims to teach a fiction and a non-fiction unit every half term, with some curriculum link exceptions. Within each term, a poetry unit is also taught linked to our wider curriculum.

The Assessment of writing:

Assessment for learning strategies are used on a daily basis. These show the pupils' progress, any areas of strength or weakness which can then be addressed in teachers' planning. Formative assessment of learning is completed termly using assessment against the school Writing Ladders across KS1 and KS2 for each year group. At least 3 pieces of independent pieces of writing are carried out within a half term and are assessed using these ladders located in the front of English books. Following the teaching of a unit of work pupils frequently complete an independent writing piece, which is assessed against our writing criteria. Writing is to be assessed using the ladders in English books. At least 3 pieces of writing with at least one cross-curricular piece to be recorded each half term.

Analysis of the data is incorporated into teachers planning so pupils' needs can be addressed. Whole class feedback is also given after each piece of writing focusing on specific class targets. Moderation of teacher assessment is also completed termly in order to ensure that judgements are accurate. Summative assessment is carried

out by teachers using Insight at the end of each term. Data is analysed to ensure that all pupils are making at least expected progress. These results are monitored by subject leaders and SLT and reported to Governors. Pupils who are not on track are identified for intervention/target teaching.

Special Educational Needs Disability (SEND) / Pupil Premium / Higher Attainers

All pupils will have Quality First Teaching. Any pupils with identified SEND or identified as needing additional support will have work additional to and different from their peers, dependent upon their needs in order to access the curriculum. As well as this, our school offers a demanding and varied curriculum, providing children with a range of opportunities in order for them to reach their full potential and consistently achieve highly from their starting points.

Handwriting:

Handwriting is a basic skill that influences the quality of work throughout the curriculum. By the end of Key Stage 2, pupils should have the ability to produce fluent, legible and, eventually, speedy joined-up handwriting, and to understand the different forms of handwriting used for different purposes. All year groups follow the Nelson Handwriting scheme from Oxford Owl.

Refer to our handwriting policy for handwriting progression, inclusion and expectation.

Spelling:

Reception and Year 1 have daily ELS Essential Letters and Sounds phonics sessions as their first lesson of the day. Years 2-6 have three spelling sessions a week following the ELS Essential Spelling (Year 2) and ELS Essential Spelling and Word Knowledge (KS2) schemes. Children are all assessed at the end of the week on a Friday.

Our children achieve effective phonic knowledge and strategies which they can apply confidently, alongside their recall of High Frequency words, within their independent reading and writing. The schemes cover curriculum spelling patterns and common exception words.

Children have the chance to earn bronze, silver, gold and platinum spelling badges across each school year for a cumulative running total from their spelling tests. The amount of spellings needed to receive a badge is adapted for SEND pupils by the class teacher's discretion.

Years 1-6 have lists of common exception words in the back of English books to record which spellings the children can read, spell and use in independent writing. These are updated as a working document and children are encouraged to refer to their own list both to celebrate their progress and to have an awareness of their target spellings.

Grammar:

In Years 1-6 children are taught the appropriate grammar and punctuation as stipulated in the National Curriculum. Years 1 and 6 incorporate grammar and punctuation into their English lesson.

Word of The Day activities are timetabled for 3 morning activities across the week for the first 10 minutes each day in KS2. Word of The Day is incorporated as part of the English lesson in KS1. Specific published resources are purchased to structure the teaching of this. (No Nonsense Grammar).

Grammar will be a focus as part of the English lesson. Where possible, the grammar is linked to the genre. Writing overviews include links made between genres for the SPAG curriculum objectives.

The policy will be reviewed every three years or sooner if required.

Approved by Governing Body: _____

Date: _____