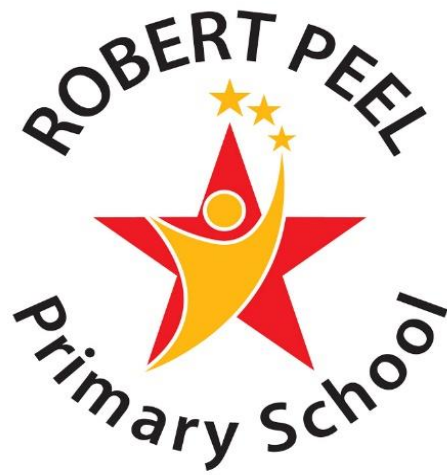


Robert Peel Primary School

English Policy 2025



Signed by:

_____ Headteacher Date: _____

_____ Chair of Governors Date: _____

English Intention

1. School Vision

At Robert Peel Primary School, our vision is to develop resilient and independent learners, who aspire to be the best they can be. Our aim is for the children to be happy in all aspects of school life, be able to communicate effectively and show empathy and understanding to others.

We will achieve this through the teaching of a rich and diverse curriculum, focusing on their immediate locality and the wider world, with an emphasis on deep and sustained learning. The learning will focus on building up the children's knowledge and skills over time and engaging them in real-life experiences. Children will have the opportunity to lead their own learning, question their understanding, develop their vocabulary and gain fluency through practise and rehearsing key skills. Our intent is that children gain a passion for learning and take the skills, knowledge and learning behaviours they have gained at Robert Peel into their next phase of education and adult life as a member of a global community.

2. English Vision

At Robert Peel, we recognise that Literacy skills (including Speaking and Listening, Reading and Writing) are at the heart of all learning as they help children to fluently communicate their understanding and ideas as well as access new learning and information. As a result, Literacy is embedded throughout the whole curriculum, encompassing all six of our learning behaviours and ensuring depth of learning across Reading, Writing, Speaking and Listening. All children are supported to ensure that they access the wide-ranging Literacy curriculum, developing essential skills that will be used throughout their lives.

Good communication skills are encouraged and supported through the development of Speaking and Listening skills, moving into the development of Writing as we recognise the importance of children being able to express themselves coherently and fluently. Through the systematic teaching of Phonics, we ensure that children develop the decoding skills to allow them to read and access information independently and fluently. With the use of scaffolding and planning, children are supported to become independent writers, who are able to use their knowledge and skills appropriately and cohesively. Throughout the teaching of Literacy, children are exposed to challenging, quality texts, genres and concepts, which encourage and develop their resilience. Following National Curriculum expectations, children are given aspirational success criteria to help guide their writing, encouraging them to aspire to become independent, creative writers, who express themselves clearly and effectively. As children's Literacy skills and knowledge come together, they become confident speakers, readers and writers, who enjoy sharing and developing their ideas. Children are supported and encouraged to develop a love of Reading and Writing through the use of quality, focus texts and exposure to a range of authors and genres. Through the wide variety of authors and texts that we explore, children are encouraged to develop empathy and compassion towards: people and characters from around the world; those living different lives to themselves and people from different times in history.

3. English Implementation

Curriculum Design & Coverage

Key Texts Studied

	Aut 1	Aut2	Spr 1	Spr 2	Sum 1	Sum 2
Nursery	A selection of core texts.	Sparks in the Sky	A selection of core texts	Jasper's Beanstalk	Brown Bear, Brown Bear	The Very Hungry Caterpillar

	<p>Guess How Much I Love You</p> <p>Not Now Bernard</p> <p>Peace At Last</p> <p>Each Peach Pear Plum</p> <p>The Very Last Leaf</p> <p>Percy the Parkeeper Stories</p>	<p>Non-fiction books on different jobs</p> <p>Topsy and Tim Visit The Dentist</p> <p>Zog and The Flying Doctors</p> <p>Mog and the Vet</p> <p>The Story of Christmas</p> <p>Dear Santa</p>	<p>Nursery Rhyme Week</p> <p>Bringing in the New Year</p> <p>Chinese New Year non-fiction books</p> <p>The Emperor Egg</p> <p>Lost and Found</p>	<p>The Three Billy Goats Gruff</p> <p>The Tiny Seed</p> <p>The Easter Journal</p> <p>We're Going on an Egg Hunt</p>	<p>What the Ladybird Heard</p> <p>Rumble in the Jungle</p> <p>We're Going on a Bear Hunt</p> <p>Handa's Surprise</p>	<p>The Butterfly Dance</p> <p>Mega Minibeasts</p> <p>Non-fiction books on summer</p> <p>Splash</p> <p>Sharing Anna Hibiscus</p> <p>Sharing a Shell</p> <p>Lucy and Tom at the Beach</p>
Reception	<p>A selection of core texts</p> <p>Dogger</p> <p>Oliver's Fruit Salad</p> <p>Leaf Man</p>	<p>A Superhero Like You</p> <p>The Little Red Hen</p> <p>The Jolly Christmas Postman</p> <p>Christmas story</p>	<p>Cinderella</p> <p>The Gingerbread Man</p> <p>Alfie's Weather: Winter Stars</p> <p>Robin's Winter Song</p>	<p>Charlie & Lola: Look After Your Planet</p> <p>Jack and the Beanstalk</p> <p>The Spring Bunny</p> <p>Brenda's Boring Egg</p>	<p>Tadpole's Promise</p> <p>Non-fiction books about frogs</p> <p>Dear Zoo</p> <p>Three Little Pigs</p>	<p>Mad About Minibeasts</p> <p>Superworm</p> <p>Aaargh Spider!</p> <p>The Cautious Caterpillar</p> <p>Commotion in the Ocean</p> <p>What the Ladybird Heard at the Seaside</p>
Year 1	<p>Goldilocks</p> <p>Room on the Broom</p>	<p>The Tiger That Came to Tea</p> <p>Six Dinner Sid</p>	<p>Meerkat Mail</p> <p>To Carnival</p>	<p>Owl Babies</p> <p>Man on the Moon</p>	<p>Lighthouse Keeper's Lunch</p> <p>Storm Whale</p>	<p>The Great Explorer</p> <p>Katie Morag</p>
Year 2	<p>Amazing Grace</p>	<p>Lost in the Toy Museum</p>	<p>Paddington</p>	<p>George's Marvellous medicine:</p>	<p>Great Fire of London Non-fiction books</p> <p>All the animals are sleeping</p>	<p>All the animals are sleeping</p>
Year 3	<p>Stone Age Boy</p>	<p>Iron Man</p>	<p>The Firework Maker's Daughter</p>	<p>James and the Giant Peach</p>	<p>The Lion and the Unicorn</p>	<p>Oliver Twist</p>

Year 4	Rickshaw Girl Tsunamis and Floods	Asha and the Spirit Bird	Jake Atlas	Roman Invasion	The Thief Lord	The Romans Spotlight on Italy
Year 5	Street Child	Boy at the back of the class	GCP - non fiction	Floodland	Odyssey	Jamie Drake Equation
Year 6	Oh Maya Gods	Nowhere Emporium	The Highwayman Life of Frida Kahlo	Beowulf	Macbeth The Tempest	Othello

Teaching & Learning of English

Speaking and Listening:

Many of our children begin their time at school with lower than average spoken language skills; we use the Wellcomm screening to establish children's spoken language abilities on entry to the school. All children also complete a sound discrimination assessment when they join the Early Years. Early Years teaching is directly informed by these results as we recognise the importance of developing speaking and listening skills in our children as these underpin the whole curriculum. Good communication skills are one of our six school learning behaviours, which are at the heart of our whole school vision.

This focus begins in the Early Years as their curriculum has been adapted to target children's spoken language development. Throughout the rest of the school, communication skills are developed through all teaching as children are encouraged to listen supportively to each other and to share their ideas in full, extended sentences. Adults use modelling of Standard English and support children to communicate their ideas clearly using sentence prompts and scaffolding. The teaching of Speaking and Listening is embedded across the full range of curriculum subjects. Lessons are structured to ensure that children are given opportunities to work collaboratively with a partner or in groups, with learning being chunked to allow time for children to discuss and share their ideas.

Each year group performs a year group assembly at least once over the year, in addition to other school performances, including regular sharing assemblies. These are used as opportunities to explicitly teach Speaking and Listening skills as all children are encouraged to take part confidently. There are also a range of other opportunities provided for children to develop their communication skills including: School Council interviews, House and Sports Captain interviews, Head Boy and Girls interviews and PSHE sessions.

Reading:

The teaching of decoding begins with the daily teaching of a systematic programme of Phonics: Sounds Write. This begins at the very start of Reception and continues as children move through Key Stage 1 (see Phonics Policy). For those children who need it, the teaching of Phonics continues into Key Stage 2 through interventions.

In Early Years, the curriculum is based around traditional tales and popular children's books, which are at the heart of all topic learning. Children begin the Sounds Write phonics programme in the Autumn term of Reception. Books are sent home from Nursery with parents being encouraged to share books with their children daily. Regularly (at least once a half term), parents are invited into the classroom to read with their children; this enables teachers to support parents with home reading by giving advice on how to best develop their children's reading.

In Key Stage 1 and Key Stage 2, class-based Reading sessions are held daily. The focus and structure of these sessions vary across the Key Stages.

Guided Reading:

Key Stage 1: Reading happens daily in class, in addition to Phonics sessions. Children read with adults in class frequently in groups and 1:1. This is recorded in children's reading records. Some children are identified as focus children and they are read with more frequently. Children read banded books in class and take banded books home readers. The focus of Year 2 is moving towards comprehension with weekly comprehension lessons. High attaining readers are challenged through a widening range of genres and through comprehension questions. Common exception words are included in phonics teaching (and included in spellings sent home). Children's reading (in groups and as individuals) is recorded by adults regularly.

Key Stage 2: Guided Reading sessions are whole class focused on a range of texts some of which are related to topics (where possible) and use books that are slightly outside children's own reading abilities. High quality texts are used and links to writing are regularly made. Independent or whole class work is recorded in Guided Reading Books. Session intentions are always closely linked to curriculum objectives for reading. Children who are lower attaining in reading are read with by adults in the year group at least twice a week and this is recorded in Reading records.

Writing:

The teaching of writing begins in the Nursery and Reception, where children are given a range of opportunities daily to mark make independently. As they are ready, children are taught to write their own names and use phonics to begin to spell out words. In Reception, children are given a range of opportunities to write based on their learning, including a weekly directed writing task. The Sounds Write phonics programme (see Phonics Policy), which is introduced during the Autumn term of Reception, provides word and sentence writing opportunities for children from the very start.

The teaching of spelling moves from a phonics focus at the end of Key Stage 1 through the use of the Read, Write Inc. spelling programme. This programme is used throughout Key Stage 2 and ensures the teaching of spelling is systematic through the use of a range of activities. Each child has a workbook and the school uses online resources to support this teaching and learning. The programme ensures that children are exposed to the spelling patterns and word list for each year group as laid out in English Appendix 1: Spelling of the National Curriculum.

Throughout Key Stage 1 and Key Stage 2, children are encouraged to write in a range of genres, with each class completing a fortnightly Quality Writing task. There is a focus on writing for audience and purpose in addition to discussion of the structure and features of specific genres. Spelling, Grammar and Punctuation are taught discretely in English lessons (using the context of the focus text and Quality Write) as well as being taught through writing tasks. Across Key Stage 1 and Key Stage 2, high quality texts, as well as learning from Foundation Subjects, are used to provide a stimulus for writing. The planning of writing follows a clear structure from Year 1 to Year 6.

Writing planning is outcome-led with all staff starting from the Ingredients Box of the Quality Write to develop and inform their planning. The Ingredients Box form the basis of the learning intentions to be covered in discrete lessons during the two week period. English lessons include the teaching of specific grammatical concepts discretely with children applying them in ways that are appropriate to the context and genre of their Quality Write. The writing stimulus and genre are the driving force behind all English lessons, including examples shared with the children and tasks set. Every classroom has a Writing Working Wall which is added to throughout the two-week unit with examples and children's work which is specific to the genre and stimulus. In addition to this, the Ingredients Box for the genre is also displayed.

Some of the two week focuses are introduced through a stimulus lesson to introduce to the children to the focus of the writing and to engage their interest. This may take many forms including experiences, books, news events and visits. Before every Quality Write task, children create structured plans to enable them to write independently; planning will take a range of different structures and formats according to the age of the children and the genre of the writing.

Quality Write sessions, which occur fortnightly, are an opportunity for children to independently use grammatical skills and English learning in context. This being said, adult support will be used within all classrooms to encourage children to be successful and to develop their independent writing skills. Children should use their planning and other learning throughout the Quality Write by having their Literacy Skills books available during the session. After Quality Writes are completed, they are marked by teaching staff and edited in the next English lesson. Marking is in-line with the school marking policy and provides clear feedback for children to act upon to improve and edit their work. Editing sessions may include: whole class input on general errors; group activities to identify and edit common errors; one to one writing conferencing with staff and peer editing and discussion. Evidence of editing is clearly shown in children's Quality Write books.

School Vision Promoted through English

In English, we promote empathy by using a range texts from different authors, cultures and countries across the world. This encourages children to consider the differences between themselves and the characters and also develops their understanding and tolerance for others.

Communication skills are at the heart of all Literacy teaching. We promote communication skills through modelling positive, effective communication and developing children's communication skills. They are exposed to a range of texts and language devices and encouraged to use these in their own writing and speaking.

The high quality texts and range of writing genres studied through our Literacy lessons encourage children to be aspirational in their own language use and the texts that they choose for their reading for pleasure. Through high expectations and challenging curriculum objectives, children develop resilience as they independently use a range of skills and techniques to develop their own writing style.

Curriculum Connections in English

Throughout the year, there are many texts that are used for reading that link to other areas of the curriculum. These connections are made by class teachers when they are planning their curriculum overview for the year. However, we do not expect all texts to link directly to other areas of the curriculum as we acknowledge the importance of exposing children to high quality texts as an essential component of the teaching of English. This ensures that teachers can choose texts based on the merits of the writing rather than being limited by the topic of the text.

Children are given a range of opportunities to write across different areas of the curriculum including Science write-ups, evaluations, non-chronological reports etc.

Speaking and Listening is a key component of all areas of study in our curriculum. Talk partners are used daily in all areas of the curriculum and group work is a regular feature of lessons too. Children are given opportunities to share their learning in a variety of ways, including presenting to the class.

We recognise the importance of vocabulary and language development, particularly given the cohorts of children we teach. As a result, technical and subject-specific language is regularly used and taught explicitly to children. Often, this vocabulary is displayed in the classroom and its use is modelled by all adults working with children.

Enrichment Experiences in English

As a school, we provide a range of enrichment experiences for English, including:

- Celebrating World Book Day annually
- Author visits (in conjunction with other schools)
- Real-life experiences (trips and visits, local areas walks) as a stimulus to writing
- Immersive lessons at the start of units of work
- Opportunities to perform and share learning with others
- Reading with other children and sharing books
- Use of the school library

English Language Development

The development of language is an integral part of the teaching and learning of English, across Reading, Writing, Speaking and Listening, Spelling, Phonics and Handwriting.

The National Curriculum includes Vocabulary, Grammar and Punctuation that should be introduced in each year group of Key Stage 1 and Key Stage 2 in Appendix 2. This is statutory and forms a part of the school's Writing Progression.

Year Group	Terminology	
1	Letter Capital letter Word Singular Plural	Sentence Punctuation Full stop Question mark Exclamation mark
2	Noun/noun phrase Statement Question Exclamation Command Compound	Suffix Adverb Verb Tense (past and present) Apostrophe Comma
3	Preposition Conjunction Word family Prefix Clause	Subordinate clause Direct speech Consonant/consonant letter Vowel/vowel letter Inverted commas/speech marks
4	Determiner Pronoun	Possessive pronoun Adverbial
5	Modal verb Relative pronoun Relative clause Parenthesis	Bracket Dash Cohesion Ambiguity
6	Subject Object Active Passive Synonym Antonym	Ellipsis Hyphen Colon Semi-colon Bullet points

In addition to this, there is a focus within Reading and Writing lessons in Key Stage 1 and 2 on the importance of developing children's language and vocabulary through discreet teaching of language development skills lessons and through the use of correct terminology during Literacy lessons.

Across the school, staff expose children to effective and interesting vocabulary through adult modelling and high quality texts.

Community, Cultural & Global Learning through English

Through the study of English, children are exposed to cultures and communities from around the world and different eras of History. Books are chosen carefully by staff to ensure that children are exposed to authors from different cultures and stories including characters from different cultures, differing abilities and a range of periods from history. This is something that is continuously monitored and changes are made to reflect cultural shifts and the cohorts of children.

4. Impact

Children's Development

Through their time at Robert Peel, we aspire for all children to be able to develop their communication skills to ensure that they become fluent readers, who are able to analyse texts and read critically. Through the development of their spoken and written skills, children develop the skills and language necessary to express themselves in a range of genres and formalities taking into careful consideration their audience and purpose. These skills begin in EYFS and continue to develop throughout a child's time at Robert Peel. All adults understand the importance of developing children's communication skills (through quality teaching) and recognise the role they play in this. The development of children's language is a school-wide priority, which begins with Well-Comm assessment as soon as children arrive in EYFS and continues throughout children's time at Robert Peel.

Monitoring Impact of Curriculum Design and Teaching & Learning

Role of Subject Leader & Monitoring

Monitoring the impact of teaching and learning is carried out regularly by the Subject Leader. This consists of:

- Learning walks and Lesson observations
- Team teaching and example lessons
- Monitoring and scrutiny of weekly plans
- Monitoring and scrutiny of all English based books (including Spelling, Handwriting, Literacy Skills, Guided Reading and Learning Journals)
- INSETs and Staff training sessions for teachers and support staff
- Collection and analysis of assessment data
- Discussions with children about their experiences and learning in English
- Monitoring of home reading records
- Reporting to the Governing Body annually
- Supporting new staff and providing guidance and training, when necessary

5. Resources in English

The school has a range of reading materials for Guided Reading and for use as Home Readers. As the school grows and expands, we are continually adding to this collection, ensuring that there is a range of reading materials to support and extend children's reading.

Every class has a class library to ensure that there are high quality reading materials accessible to each child on a daily basis. The school library has a range of reading materials for children to borrow, with each class visiting the library weekly. The library is well stocked with topic related books which are borrowed by teachers to ensure that classes have a range of resources available throughout topic learning.

In Key Stage 2, there are many copies of the class Guided Reading book in each class to ensure that children have access to a copy of the book during sessions (usually sharing with their talk partner).

6. Health & Safety in English

Children will be taught how to use materials, tools and equipment correctly and safely in accordance with the schools overall Health and Safety policy.

7. Assessment, Recording & Reporting of English

Across the school, all children's progress and attainment is assessed in Reading and Writing, in line with the school Assessment Policy.

In EYFS, children are assessed against the Development Matters assessment framework. This encompasses the development of a range of skills, with the main English focuses being Communication and Language, Reading and Writing. Within Communication and Language, there are strands for Listening and Attention, Understanding and Speaking. Staff use Sonar Tracker to ascertain where children are when they join the Nursery/Reception and these are then used to continuously monitor children's progress and attainment. At the end of Reception, all children are assessed against the Early Learning Goals.

In KS1 and KS2, teachers use Sonar Tracker regularly to record children's attainment in Reading and Writing according to National Curriculum objectives. In addition to this, at the end of Year 1, children sit the Phonics Screen Check. In Year 6, teachers use the End of Key Stage Teacher Assessment Frameworks to monitor and assess children's Reading and Writing. On a fortnightly basis, children's independent writing is assessed according to age appropriate Ingredients Boxes.

Every term, teachers use SALFORD tests to ascertain children's Reading ages. We complete Vernons Spelling tests annually to assess children's spelling ages. We also have a range of diagnostic tools which can be used to further assess children in Spoken Language (Wellcomm, BPVS, RENFREWS) and Reading (Nessy dyslexia screening).

8. Provision in English

As a school, we are committed to ensuring that all children are given equal opportunities to achieve their academic potential. In the teaching of English, this will include providing support to children during teaching sessions as well as providing interventions with support staff. All children will be encouraged to be resilient and aspirational in their reading and writing. Where needed, adult support will be used in class to support children to be successful and access the learning. In the vast majority of cases, all children are involved in the whole class teaching of reading and writing.

Appendix 1: Handwriting

Handwriting at Robert Peel Primary

- We follow the Nelson Handwriting Scheme of work.
- This provides a structured progression for the development of a cursive handwriting.
- Techniques for teaching letter formation document includes The Language of Letter Formation which is a clear, consistent set of instructions for describing the correct letter formation. Using this will ensure that we are all describing letter formation in the same way to support children as they move through the year groups.
- Nelson divides handwriting into four joins and teaches joining by chunking letters into families and the types of joins.
- Nelson has a group of letters that they do not join. They call these Break Letters. Years 1-3 will teach these and encourage children to use them. Year 4-6 will introduce them to children but we do not expect children to change their own handwriting at this point if they are already joining confidently.
- **Reception** will have workbooks (3 per child) to complete handwriting activities. These are a guide to the units that the programme covers. Staff to use the units to match (where possible) with the phonics being taught. Letter formation to start early in the year to support phonics.
- **Key Stage 1 and Key Stage 2** will have Pupil Books to teach from. Teachers can use these for the activities to be done. These can be used for teachers to model into their own handwriting/literacy skills books and then display on the visualiser. Extra copies of the pupil books can be used to give to children who may find it hard to track from the board to their own book.
- Each class will have 3 handwriting sessions per week.

Lesson	Activity	Book
1	Focus	Handwriting
2	Extra	Back of Literacy Skills
3	Extension	Back of Literacy Skills

- Units to be covered are laid out in the new Spelling/Phonics and Handwriting Overview documents.
- When marking, modelling or writing display resources, it is expected that staff will model cursive handwriting.

Appendix 2: Spelling

Spelling at Robert Peel Primary

- We follow the Read, Write Inc Spelling Programme.
- This is a systematic approach to spelling which is implemented for whole class teaching from Year 3 to Year 6.
- The programme is aimed for Year 2 and above.
- The spelling programme has divided the Year 3-4 and Year 5-6 objectives to create a logical sequence.
- It supports the aims of the National Curriculum and works systematically through spelling patterns and common exception words as identified in the Appendix of the National Curriculum for each phase.
- It is based on the understanding that English is a sound-based writing system, albeit a complex one. Everyone uses the same 44 sounds to speak all English words, though the way that we write them differs.
- **Reception and Key Stage 1** teach phonics daily according to the Sounds Write phonics programme. (See Phonics policy)
- **Key Stage 2** have a workbook per child to follow through the activities for each unit of work. These activities are repeated for each unit of work, creating a consistent approach to spelling and ensuring that children become familiar with the tasks. With very few exceptions, all children access the spelling curriculum for their year group during morning spelling sessions. Children who need support with spelling attend interventions in the afternoon (following the scheme of work for the year group that best addresses their spelling needs).
- Spelling is divided into units through the scheme of work (this is made clear in the books). These main units are taught over two weeks with an activity which is taught and modelled in each session.
- Special Focus units are taught over a week (despite only being a page in the book). This means that teachers plan extra sessions (similar to those in the other units) to help with the teaching and learning of these units.
- Units to be covered are laid out in the Spelling/Phonics and Handwriting Overview documents.
- There are online resources available for teachers to use. All adults who teach spelling have a personal log in.
- In addition to main resources, there are also lots of additional spelling resources available online.
- When modelling writing, adults should highlight the spelling patterns or words that are being covered (or have already been covered) in a way that is natural but explicit to the children.
- Each class will have 4 Spelling sessions a week and a weekly Spelling test.
- Spellings are sent home weekly as part of the children's homework.