Arksey Primary School

Primary English Policy

Last updated: November 2026

Contents:

Statement of intent

1. Legal Framework
2. Role and responsibilities
3. Early years foundation stage (EYFS)
4. Teaching and learning
5. Planning
6. Homework
7. Assessment and reporting
8. Cross-curricular links
9. Equal opportunities
10. Monitoring and review

Appendix

– English programmes of study: key stages 1 and 2

Statement of intent

At Arksey Primary School we recognise that English is a tool for both our thinking and learning. We continually work to develop our children's ability to listen, speak, read and write for a wide range of purposes, including the communication of their ideas, views and feelings. In this way, children become empowered to interpret the world around them and to make sense of their experiences.

We understand that the context of our school is unique and thus, our curriculum has been developed and attuned to the needs of our pupils. A significant proportion of the pupils begin school below the expected standard and with little or no phonological awareness. Many children do not own books and only a small percentage of children engage in reading with parents at home. Our curriculum aims to equip children with the phonological awareness they need to become fluent readers whilst developing their comprehension and communication skills.

Our school recognises that sound English skills are essential for progress across the curriculum and to prepare pupils effectively for tasks and enjoyment of adult life.

All teachers have a responsibility to develop pupils' competence in reading, writing, speaking and listening in their own subjects and to ensure that pupils become competent users of language, and can access the curriculum effectively and achieve their potential.

Arksey Primary School:

- Recognises the effect that a confident, fluent and coherent understanding of English will have on a pupil's progress, both inside and outside of the school environment.
- Understands how a strong grounding in English will impact the future learning and development of a pupil in all aspects of their life.
- Provides a balanced and broad curriculum which encompasses writing practice, including handwriting, spelling, widening vocabulary, and writing for different styles, purposes, and audiences, as well as focussing on spoken English, reading, grammar and pronunciation.
- Ensures that all staff members are aware of planning, assessment, teaching and learning requirements for the English curriculum.
- Ensures that all pupils know how to plan, practise and evaluate their work.
- Ensures that all pupils understand all elements of English, as per the national curriculum.

Signed by:

_____ Headteacher Date: _____

_____ Chair of governors Date: _____

Review date: _____

1. Legal framework

1.1. This policy has been created with regard to the following statutory guidance:

- DfE (2013) 'English programmes of study: key stages 1 and 2'
- DfE (2025) 'Statutory framework for the early years foundation stage'

2. Roles and responsibilities

2.1. The headteachers (Mrs Fisher and Miss Davis) are responsible for:

- Appointing an appropriate subject leader - Miss Davis is English lead.
- Ensuring that appropriate procedures are in place for reporting and managing accidents.
- Ensuring that effective health and safety procedures are in place.
- Completing a risk assessment where necessary.

2.2. The subject leader (Miss Davis) is responsible for:

- Encouraging staff to provide effective learning opportunities for pupils.
- Help to expand on colleagues' areas of expertise in English.
- Organising the deployment of resources and carrying out an annual audit of all related resources.
- Liaising with teachers across all phases.
- Communicating developments in the subject to all teaching staff and the senior leadership team (SLT), as appropriate.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities regarding English skills.
- Ensuring common standards are met for recording and assessing pupils' performance.
- Advising on the contribution of English in other curriculum areas, including cross-curricular and extra-curricular activities.
- Collating assessment data and setting new priorities for the development of English in subsequent years.

2.3. The classroom teacher(s) is/are responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' English skills, with due regard to the national curriculum.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum.

- Liaising with the subject leader (Miss Davis) about key topics, resources and support for individual pupils.
- Monitoring the progress of pupils in their class and reporting this on a termly basis through TAPs and Pupil Progress Reviews.
- Reporting any concerns regarding the teaching of the subject to Miss Davis or Mrs Fisher.
- Undertaking any training that is necessary in order to effectively teach English.

2.4. The special educational needs coordinator (SENCO) is responsible for:

- Liaising with the subject leader (Miss Davis) in order to implement and develop specialist English-based learning throughout the school.
- Organising and providing training for staff regarding the English curriculum for pupils with special educational needs and disabilities (SEND).
- Advising staff on how best to support pupils' needs.
- Advising staff on the inclusion of English objectives in pupils' individual educational plans.
- Advising staff on the use of learning support assistant (LSAs) in order to meet pupils' needs.

2.5. The pupil is responsible for:

- Ensuring they complete work on time and to the best of their ability.
- Ensuring they behave in accordance with the school's behaviour policy.

3. Early years foundation stage (EYFS)

3.1. All pupils within the EYFS are taught to develop their English skills as an integral part of the topic work covered during the academic year.

3.2. Read, Write Inc is used as the synthetic systematic phonics programme. The delivery of this programme begins with children in Reception and it taught to children throughout KS1 until the programme is completed.

3.3. All English objectives are underpinned by the areas of learning and development that are required to shape educational programmes in early years settings.

3.4. In accordance with the English area outlined in the 'Statutory framework for the early years foundation stage' (2025), pupils will be taught to:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

- Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.
- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate – where appropriate – key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

4. Teaching and learning (Implementation)

4.1. The English curriculum is delivered daily in EYFS, KS1 and KS2.

4.2. Read, Write, Inc is then taught daily from Reception (the first week) and leads to whole class reading book comprehension study.

4.3. Everyone Reading In Class (ERIC) is used in all classes every day. This will either take place at the start of the day. This supports the creation of precise and succinct responses to a range of highly specific comprehension questions, which are expected independently, both orally and in writing.

4.4. Reading is expected to be at least 90 words per minute in Y2 onwards, and this is assessed termly by class teachers.

4.5. Grammatical errors are corrected on written work by classroom teachers, and discussed orally with pupils. Feedback on written work is given verbally to the child in the lesson where possible, and areas for development are done alongside the teacher to ensure the feedback in meaningful, prompt and specific.

4.6. Classroom teachers will use high-quality resources, which effectively model English skills and demonstrate good practice. The lexile measure of these books have been used to determine suitability and level of challenge. Each class will study a whole, challenging yet age-appropriate book within a half term and in Class 1, this is amended to 3 books per half term. Below is a table of content outlining the literature cycles per class.

		Autumn 1	*Autumn 2*	Spring 1	Spring 2	Summer 1	Summer 2
Class 3	Cycle A	**The Hunger Games** Suzanne Collins 810	**War Horse**, Michael Morpurgo (Compare to FC) 790l	**Trash**, Andy Mulligan 860	**The Boy in the Tower** Polly Ho Hen 810	**Beowulf**, Michael Morpurgo (compare to FC) Myths/legends **1020**	**The Haunting of Aveline Jones** Phil Hickes Spooky 820 L
	Cycle B	**Holes**, Louis Sachar (compare to J1 text) 760	**When the Sky Falls** Phil Earle 870L	**The Wolves of Willoughby Chase (classic)**Joan Aiken **1020**	**Wonde**r, RJ Palacio 790L	**Tom's Midnight Garden** (Classic) 860L **Or** **The Wizard of Oz,** Frank Bauman **1030L**	**The Boy at the Back of the Class** Onjali Rauf 940L
	Cycle C	**Who Let the Gods Out?** Maz Evans 800L	**The Lion, the Witch and the Wardrobe**, CS Lewis 940	**Once** Morris Glietzman 640L	**Kensuke's Kingdom** Michael Morpurgo 710	**Journey to Jo'Burg** Beverley Naidoo 760	**Journey to the River Sea** Eva Ibbotson 870
Class 2	Cycle A	**The Iron Man**, Ted Hughes (Local author)750 **The Iron Woman**, Ted Hughes (Local author)750	**Hansel and Gretel,** Bethan Woolvin **Rapunzel,** Bethan Woolvin **Oliver Twist**, Charles Dickens 640	**Stuart Little,** E.B White **920L**	**There's a Boy in the Girl's Bathroom** Louis Sachar 490L	**The Twits**, Roald Dahl 530L Or **Skeleton Keys: The Unimaginary Friend** Guy Bass 690L	**Charlie and the Chocolate Factory** Roald Dahl 810
	Cycle B	**Fantastic Mr Fox**, Roald Dahl 600L	**Stig of the Dump,** Clive King **890L**	**Charlotte's Webb**, EB White680	**Bill's New Frock**, Anne Fine (compare to FC) 690	**George's Marvellous Medicine**, Roald Dahl 640L	**A Bear Called Paddington,** Michael Bond **1030L**
Class 1	Cycle A	**There Was an Old Lady Who Swallowed a Fly**, Pam Adams 380AD	**Room on the Broom**, Julia Donaldson 600AD	**Guess How Much I Love You**, Sam McBratney 490AD	**Dogger**, Shirley Hughes 550AD	**Peepo**, Alan Ahlberg	**Handa's Surprise**, Eileen Browne 420AD
		The Duck and the Truck, Jez Alborough 410AD	**Gruffalo**, Julia Donaldson 480L	**Amazing Grace,** Mary Hoffman **680L**		**Tabby McTat**, Julia Donaldson 810L	**The Paper Dolls**, Julia Donaldson
		Pumpkin Soup, Helen Cooper 610AD	**Father Christmas Needs a Wee**, Nicholas Allan	**Elmer**, David McKee 600AD	**The Snail and the Whale**, Julia Donaldson 620AD	**The Tiger Who Came to Tea**, Judith Kerr 550AD	**The Giraffe and the Pelly and Me** Roald Dahl 410

	Poetry Foci	**BUSY FARMER BEN** **I KNOW AN OLD LADY WHO SWALLOWED A FLY** **OATS AND BEANS AND BARLEY GROW**		**FiIVE CURRANT BUNS** **LOOK AT THE SNEAKY CROCODILE** **I HEAR THUNDER**		**WIGGLY WOO** **WIND THE BOBBIN UP** **WHEN GOLDILOCKS WENT TO THE HOUSE OF THE BEARS**	
Class 1	Cycle B	**We're Going on a Bear Hunt**, Michael Rosen 280L	**Ten Little Monsters**, Mike Brownlow **The Proudest Blue**, Ibtihaj Mohammed **550L**	**The Highway Rat**, Julia Donaldson 670AD	**The Scarecrow's Wedding**, Julia Donaldson	**Tiny Seed**, Eric Carle 500L	**The BumbleBear** Nadia Shireen 540L
		Owl Babies, Martin Waddell 500L	**Allan's big scary teeth,** Jarvis	**Shark in the Park**, Nick Sharratt 320AD	**Katie in London,** James Mayhew	**Oliver's Vegetables**, Vivien French 520L	**Dear Zoo**, Rod Campbell 150L
		Meg and Mog, Helen Nicholl	**Stick Man**, Julia Donaldson 510AD	**Peace at Last**, Jill Murphy 510AD	**The Rainbow Fish**, Marcus Pfister 610AD	**What the Ladybird Heard**, Julia Donaldson 430AD	**Giraffe's Can't Dance**, Giles Andreae 570AD
	Poetry Foci	**OLD MACDONALD HAD A FARM** **I'VE GOT A BODY** **FIVE SPECKLED FROGS**		**WE'RE MARCHING IN OUR WELLINGTONS** **DR FOSTER WENT TO GLOUCESTER** **TEN FAT SAUSAGES SIZZLING IN A PAN**		**ONE, TWO, BUCKLE MY SHOE** **MARY, MARY, QUITE CONTRARY** **COBBLER, COBBLER, MEND MY SHOE**	

4.7. Pupils will be encouraged, by their classroom teachers, to discuss their English skills with their peers and with the whole class before beginning their written work.

4.8. Poetry and non-fiction is taught through foundation subjects across the curriculum and supports/is influenced by pupil voice.

4.9. In KS2, children are, where possible, given the opportunity to write for a real purposes and audiences to make writing meaningful.

4.10. All children have opportunities to access the school library where they can have choice about the books they read. This promotes opportunities for reading for pleasure.

4.11. Pupils will be given sufficient time to discuss, plan and edit their written work.

4.12. Teachers plan reading and writing according to recommendations outlined by the EEF. In Key Stage 1, teachers will use the eight approaches to improving literacy. In Key Stage 2, teachers will use seven practical, evidence based approaches. The writing sequence will consist of five main components: planning, drafting, revising, editing and publishing. A clear audience and purpose for writing is considered prior to each genre. Staff understand the significant demands that writing places on pupils' working memory so it is vital tht it is taught in a sequenced way that helps to manage those demands.

4.13. Staff understand that Reception is at the heart of writing success and rather than expecting children to write stories, the focus is on building firm foundations. This means daily handwriting lessons, oral composition of sentences out loud before beginning to write them, dictation practice where children write letters,

words and then simple sentences and opportunities to practise the building blocks of writing rather than extended pieces.

4.14. In regards to handwriting, writing frames, handwriting paper and scaffolds will be provided for pupils who are less confident, in order to develop their handwriting skills. Handwriting is taught discretely in each class and as specific interventions. In Class 1, the focus is on pencil grip, developing fine motor skills and letter formation. In Class 2, the focus is on letter sizing and letter formation. The children will learn to join and begin to write with more fluency in this class, using books with integrated handwriting paper to support this. In Class 3, the children are expected to continue to form letters correctly and with appropriate sizing on regular lined paper. Children are to write in joined handwriting legibly and fluently. During the drafting process, children's writing may not always be joined however, during the final draft process, they will be given opportunities to present writing in a joined format.

4.15. In Class 1 and Class 2, handwriting will be taught daily for 15 minutes in a discrete lesson using the Arksey handwriting structure developed using an evidence-based approach. This structure ensures opportunities for gross motor skills, fine motor skills, dictation and independent practice. The aim is to develop automaticity in transcription (handwriting and spelling) before focussing on composition (articulating and structuring ideas) to lessen the cognitive load of writing. This includes the mastery of correct pencil grip, sitting position and letter formation and sizing in Class 1. Children will begin with large motor patterns, then fine motor patterns and then letter formation based on the graphemes taught in RWI. Children are taught posture and pencil grip (tripod hold) explicitly. In Class 2, children will continue to be taught pencil grip, posture and letter formation and sizing, and in Year 3, children will begin to learn for writing using joins. In Class 3, children will write using dictated sentences and will continue to learn how to write joined, fluently.

4.16. To broaden pupils' vocabulary and improve understanding, the following teaching methods will be implemented by classroom teachers:

- Spelling lists and key words to take home and practise for homework. KS2 also used Spelling Shed where bespoke spellings can be assigned to specific pupils or specific, age-appropriate spelling rules assigned to a class.
- When children are asked to spell words aloud, they are encouraged so spell phonetically using the strategies learning in the SSP (Read, Write, Inc) rather than letter names to support children in making links between reading words and spelling words.
- Using displays of key words linked to topics and subjects.
- Practising using the correct vocabulary orally which is extended through the teaching of the Tier 2 vocabulary words in KS2 and the utilisation of sentence stems.

- Dedicated lessons focussed on word patterns and choices.
- Encouraging the use of dictionaries and thesauruses both in print and electronic versions.
- Reading a variety of examples of texts to explore new vocabulary.
- Providing support, where necessary including the use of a scribe where appropriate.
- Following access arrangements guidance, e.g. allowing more time or reducing expected amount of output in the same amount of time.

- Classroom teachers will encourage the development of oracy through activities across the curriculum. They will plan purposeful speaking and listening activities that support the pupils' language development and encourage pupils to articulate their ideas verbally.

- Blanks Levels are used as a hierarchy of questioning in EYFS and KS1. These Blanks Levels offer various question types, which vary in complexity and require different levels of responses as children's language acquisition develops. These questions are woven into all lessons and skills are explicitly taught in reading to support speech, language and communication in EYFS and KS1.

4.17. Speaking and listening will be commented on where appropriate in pupils' books, with positive work/progress rewarded using rewards stated in the behaviour policy. Specific strategies for the development of Oracy throughout school is outlined in the Oracy Policy.

4.18. Pupils' vocabulary will be extended by explicitly teaching new words and phrasing and word walls, providing repeated exposure and opportunities for pupils to use new vocabulary.

4.19. Systems such as 'Kagan 4', Vis-vest learners and talk partner structures are to be used to ensure active participation in group and class discussions.

4.20. Pupils can be provided with targets and will be given feedback (orally or written) to self-assess their work and the work of peers, so they can share ideas and evaluate work effectively. Visualisers may be used to peer assess writing or as a teaching point to encourage reflective learning.

4.21. Staff utilise the hierarchy of support to promote independence with learning and provide appropriate learning scaffolds. In addition, all staff, in writing, implement the sequential approach to writing outlined in the WISH (Writing Intervention Support Hierarchy) to teach writing. Targeted support for pupils and interventions will utilise this hierarchy.

4.22. The classroom teacher, in collaboration with the subject leader (Miss Davis) will ensure that every pupils' needs are met by:

- Setting tasks, which can have a variety of responses and varied challenge.
- Providing resources of differing complexity, according to the current ability of the pupils.
- Utilising additional adults or differentiation to ensure that all pupils are satisfactorily supported.

5. Planning

5.1. Planning of the English curriculum is focussed on five core areas:

- Teaching pupils to read easily, fluently and with good understanding.
- Developing the habit of reading widely and often, for both pleasure and information, which in turn will develop an appreciation for our literary heritage and grow our children's cultural capital.
- Pupils will acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- Pupils will write clearly, accurately and coherently, adapting language and style in and for a range of contexts, purposes and audiences.
- Ensuring pupils feel confident with discussion; pupils should be able to elaborate and explain clearly their understanding and ideas, in order to learn.

5.2. Following a collaborative review of planning by all staff using the published documentation 'Reducing Workload Toolkit' by the DfE, planning was amended and the school now utilises 'Fixed Planning' and 'Responsive Planning'

- Fixed Planning: includes the themes studied in each term during the key stage run over a two-year cycle. The themes have been taken directly from the National Curriculum and were designed to promote a spiral curriculum in which children develop and master taught skills.
- Responsive planning: includes the details of work to be studied during each lesson/block of work. This is reactive to each lesson based on assessment for learning. A specific template has been designed by staff to support and prompt lessons although alternative planning templates can be used at the teacher's discretion.

5.3. The subject leader in collaboration with the staff are responsible for reviewing and updating Fixed Planning.

5.4. Teachers are responsible for reviewing and updating responsive planning, building on assessment for learning, taking into account pupils' needs and identifying the methods in which objectives could be taught.

5.5. All relevant staff members are briefed on the school's planning procedures as part of their staff training.

5.6. In the school, English is taught both as a singular lesson and as part of cross-cultural themes where appropriate.

5.7. Teachers will use the key learning content in the DfE's statutory guidance 'English programmes of study: key stages 1 and 2', published in 2013 in addition to the recommended evidence based approaches outlined in the EEF's 'Improving Literacy in Key Stage 1 and 2' documents.

5.8. Lesson plans will demonstrate a balance of interactive and independent elements used in teaching, ensuring that all pupils engage with their learning. The sequence and structure of the lessons will be carefully considered to ensure the pupils have sufficient time to discuss, plan, draft, edit and revise written work in accordance with the EEF Improving Literacy Frameworks.

5.9. Writing units throughout school will use a similar approach to build consistency across school. This will include genre immersion, planning, modelling, drafting, editing and improving.

5.10. There will be a clear focus on direct, instructional teaching and interactive oral work with the whole class and targeted groups. Teachers will describe and model how, when and why pupils should use each skill and strategy in writing, support pupils to practise these strategies and then gradually reduce the support as pupils become increasingly more independent throughout the year.

5.11. Fixed planning will be used to outline the themes to be taught within each year group.

5.12. Responsive plans will be used flexibly to identify learning objectives, main learning activities and adaptive teaching.

5.13. Fixed plans will be shared with or done in collaboration with the subject leader to ensure there is progression between years. A spiral curriculum has been designed to ensure key skills, genres and themes are revisited.

5.14. All English activities are designed so that they build upon a pupil's prior knowledge. All pupils of all abilities are provided with the opportunity to develop their skills, knowledge and confidence, ensuring progression through increasing class challenges.

5.15. All lessons will have clear learning objectives, which are shared and reviewed with pupils.

6. **Homework**

6.1. Reading and spelling homework will be set on a weekly basis and build upon key skills needed. This can include spellings assigned via an online platform.

6.2. Homework will be varied according to the different abilities/ages of pupil. This will be achieved through differentiating difficulty, ensuring reading books are closely aligned to children's phonological knowledge. Books are appropriately lexiled and banded in the Cool Classic area and library.

Homework will focus on various aspects of English, for example: handwriting practice, reading and spelling.

6.3. English homework is distributed to pupils as follows:

Year group	Homework task
Reception	Individual sounds, Learning to Blend books, Ditties or RWI stage book which is closely matches phonological attainment.
Year 1	Individual sounds, Learning to Blend books, Ditties or RWI stage book which is closely matches phonological attainment.
Year 2	Individual sounds, Learning to Blend books, Ditties or RWI stage book which is closely matches phonological attainment.
Year 3	Reading of ORT stage book or Cool Classic book 5 times per week and allocated spellings.
Year 4	Reading of ORT stage book or Cool Classic/ Miss D Emporium book 5 times per week and allocated spellings.
Year 5	Reading of ORT stage book or Cool Classic/ Miss D Emporium book 5 times per week and allocated spellings.
Year 6	Reading of ORT stage book or Cool Classic/ Miss D Emporium book 5 times per week and allocated spellings.

6.1. Children in F2 will be provided with a RWInc reading book with words from the first full week of the autumn term to be read at home with family members as expected in the homework policy. A reading for pleasure library book will also be sent from this first week. They will be changed at least once per week.

6.2. Parents and family members will be invited into school to share part of stories in school and participate in literacy during 'Look and Learn Lessons'.

6.3. If/when required, pupils will partake in SEN/D screening tests, intervention programmes assigned through SEN/D referral forms or English statutory

optional assessments to support teacher assessment of their level of progression, and to evaluate the need and impact of additional support.

6.4. Spelling homework is sent to consolidate rules learnt in lessons or to practise and apply spellings from the statutory lists.

Assessment and reporting

6.5. Pupils will be assessed and their progression recorded in TAPs.

6.6. An EYFS Profile will be completed for each pupil in the final term of the year in which they reach age five.

6.7. The progress and development of pupils within the EYFS is assessed against the early learning framework outlined in the 'Statutory framework for the early years foundation stage'.

6.8. Throughout the year, teachers will plan on-going creative assessment opportunities in order to gauge whether pupils have achieved the key learning objectives.

6.9. Assessments will be undertaken in various forms, including the following:

- Talking to pupils and asking questions.
- POP tasks carried out by subject leader and pupil curriculum advisor. These are centred around MOMAs.
- Discussing pupils' work with them.
- Marking work against the learning objectives. Writing will be marked alongside the end of key stage teacher assessment frameworks, or the LA 'standards on a page' documents for each year group from Y1.
- Pupils' self-evaluation of their work and their peers' work.
- Classroom tests and formal exams.

6.10. Formative assessment, which is carried out informally throughout the year, enables teachers to identify pupils' understanding of subjects and inform their immediate lesson planning or high quality, structured intervention and support from the class teacher.

6.11. In terms of summative assessments at the end of each Key Stage, the result of end-of-year teacher assessment of pupil attainment and progress will be passed to the relevant members of staff, such as pupils' future teachers, in order to demonstrate where pupils are at a given point.

6.12. The final piece of writing of each writing topic is used for as assessment pieces. Annotations in book clearly identified when work has been supported, modelled and scaffolded so as to make clear the extent to which the work is independent.

6.13. Summative assessments: Final drafts will be used at the end of each unit of work. Writing which is not independent is clearly demarcated in the margin and via feedback. Additional 'cold tasks' or 'presentation pieces' can be used further evidence. Teachers will make a judgement about the work of each pupil in relation to the national curriculum and the Standards on a Page documentation for year groups 1-5. Year 6 writing is moderated using the teacher assessment frameworks from 2018.

6.14. Staff moderation and collaborative marking enables staff to moderate judgements, discuss borderline children and ensure that mark schemes are being used robustly. They also provide the opportunity to reason about judgements made and evidence acquired using the Standards on a Page documentation provided by the LA.

6.15. Parents will be provided with a written report about their child's progress during the Spring term every year. These will include information on pupils' attainment towards English and their progress. An opportunity will be provided for parents to discuss this report with the relevant teachers.

6.16. Verbal reports will be provided at parent-teacher interviews during the Autumn and Spring terms.

6.17. The progress of pupils with SEND will be monitored by the SENDCo and SLT.

6.18. The progress of pupils who are eligible for Pupil Premium will be monitored by the SENDCo and SLT.

7. Cross-curricular links

7.1. The English skills that are developed in English lessons are applied to and in every lesson that is conducted in accordance to the national curriculum. English skills make up the basis for all other future skills.

Mathematics:

- In regards to mathematics, English skills contribute greatly. EYFS children need to be able to communicate effectively to express their understanding in mathematics.
- As children develop, they will learn a new and wider vocabulary which will include mathematical terms.
- Children in KS1 enjoy stories that involve rhymes, counting and sequencing (also cross-curricular link to music).

Science:

- Pupils are expected to engage in research during science lessons. English skills are used here for writing a range of reports, and for verbally explaining their findings to the class and to a teacher.

Humanity subjects:

- Humanity subjects include history, geography and religious studies. These subjects require a technical and subject-specific jargon. English skills will be utilised here when learning the new jargon.

- Open the book to visit half-termly to share bible stories and develop comprehension and reasoning through the dramatization of stories familiar to Christians, supporting RE learning about Christian people.
- Researching is also required for these subjects, meaning that the register in which any work is written often needs to be adapted depending upon the task set.

Drama:

- English skills are fundamental for oral expression. Effective English skills will ensure a pupil feels confident taking part in group tasks and class discussion/performance.

Computing:

- Using computer software, such as Word, develops a pupil's understanding of jargon, lexicon, sentence structure and many grammatical rules.

8. Equal opportunities

8.1. All pupils will have equal access to the English curriculum.

8.2. Gender, learning ability, physical ability, ethnicity, linguistic ability and/or cultural circumstances will not impede pupils from accessing English lessons.

8.3. If English is an additional language (EAL), a LSA will be allocated to the pupil to provide extra help where needed. Additionally, outside support can be offered to the pupil.

8.4. Where it is inappropriate for a pupil to participate in a lesson due to reasons related to any of the factors outlined above, the lesson will be adapted to meet the pupil's needs and alternative arrangements involving extra support will be provided where necessary.

8.5. Cultural and gender differences are positively reflected in lessons and teaching materials used.

9. Monitoring and review

9.1. This policy will be reviewed every two years by Miss Davis in consultation with teaching staff.

9.2. The subject leader will monitor teaching and learning in English at Arksey Primary School ensuring that the content of the National Curriculum is covered across all phases of pupils' education.

9.3. A named member of the governing board (Mrs Wendy Gray) will be briefed to oversee the teaching of English, and meets regularly with the SLT to review progress.

9.4. Any changes made to this policy will be communicated to all teaching staff.

English programmes of study: Key Stages 1 and 2

All pupils within KS1 and KS2 are taught English in line with the requirements of the English national curriculum.

Years 1-6

Spoken language:

- Listen and respond appropriately to adults and their peers.
- Ask relevant questions to extend their understanding and knowledge.
- Use relevant strategies to build their vocabulary.
- Articulate and justify answers, arguments and opinions.
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
- Speak audibly and fluently with an increasing command of Standard English.
- Participate in discussions, presentations, performances, role play, improvisations and debates.
- Gain, maintain and monitor the interest of the listener(s).
- Consider and evaluate different viewpoints, attending to and building on the contributions of others.
- Select and use appropriate registers for effective communication.

Year 1

Reading – word reading:

- Apply phonic knowledge and skills as the route to decode words.
- Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.
- Read accurately by blending sounds in unfamiliar words containing Grapheme Phoneme Correspondences (GPCs) that have been taught.
- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
- Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.

- Read other words of more than one syllable that contain taught GPCs.
- Read words with contractions, for example, I'm, I'll and we'll, and understand that the apostrophe represents the omitted letter(s).
- Accurately read aloud books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.
- Re-read these books to build up their fluency and confidence in word reading.

Reading – comprehension:

- Develop pleasure in reading, motivation to read, vocabulary and understanding by:
  - Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.
  - Being encouraged to link what they read, or hear read, to their own experiences.
  - Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.
  - Recognising and joining in with predictable phrases.
  - Learning to appreciate rhymes and poems, and to recite some by heart.
  - Discussing word meanings, linking new meanings to those already known.
- Understand both the books they can already read accurately and fluently and those they listen to by:
  - Drawing on what they already know or on background information and vocabulary provided by the teacher.
  - Checking that the text makes sense to them as they read and correct inaccurate reading.
  - Discussing the significance of the title and events.
  - Making inferences on the basis of what is being said and done.
  - Predicting what might happen on the basis of what has been read so far.
- Participate in discussion about what is read to them, taking turns and listening to what others say.
- Explain clearly their understanding of what is read to them.

Writing – transcription:

- Spell:
  - Words containing each of the 40+ phonemes already taught.
  - Common exception words.
  - The days of the week.
- Name the letters of the alphabet:
  - Naming the letters of the alphabet in order.
  - Using letter names to distinguish between alternative spellings of the same sound.
- Add prefixes and suffixes:
  - Using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs.
  - Using the prefix un-.
  - Using -ing, -ed, -er and -est where no changes are needed in the spelling of root words, for example helping, helper, eating, quicker and quickest.
- Apply simple spelling rules and guidance, as listed in English Appendix 1, as seen in the national curriculum.
- Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Handwriting:

- Sit correctly at a table, holding a pencil comfortably and correctly.
- Begin to form lower-case letters in a correct direction, starting and finishing in the right place.
- Form capital letters.
- Form digits 0-9.
- Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practice these.

Writing – composition:

- Write sentences by:
  - Saying out loud what they are going to write about.
  - Composing a sentence orally before writing it.
  - Sequencing sentences to form short narratives.
  - Re-reading what they have written to check that it makes sense.
- Discuss what they have written with the teacher or other pupils.

- Read aloud their writing clearly enough to be heard by their peers and the teacher.

Writing – vocabulary, grammar and punctuation:

- Develop their understanding of the concepts set out in English Appendix 2 by:
  - Leaving spaces between words.
  - Joining words and joining clauses using.
  - Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.
  - Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.
  - Learning the grammar for Year 1 in English Appendix 2.
- Use the grammatical terminology in English Appendix 2 in discussing their writing.

Year 2

Reading – word reading:

- Continue to apply phonetic knowledge and skills to decode works until automatic decoding has become embedded and reading is fluent.
- Read accurately by blending the sounds in the words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.
- Read accurately words of two or more syllables that contain the same graphemes as above.
- Read words containing common suffixes.
- Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
- Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.
- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.

Re-read these books to build up their fluency and confidence in word reading.

Reading – comprehension:

- Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- Listening to, discussing and expressing views about a wide range of contemporary and classical poetry, stories and non-fiction at a level beyond that at which they can read independently.
- Discussing the sequence of events in books and how items of information are related.
- Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.
- Being introduced to non-fiction books that are structured in different ways.
- Recognising simple recurring literary language in stories and poetry.
- Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.
- Discussing their favourite words and phrases.
- Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.

- Understand both books that they can already read accurately and fluently and those they listen to by:
  - Drawing on what they already know, or background information and vocabulary provided by the teacher.
  - Checking that the text makes sense to them as they read and correct inaccurate reading.
  - Making inferences on what is being said and done.
  - Answering and asking questions.
  - Predicting what might happen on the basis of what has been read so far.
- Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.
- Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Writing - transcription:

- Pupils should be taught to spell by:
  - Segmenting spoken works into phonemes and representing these by graphemes, spelling many correctly.

  - Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.
  - Learning to spell common exception words.
  - Learning to spell more words with contracted forms.
  - Learning the possessive apostrophe (singular) for example, the girl's book.
  - Distinguishing between homophones and near-homophones.
- Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly.
- Apply spelling rules and guidance, as listed in English Appendix 1.
- Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

Handwriting:

- Pupils should be taught to:
  - Form lower-case letters of the correct size relative to one another.
  - Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
  - Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.
  - Use spacing between words that reflects the size of the letters.

Writing – comprehension:

- Develop positive attitudes towards and stamina for writing by:
  - Writing narratives about personal experiences and those of others (real and fictional).
  - Writing about real events.
  - Writing poetry.
  - Writing for different purposes.
- Consider what they are going to write before beginning by:
  - Planning or saying out loud what they are going to write about.
  - Writing down ideas and/or key words, including new vocabulary.
  - Encapsulating what they want to say, sentence by sentence.
- Make simple additions, revisions and corrections to their own writing by:
  - Evaluating their writing with the teacher and other pupils.

- Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.
- Proofreading to check for errors in spelling, grammar and punctuation, for example end of sentences punctuated correctly.

- Read aloud what they have written with appropriate intonation to make the meaning clear.

Writing – vocabulary, grammar and punctuation

- Develop their understanding of the concepts set out in English Appendix 2 by:
  - Learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular).
- Learn how to use:
  - Sentences with different forms: statement, question, exclamation, command.
  - Expand upon phrases to describe and specify, for example, the blue butterfly.
  - The present and past tenses correctly and consistently including the progressive form.
  - Subordination (using when, if, that, or because) and co-ordination (using or, and, or but).
  - The grammar for year 2 in English Appendix 2.
  - Some features of the written Standard English.
- Use and understand the grammatical terminology in English Appendix 2 in discussing their writing.

Years 3 and 4

Reading – word reading:

- Apply their growing knowledge to root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Reading – Comprehension:

- Develop positive attitudes to reading and understanding of what they read by:

- Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- Reading books that are structured in different ways and reading for a range of purposes.
- Using dictionaries to check the meaning of words that they have read.
- Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.
- Identifying themes and conventions in a wide range of books.
- Preparing poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action.
- Discussing words and phrases that capture the reader's interests and imagination.
- Recognising some different forms of poetry, for example free verse, narrative poetry.

- Understanding what they read, in books they can read independently, by:
  - Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.
  - Asking questions to improve their understanding of a text.
  - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
  - Predicting what might happen from details stated and implied.
  - Identifying main ideas drawn from more than one paragraph and summarising these.
  - Identifying how language, structure, and presentation contribute to meaning.
  - Retrieve and record information from non-fiction.
  - Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Writing - transcription:

- Use further prefixes and suffixes and understand how to add them to root words (English Appendix 1).
- Spell further homophones.
- Spell words that are often misspelt (English Appendix1).

- Place the possessive apostrophe accurately in words with regular plurals (for example, girls', boys') and in words with irregular plurals (for example, children's).
- Use the first two or three letters of a word to check its spelling in a dictionary.
- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Handwriting:

- Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
- Increase the legibility, consistency and quality of their handwriting (for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch).

Writing – composition:

- Plan their writing by:
  - Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
  - Discussing and recording ideas.
- Draft and write by:
  - Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2).
  - Organising paragraphs around a theme.
  - In narratives, creating settings, characters and plot.
  - In non-narrative material, using simple organisational devices, for example headings and sub-headings.
- Evaluate and edit by:
  - Assessing the effectiveness of their own and other's writing and suggest improvements.
  - Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.
- Proofreading for spelling and punctuation errors.
- Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Writing – vocabulary, grammar and punctuation:

- Develop their understanding of the concepts set out in English Appendix 2 by:
  - Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.
  - Using the present perfect form of verbs in contrast to the past tense.
  - Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.
  - Using conjunctions, adverbs and prepositions to express time and cause.
  - Using fronted adverbials.
  - Learning the grammar for years 3 and 4 in English Appendix 2.
- Indicate grammatical and other features by:
  - Using commas after fronted adverbials.
  - Indicating possession by using the possessive apostrophe with plural nouns.
  - Using and punctuating direct speech.
- Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

Years 5 and 6

Reading – word reading:

- Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.

Reading – comprehension:

- Maintain positive attitudes towards reading and understanding by:
  - Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
  - Reading books that are structured in different ways and reading for a range of purposes.
  - Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.
  - Recommending books that they have read to their peers, giving reasons for their choices.

  - Identifying and discussing themes and conventions in and across a wide range of writing.
  - Making comparisons within and across books.
  - Learning a wider range of poetry by heart.
  - Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.
- Understand what they read by:
  - Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.
  - Asking questions to improve their understanding.
  - Drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
  - Predicting what might happen from details stated and implied.
  - Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
  - Identifying how language, structure and presentation contribute to meaning.
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
- Distinguish between statements of fact and opinion.
- Retrieve, record and present information from non-fiction.
- Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.
- Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.
- Provide reasoned justifications for their views.

Writing – transcription:

- Use further prefixes and suffixes and understand the guidance for adding them.
- Spell some words with 'silent' letters, for example, knight, psalm, solemn.
- Continue to distinguish between homophones and other words which are often confused.

- Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1.
- Use dictionaries to check the spelling and meaning of words.
- Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.
- Use a thesaurus in order to expand vocabulary.

Handwriting and presentation:

- Write legibly, fluently and with increasing speed by:
  - Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.
  - Choosing the writing implement that is best suited for a task.

Writing – composition:

- Plan their writing by:
  - Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
  - Noting and developing initial ideas, drawing on reading and research where necessary.
  - In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.
- Draft and write by:
  - Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
  - In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.
  - Précising longer passages.
  - Using a wide range of devices to build cohesion within and across paragraphs.
  - Using further organisational and presentational devices to structure text and to guide the reader, for example headings, bullet points, underlining.
- Evaluate and edit by:
  - Assessing the effectiveness of their own and others' writing.
  - Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.

  - Ensuring the consistent and correct use of tense throughout a piece of writing.
  - Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.
- Proof-read for spelling and punctuation errors.
- Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Writing – vocabulary, grammar and punctuation:

- Develop their understanding of the concepts set out in English Appendix 2 by:
  - Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.
  - Using passive verbs to affect the presentation of information in a sentence.
  - Using the perfect form of verbs to mark relationships of time and cause.
  - Using expanded noun phrases to convey complicated information concisely.
  - Using modal verbs or adverbs to indicate degrees of possibility.
  - Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.
  - Learning the grammar for Years 5 and 6 in English Appendix 2.
- Indicate grammatical and other features by:
  - Using commas to clarify meaning or avoid ambiguity in writing.
  - Using hyphens to avoid ambiguity.
  - Using brackets, dashes or commas to indicate parenthesis.
  - Using semi-colons, colons or dashes to mark boundaries between independent clauses.
  - Using a colon to introduce a list.
  - Punctuating bullet points consistently.
  - Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.