



ENGLISH POLICY

The Spire Federation



Vision:

Our small school community welcomes everyone. We aim to achieve this by providing a challenging and supportive learning environment, where each one of us can flourish. With our foundation of Christian values, we strive for excellence in all that we do. We seek to empower our community to be excited about the future.

Empowering all to flourish and succeed.

"I can do all this through him who gives me strength." — Philippians 4:13

1.0 Aims / Curriculum Intent:

The teaching of English will give every child, regardless of their background, needs or current attainment, the fundamental skills they need to read fluently, write coherently and communicate effectively.

Our aim is for our schools to be reading schools full of avid and enthusiastic readers who care about books and believe that books can be a gateway to knowledge. Our English curriculum aims to help our children learn to:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- appreciate a range of diverse characters in books and understand the importance of representation
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas

We provide children with a literacy-rich environment, high quality texts and inspiring learning opportunities such as author visits. We have also introduced class story time every day giving children the opportunity to sit and enjoy listening to a story together.

Our [Curriculum Golden Threads - Diversity Drivers, Wellbeing Warriors and Planet Protectors](#) are interwoven throughout lessons.

2.0 Roles & Responsibilities:

- **Governors** - The governing board will monitor the effectiveness of this policy and hold the Executive Headteacher to account for its implementation.
 - **Executive Headteacher** - The Executive Headteacher is responsible for ensuring that this policy is adhered to and that adequate resources are in place to ensure delivery.
 - **Subject Lead** - The subject leader supports colleagues in the teaching of English, keeps informed about current developments in the subject and provides a strategic lead and direction for the subject in the school. The English subject leader is responsible for giving the Executive Headteacher/ governors reports (on the strengths and weaknesses in the subject and indicating areas for further improvement) and an Action Plan with priorities for the year ahead. The English subject leader has specially allocated time for carrying out the vital task of monitoring including reviewing samples of children's work, visiting classes and undertaking pupil interviews.
 - **Teachers** - Teachers are responsible for ensuring that pupils in their classes have opportunities for learning English and use their knowledge, skills and understanding of English across the curriculum. They will use the long-term plan to deliver the requirements of the Spire Federation curriculum and complete the reading assessment tests at least 3 times a year and assess writing at the end of every unit.
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3.0 Curriculum Implementation

The initial teaching of reading and writing is taught through the Read, Write, Inc. (RWI) Phonics programme, where children learn the underpinning skills to be able to decode to read and segment to write. To ensure consistent coverage across the school, children begin this journey at the earliest opportunity in reception and continue on the programme until they have achieved proficiency in reading and writing.

Children beyond the RWI scheme are taught whole class reading lessons to model and teach explicit reading strategies. This is done using the Literacy Tree scheme, which is a complete, book-based platform that covers all the requirements of the National Curriculum.

Each class has their own designated book area so that children can choose books from their own classroom. These are regularly updated to ensure they include fiction, nonfiction, and poetry. First News issues are also available in school so that all children have access to topical issues, which often inspire whole school debate.

Children who are fluent readers also undertake termly reading assessments and progress is tracked throughout the school by the Senior Leadership Team.

World book day is celebrated annually in school. During this week we run several activities that encourage children to discover the pleasure of reading including

inviting visitors in to share their favourite books and organising sponsored reads and reading challenges

Authors are invited in to work with the children.

Children beyond the RWI scheme are taught writing using the Literacy Tree Scheme. Literacy Tree uses book-based planning sequences, Writing Roots, which embed complete curriculum coverage and engage children to write with clear audience and purpose. 'Teach Through a Text' pedagogy is the backbone of each sequence. Our children love creative writing, and we enter national competitions whenever the opportunity arises, such as the BBC 2 500-word story challenge.

We moderate writing using age related expectations both within our school and through local events. Progress is tracked through school.

The school follows the National Curriculum guidelines for the teaching of speaking and listening.

3.1 Inclusion

Vulnerable groups of learners are supported through appropriate support and stretch challenges are used based on assessment for learning; this ensures the needs of all learners are met.

Opportunities for curriculum adaptation and challenge, pre teaching and interventions for those children who may require it, including those with SEN, throughout a topic or prior to a new topic being taught.

3.2 Online Safety

Children may access websites in school to research for their writing and therefore Online Safety is paramount. The English curriculum policy links with our Online Safety Policy and Safeguarding Policy. Our Online Safety Policy is issued to all parents and staff annually to ensure everyone is clear about the safe use of digital devices.

4.0 Curriculum Impact

The impact and measure of this is to ensure children not only acquire the appropriate age-related knowledge linked to the English curriculum, but also skills which equip them to progress from their starting points, and within their everyday lives. Long term pupils will:

- be confident in the art of speaking and listening and to be able to use discussion to communicate and further their learning
- be able to read fluently both for pleasure and to further their learning.
- enjoy writing across a range of genres
- have a wide vocabulary and be adventurous with vocabulary choices within their writing
- have a good knowledge of how to adapt their writing based on the context and audience

- leave primary school being able to effectively apply spelling rules and patterns they have been taught
- make good and better progress from their starting points to achieve their full potential

Pupils of all abilities will be able to succeed in all English lessons because work will be appropriately scaffolded.

4.1 Assessment

Children on our RWI phonics programme are assessed termly and new groups are allocated accordingly.

Other assessments in English are as follows:

- Year 1: Summative reading assessments in February and May, utilising Cornerstones.
- Year 2: Cornerstones assessments for reading in October, February, and May.
- Years 3, 4, and 5: Cornerstones assessments for reading and grammar in October, February, and May.
- Year 6: Previous SATS tests in October and February, with national assessments (SATS) in May.

Additionally, a minimum of six writing assessments should be completed throughout the year for Years 1 to 6. These assessments should be tracked on the Spire writing trackers for the relevant year group accessed on the Spire drive.

5.0 Monitoring

We consistently assess the effectiveness and influence of our English curriculum through focused learning walks, thorough examination of student work, and interviews with pupils. Moreover, we conduct surveys among both staff and students to gauge their perspectives on English education and pinpoint areas for professional development.

The subject lead conducts ongoing monitoring activities throughout the academic year, furnishing evidence of these assessments to the Executive Headteacher. Additionally, the Executive Headteacher oversees the execution of this policy on an annual basis. Furthermore, the Board of Governors ensures the comprehensive coverage of National Curriculum subjects, including English, within our educational framework.

6.0 Links with other Policies

This policy has key links with:

- Assessment Policy
- Teaching & Learning Policy

- Safeguarding Policy
 - Online Safety policy
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Date of Policy: April 2024

Due to be reviewed: April 2027

Approved by: Executive Executive Headteacher