

# Wrockwardine Wood CE Junior School



## English Policy Autumn 2025



## “Love, Laugh, Learn”

We will ignite the ability in all to ***‘Love, Laugh and Learn’***, recognising the extraordinary and wondrous in everything and in everyone. Our rich, varied and creative curriculum, together with our Christian values, will empower all to flourish following Jesus’s promise ***‘I have come to give life and life in all its fullness.’***  
(John 10:10)

### Our School Christian Values



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## **Rationale**

English is a core subject of the National Curriculum and is fundamental to every child's learning both at school and in the world beyond. Learning is consolidated so that it is known, understood and embedded, which leads to fluency. When children have recalled the skills taught and are able to apply them accurately in their own writing, the learning is secured. After reaching the expected standard to achieve age appropriate expectations, children will demonstrate their fluency in Literacy to develop deeper learning. They can then master a range of writing confidently, effectively and accurately. Those children who are not on track to achieve the expected standard have precise and targeted intervention to accelerate and embed the learning. When planning in English, we aim to ignite the ability in all to 'Love, Laugh and Learn'. This is achieved through recognising the extraordinary and wondrous in everything that we plan across the rich English curriculum. When coupled with our Christian values and Jesus's promise 'I have come to give life and life in all its fullness'. (John 10:10) we are able to provide the children with experiences that will inspire them and ultimately support them to flourish. It is with these experiences that we can show our children that we are loving out loud; supporting their development, fostering positive futures and opening their minds to a future without limits.

## **Philosophy**

We believe that English is:

- What children 'do' with language whenever they speak, listen, read or write.
- About grasping the code, learning to recognise and use the structures and patterns of spoken and written English with increasing confidence and competence.
- About each child's increasing awareness of what language is and how it works.
- Most importantly, about each child's growing ability to construct and convey meaning in speech and writing and to read with fluency and understanding.

## **Aims**

- To develop pupils' abilities to communicate effectively in speech and language.
- To develop pupils' understanding of spoken and written language so that they become enthusiastic, responsive and knowledgeable speakers, readers and writers.
- To develop pupils' listening skills essential to communicating effectively in a range of situations.
- To help pupils understand how language enables them to experience and appreciate their world and the realms of the imagination through all media.
- To help pupils understand the part language plays in enabling them to express their ideas, feelings and experiences, and those of others.
- To help pupils understand the function and importance of Standard English.

## **Objectives**

These objectives are derived from the aims and should inform planning, teaching and assessment:

**To develop as effective readers, pupils should be taught to:**

- Extend and develop as readers throughout their time in school.
- Read for purpose and pleasure so that they enjoy reading a variety of texts and become enthusiastic readers.
- Master their initial reading skills so that they become independent readers with the knowledge and experience of a wide range of reading strategies.
- Read a range of texts accurately, fluently and with understanding.
- Find out the information they need in order to research and answer the questions of others.
- Understand and respond to a wide range of books and media texts on paper and on screen.
- Understand the variety of written language, and the differences between fiction and non-fiction.
- Improve their abilities to read, analyse and evaluate a wide range of texts, including literature from other cultures and traditions.
- Develop higher order reading skills, enabling the use of inference and deduction.

**To develop as effective writers, pupils should be taught to:**

- Write clearly, accurately, and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- Acquire a wide vocabulary and an understanding of grammar and knowledge of linguistic conventions for writing.
- Use knowledge acquired from their range of reading texts to model their writing in the style of different authors and also in different genres.
- Demonstrate their understanding of how writing enables them to remember, communicate, organise and develop their ideas and information.
- Use discussion in order to learn; children should be able to elaborate and explain clearly their understanding and ideas.
- Understand the appropriate use and purpose of an increasing range of written forms on paper and on screen.
- Develop ideas and communicate meaning to a reader, using a wide-ranging broad vocabulary and effective style.
- Write neatly using cursive script with accurate spelling.

**To develop effective speaking and listening pupils should be taught to:**

- Use, with increasing confidence, the vocabulary and grammar of Standard English.
- Formulate, clarify and express their ideas.
- Express themselves in a variety of situations using language which is appropriate to their needs and the intended audience.
- Listen, understand and respond appropriately to others.
- Demonstrate confidence in the arts of speaking and listening, making formal presentations and participating in debate.

## **Teaching and Learning**

English lessons at Wrockwardine Wood CE Junior School will ensure that children will be engaged in a variety of activities appropriate to their specific needs. Teaching and learning styles incorporate direct instruction; group collaboration; paired work; practical activity; performance; individual research and investigation, alongside other appropriate strategies which all encourage effective learning through language. Such is the importance of language to effective learning that this variety will be encouraged across all subjects and aspects of the curriculum. A wide range of resources (big books, picture books, stories, sound and film clips, poetry, non-fiction texts, magazines, comics, multicultural resources) are used to help children discover and explore the rich variety of linguistic experience.

Teachers use the following strategies to ensure Literacy lessons are engaging, motivating and progressive:

- **Adaptation** - all activities are carefully matched to the individual needs of the children.
- **Challenge** - our children take a proactive role in their own progress, and are provided with appropriate levels of challenge to further extend their learning.
- **Modelling** - high quality modelled reading and writing ensures children are provided with a rich variety of linguistic experience.
- **Scaffolding** - innovative and creative resources are used daily, to enable the children to access the learning and make accelerated progress.
- **Questioning** - high order questioning aims to encourage the children to infer and deduce.
- **Interaction** - children 'doing' is an integral part of literacy lessons, we aim for our children to be in the driving seat of their own learning, and have an active role in their own learning journey.
- **Feedback** - verbal feedback throughout the lesson and high quality written feedback after the lesson ensures the children are aware of the progress that they have made, and provides opportunities for 'next steps' to be achieved to further extend learning.

**Oracy** - is embedded at the heart of teaching and learning and is developed consistently across the curriculum through both structured and incidental opportunities. Building on our shared belief that oracy is the ability to articulate ideas, deepen understanding and engage with others through spoken language, teachers explicitly teach and model new vocabulary in every subject, ensuring pupils are exposed to ambitious, topic-specific language. This vocabulary is revisited through talk prompts and discussion tasks enabling pupils to practice and apply it in meaningful contexts. Staff carefully model high-quality spoken language through sentence stems and structured responses, which are then scaffolded to support all learners to speak with increasing confidence and clarity. Opportunities for paired talk, group discussions, debate and reasoning are planned into lessons, allowing pupils to refine their listening and speaking skills progressively. Beyond the classroom, oracy is further developed through assemblies, playtimes, lunchtimes and extra-curricular activities, reflecting our whole-school ethos that every child has a valued voice. Through this consistent and inclusive approach, we nurture confident, articulate speakers with rich vocabulary who are well equipped to succeed across the curriculum and beyond.

### **Equal opportunities, inclusion and SEN**

As a school we are committed to the premise that every child, irrespective of race, gender or ability is entitled to a broad and balanced curriculum and that the curriculum we teach should reflect the diversity of the society in which we live. Activities are suitably adapted and challenged to allow all pupils (including, but not limited to: less able, more able and gifted children, EAL) of all ages and abilities to fully access to the English curriculum.

### **Assessment**

In line with our School Assessment Policy, assessments will inform planning and will take into consideration prior learning needs of all children. Children will be assessed for writing at least twice every half term to determine whether they are working towards, working at the expected standard or working at greater depth. Diligent assessment is used to ensure planning for progression, with the expectation that all ability groups are provided with an appropriate level of challenge in order to make better than expected progress.

### **Role of the subject leader**

To ensure:

- That the policy is implemented consistently across the school.
- To support colleagues in the development of detailed planning that takes account the renewed National Curriculum.
- To identify areas for further staff development and to ensure that staff have access to opportunities to address specific issues.
- To support colleagues with assessment in Literacy.
- To monitor the delivery of literacy within the school.
- To monitor the consistent application of the marking policy.
- To ensure that there is a common understanding of the National Standards in writing and that teachers understand what the next steps are for each child.
- To keep up to date with developments in the subject area and disseminate information to colleagues as appropriate.
- To take responsibility for the purchase and organisation of literacy resources.

### **Role of the teacher**

To ensure:

- That the teaching of literacy secures the best learning for all children and provides opportunity for excellent progress and challenge.
- That an emphasis is placed on carefully planned, purposeful and well directed teaching and learning, ensuring assessment for learning is used to its full potential.
- Marking is completed in line with the school marking policy.
- Writing is assessed half termly
- That the learning environment is stimulating to support learning and celebrates children's achievement through various strategies and incentives.

## Role of the Governing Body

To ensure that they are kept fully informed by the subject leader or senior leadership team regarding the current state and future development of literacy.

## Role of Parents

Parents are important partners in the process of developing children's language skills. Therefore, parents are encouraged to play a full part in their children's education by:

- Supporting their child in home reading.
- Offering a useful audience for children in their development of speaking and listening, reading and writing

## Planning

### Writing

The long term plan for English was developed as a staff and is used alongside our school progression documents. The progression documents are also used to ensure grammar and writing objectives are met. Children follow a specific model when being taught each genre. All writing lessons and units follow the 'writing cycle'. The unit starts out with a feature finding lesson. This is followed by genre specific grammar lessons and at the end of the unit of writing, an assessed independent write will be carried out and will enable the teacher to assess the child. This will inform planning for the next genre.



### Reading

Each unit of work is closely linked to the English and Foundation Subjects curriculum. A high quality aspirational text is assigned to each unit of work and closely linked to the theme wherever possible. These high quality texts will aid pupils' understanding of key aspects during the half term. Lessons include 'Me We You' reading aloud and detailed analysis of vocabulary to enhance understanding, comprehension activities and a day of pure reading enjoyment with a reading

carousel including performance poetry, newspaper and magazine reading and visiting the library.

Essential elements for effective short term planning includes:

- Contextualised learning.
- Age appropriate objectives from the progression papers and revised National Curriculum.
- Teaching related to prior learning.
- Accurate adaptation.
- Appropriate levels of challenge provided for children
- Teaching strategies:
  - Shared reading/writing
  - Guided reading/writing
  - Independent tasks
- Assessment opportunities (at least two per half term).
- Opportunities for the children to be involved in their own learning (peer and self-assessment)
- Innovative and creative resources to enable the children to access their learning and make accelerate progress.
- Deployment of additional adults.
- A range of cross curricular writing to be taught to the same standard as other pieces of writing.

### **Pupil grouping**

Daily teaching time for literacy accommodates whole class shared work, independent group activities and guided groups.

Independent groups may consist of mixed ability or children of similar ability dependent on task and groupings should be flexible. All children are offered regular guided opportunities with the teacher and other adults (TAs).

### **Deployment of other adults**

Access to literacy planning is openly shared with additional adults working in the classroom. Regular opportunities are created to share pupil progress through meetings. All adults in school are informed and updated on new initiatives in literacy and supported in their professional development.

During reading, other adults are used to deliver key reading interventions, such as direct instruction and RWI.

### **Intervention programmes**

When necessary, suitable children are carefully selected through teacher assessment to take part in intervention programmes. These sessions may take place outside the literacy session. Children who are identified on the school's 'Raising Attainment Plan' attend a writing pre-teach to strengthen basic writing skills. There are also opportunities for 'writing conferencing', where pupils will work with adults to uplevel and edit their writing. Assessment is carried out before and after intervention to measure effectiveness, impact and inform next steps.

### **Guidance for Reading**

Our aim is to foster an appreciation and love of reading in all our pupils, as reading feeds children's imaginations. Every child is encouraged to read widely across both

fiction and non-fiction, to develop their knowledge of themselves and the world in which they live.

Pupils become successful readers by learning to use a range of strategies to understand the meaning of the text. Successful readers use as many of these strategies as possible (phonic, grammatical, word recognition, graphic and contextual knowledge).

Reading skills are developed through all areas of the curriculum. Daily 'Love to Read' activities take place for all children, with the teacher or other adults working regularly with specific groups. Reading material is chosen to ensure all children are suitably challenged and make progress using a range of high-quality books. All children will have read 6 complete books each year in their Love to Read sessions, as well as this, poetry and non-fiction will be studied during Love to Read. High quality discussions with the teacher ensure comprehension skills are developed and inferential understanding is encouraged. Whole class reading in the 'Me We You' format is given high priority, as this increases pupils' rich vocabulary as they encounter words that they would rarely hear or use in everyday speech, and this gives them the skills to question each other's understanding. Book club (at the start of the carousel day) has been introduced and gives pupils the opportunity to explore a range of authors and books. Comprehension questions are completed twice weekly to assess pupils' understanding of the book/text. Reading is assessed on a regular basis to indicate attainment and to inform next steps.

Every child is given their own reading book or the opportunity to choose their own book, which they take home each day to share with an adult. Where appropriate, the teacher/TA, will select a book according to the child's stage of reading. Older/more able readers are encouraged to choose for themselves. The library is used in school to encourage a love of reading and can be used during and after school. Inspirational reading corners can be found in every classroom, where high interest/low threshold books will be displayed to encourage reading.

### **Guidance for Writing**

All children are given opportunities to experiment with their independent writing. Each year group has opportunities to develop their skills in a range of contexts, thus ensuring that they receive a balance of opportunity to write in different genres including narrative, non-narrative and poetry. Cross curricular writing is encouraged.

### **Spelling**

Spelling is taught every day for 15 minutes using our own school programme. Strategies, conventions, rules, vocabulary and etymology work are taught using interactive and creative activities four times a week. Throughout the school, children use word banks, dictionaries, thesauruses and etymological dictionaries.

### **Punctuation**

Children learn their knowledge of punctuation as part of the writing process. They are taught and practised in the use of the full range of punctuation throughout school.

### **Grammar**

The correct grammatical terms are integrated into writing and reading sessions. Grammar is taught daily in English sessions, whether it be discretely or in the form of a fluency of skills activity. Teaching is used to reinforce their knowledge and encourage the use of specific grammatical features in writing.

### **Handwriting and Presentation**

Pupils are taught presentational skills which includes 'Kinetic Letters' handwriting. Pupils need to understand from an early age that much of their writing will be read by other people and therefore needs to be accurate, legible and set out in an appropriate way. The writing process is "modelled" by the teacher on a daily basis. Handwriting activities are carried out four times a week with the fourth day including a 'Practice Patch' session where pupils transfer what they have learnt during the week into their English books. Targeted children are involved in letter formation / fine motor skills interventions to support their development of writing in a legible style.

### **Monitoring**

(See monitoring cycles)

### **Evaluation**

The results of any monitoring of books, assessment or lesson observations will inform next steps for the development of literacy.