



English Policy

Agreed at (please indicate with a *):

- Full Governing Body Meeting _____
- Children and Learning Committee Meeting _____*
- Resources Committee Meeting _____

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English Policy

1. Introduction

- a) 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. 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.

2. Aims and objectives

- a) The overarching aim for English in the National Curriculum is to promote high standards of literacy by equipping pupils with a strong command of the written and spoken word and to develop their love of literature through widespread reading for enjoyment.
- b) By the time the children leave Stamford Green, pupils will be able to:
 - i. Read, write and use the spoken word with confidence, fluency and understanding.
 - ii. Have a love of reading, for both pleasure and information.
 - iii. Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
 - iv. Write clearly, accurately and coherently, using their developing imagination, inventiveness and critical awareness.
 - v. Have proficiency in reading, writing, speaking and listening to the national expected standard as a minimum.

3. Statutory Requirements

- a) Statutory requirements for the teaching of English are laid out in the National Curriculum in England Framework document July 2013 and in the Communication and Language strand and Literacy strand of the **Early Years Foundation Stage Framework 2021**.
- b) The English programme of study is based on the following areas:
 - i. Spoken language
 - ii. Reading
 - iii. Writing
 - iv. Spelling, Vocabulary, Grammar, Punctuation and Glossary
- c) The National Curriculum is divided into three key stages: Key Stage 1, Lower Key Stage 2 (Years 3 & 4) and Upper Key Stage 2 (Years 5 and 6).
- d) By the end of each Key Stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programmes of study. The National Curriculum gives detailed guidance of what should be taught at each Key Stage under the above areas.
- e) Within each Key Stage, schools have the flexibility to introduce content earlier or later than set out in the programme of study. Schools can introduce Key Stage content during an earlier Key Stage if appropriate.
- f) All schools are required to set their school curriculum for English on a year-by-year basis and make this information available online. The curriculum map for English is published on the school website.

4. Subject Organisation

- a) For all year groups, a curriculum map has been written detailing the curriculum objectives that should be taught for each year group in reading and writing (including grammar punctuation and vocabulary; spelling and handwriting). The curriculum map also includes details of how each year group teaches writing for a particular purpose each term, ensuring that the children are taught a wide range of genres as they progress through the school.
- b) In order to ensure that the children use a wide range of texts in their reading and English lessons, the English curriculum map includes details of the different texts that are studied in each year group giving the children a varied literary diet.
- c) All year groups have a set of expectations, in the curriculum map, for reading and writing, which children should be able to achieve by the end of that year. Teachers use these expectations as a basis for their planning, to ensure that the lessons are suitably pitched with

an appropriate level of challenge to enable children to meet the expected standard at the end of the year. Where possible, teachers use Learning without Limits to allow children to choose their own level of difficulty, supported by an ethos where challenge is celebrated and mistakes are seen as steps in learning.

- d) In the summer term of Nursery, children beginning to have discrete phonics sessions, following the Read Write Inc programme. In Nursery, the focus is upon hearing sounds and beginning to recognise and form single letters sounds.
- e) In Reception and Year 1, children will have a Read Write Inc lesson four times a week. The children are taught in homogenous groups by Class Teachers and Teaching Assistants. The children are taught to recognise, read and write sounds in a 'Speed Sound' session. This is followed up by the children reading phonetically decodable books matched to their reading ability. The sessions also include writing activities linked to the reading books that they have read, which develops their writing skills.
- f) For children in Year 1, they will also have one mixed ability English lesson with their Class Teacher. The focus of this lesson will be to ensure that the children continue to foster a love of reading and to develop their creative writing ideas.
- g) In the summer term of Year 1, the children will begin to transition from Read Write Inc sessions in homogenous groups to mixed ability English lessons with their class teacher. For children who need further support, they will continue to follow the Read Write Inc programme.
- h) In addition to reading to their peers and an adult in their Read Write Inc sessions, children in Reception and Year 1 will also read individually to an adult at least once a week.
- i) For children in Year 2 - Year 6, children will have four 1 hour English lessons per week and four 10 minute spelling lessons. In English lessons, there is a half termly writing focus on a particular purpose and audience (e.g. writing to inform, writing to entertain) and lessons ensure that the children learn the skills of writing for a particular purpose before applying the skills to their independent writing. English lessons also incorporate grammar teaching. In the spelling lessons, children are taught spelling rules (as detailed in the English curriculum map) and will ensure that they practise the spelling rules and associated words. There is also a focus upon learning and practising the relevant high frequency words for that year group. Words taught in spelling lessons are practised as part of their homework (See Homework Policy).
- j) For the children in Year 2 – 6, they will have four 30 minute reading lessons per week. Reading skills and objectives for the year group will be taught primarily using whole class reading texts.
- k) In all classes across the school, a love of reading is promoted through daily story/poetry times.
- l) Teachers take advantage of opportunities to make cross curricular links. They plan for pupils to practise and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum. There is a particular focus at Stamford Green on writing through all subject areas. The same high standard of writing is expected in Discovery Books, as is seen in English Books.
- m) Handwriting is taught in accordance with the statutory requirements for each year group which is laid out in the curriculum map. From the autumn term of Year 3, children are given the option to use a pen if they would like to and it is appropriate to the task. The use of when pen should be used is detailed in the Presentation Policy.
- n) Homework for children is set in accordance with the Homework Policy.

5. SEND

- a) We provide for all children so that they achieve their potential in English according to their individual abilities. See SEND policy for further information.

6. Assessment and target setting

- a) Children receive regular feedback about their work and next steps are identified in accordance to the Assessment Policy.
- b) Work is assessed in line with the Assessment Policy.

7. Role of the English Subject Leader

- a) The English Subject Leader is responsible for the development and monitoring of the English curriculum to ensure a coherent strategy, where children make good progress.
- b) The English Subject Leader assists staff by leading training sessions and supporting them in the classroom. The Subject leader is responsible for implementing changes required by the

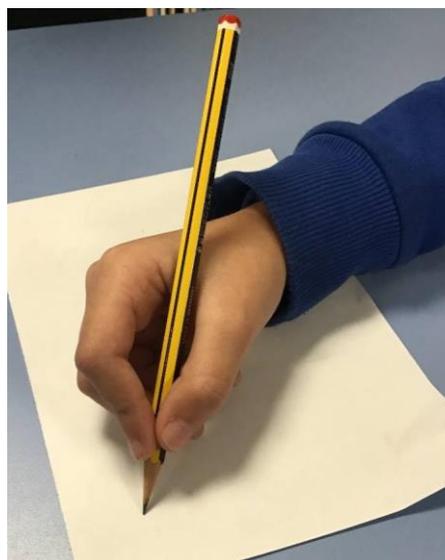
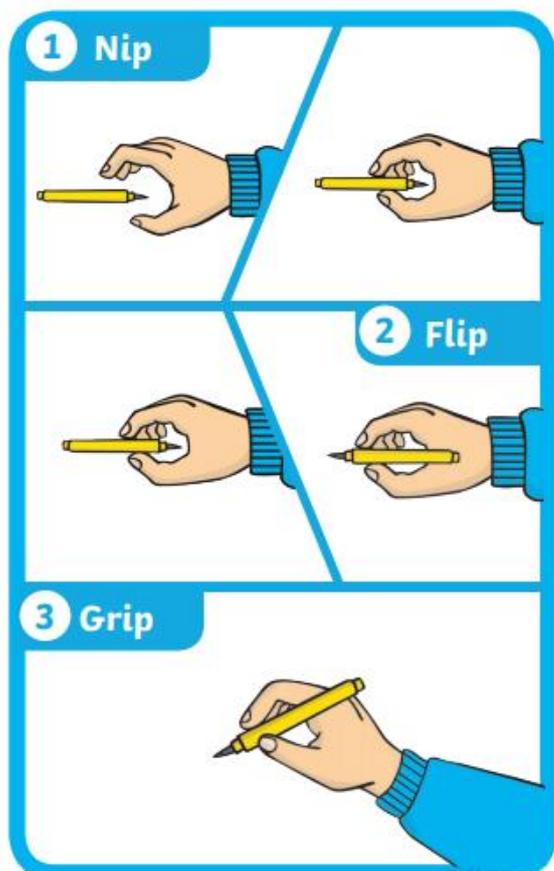
National Curriculum, attending training courses feeding back key skills and information to staff. The Subject Leader ensures that all staff access relevant CPD.

- c) The Reading Leader ensures that Read Write Inc is delivered consistently across the school through coaching and by leading training sessions. The Reading Leader is responsible for working closely with the school's Read Write Inc consultant and for carrying out assessments to ensure that the children are grouped appropriately.
- d) The Leadership and Management Team/English Subject Leader monitor English throughout the school with activities such as lesson observations, book scrutinies, analysis of data, in accordance with the school's MER (Monitoring, Evaluating and Reviewing Schedule Document).

Nip Flip Grip (NFG) is the method to achieve the tripod grip once child is ready.

Classroom display resources are available in S:\Staff\General\English\Pencil Grip

EYFS	
Discrete teaching of NFG to attain tripod grip once child is ready.	
Display NFG visual prompts.	
Use chunky triangular pencils for writing to promote secure grip.	
Felt pens and other mark making implements need NFG reminders.	
Plan plenty of fine and gross motor activities to strengthen and develop hands.	
Y1	
Reminder of NFG to attain tripod grip for writing tasks.	
Display NFG visual prompts.	
Chunky triangular pencils to start the academic year and then phase in the use of 'normal' pencils.	
Felt pens and other mark making implements need NFG reminders.	
Plan fine and gross motor activities to strengthen and develop hands.	
Y2	
Reminder of NFG to attain tripod grip for writing tasks.	
Display NFG visual prompts.	
Use 'normal' pencils	
Use a Grip to establish a tripod grip where necessary (use NFG prompts)	
Y3-Y6	
Reminder of NFG, focussing on growth mind set and explanation that tripod grip is the most efficient way to write for longer without your hand hurting.	
Display NFG visual prompts.	
If child is struggling to attain a tripod grip, temporarily use a Grip to assist.	
If child is struggling to maintain a tripod grip, encourage child to take a break to stretch the hand (time can be used to review own writing).	



Dynamic Tripod Grip

- The pencil (or pen) is held in a stable position between the thumb, index finger and middle finger.
- The ring finger and little finger rest comfortably on the table.
- The thumb and index finger form an open space (Nip the pencil).
- The wrist is bent back slightly and the forearm is resting on the table.
- The pencil is held about 1-2 centimetres from the tip.