Ormskirk West End

Primary School

From Tiny Acorns, Mighty Oaks Grow.

Community Primary ages 4-11

English Policy

Approved: November 2025 Next Review Date: November 2028

English Vision

At West End, we recognise English has a pre-eminent place in education and society and the skills of language are essential to participating fully as a member of society. The central importance of English: as a tool for thought, learning and expression across the curriculum, and as a subject in its own right. We endeavour that children have enough opportunity to develop the core skills in English to become fluent in reading, writing and speaking and listening.

1. MISSION STATEMENT

We wat our children to aspire to be all they can be, to respect themselves, all others, and their environment, and to become resilient regardless of challenges.

2. AIMS

At Ormskirk West End, we aim to develop pupils' abilities within an integrated programme of speaking and listening, reading and writing. Pupils will be given opportunities to interrelate the requirements of English within a broad and balanced approach to the teaching of English across the curriculum, with opportunities to consolidate and reinforce taught literacy skills.

At Ormskirk West End Primary School we aim for a child to be able to:

- read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct.
- have an interest in books and read for enjoyment
- have an interest in words, their meanings; developing a growing vocabulary in spoken and written forms.
- understand a range of text types and genres – be able to write in a variety of styles and forms appropriate to the situation.
- be developing the powers of imagination, inventiveness and critical awareness.
- have a suitable technical vocabulary to articulate their responses.

3. STATUTORY REQUIREMENTS

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Document (2014) and in the Statutory Framework for the Early Years Foundation Stage (2012)

The Early Years Foundation Stage

We believe that early literacy development is crucial in the Foundation Stage. CLLD - Communication Language and Literacy

Development provides a wide range of opportunities for children to experience communicating, speaking, listening, being read to and beginning to read and write for a range of different purposes. Children's learning will be supported and extended through good practice in the Foundation Stage.

In EYFS the daily routine will include planned and spontaneous activities such as:

- a wealth of opportunities to develop and experience speaking and listening;
- experiences that develop gross and fine motor skills through play and handwriting activities;
- sharing and enjoying a range of rhymes, songs, stories and books;
- immersion in a print-rich environment with opportunities for oral language and written communication, e.g. differentiated phonic activities;
- focus activities that teach children early communication language and literacy skills.
- Guided reading groups
- Shared reading and writing focus each week
- daily systematic phonics teaching (Twinkl)

KS1

At the beginning of Year 1, the assessments from the Foundation Stage Profile will enable the planned work to follow a smooth transition.

The teaching of English in KS1 will include:

- explicitly taught and planned sessions following the guidance and objectives from both the English Framework and writing units are supplemented by Lancashire Literacy writing units
- developing oracy is key, we do this using speaking and listening activities, e.g. role play, pair talk, drama and hot seating in order to prepare pupils for the writing process;
- daily, direct, systematic phonics teaching (Twinkl)
- text level work using a range of genres to develop comprehension and composition skills and the understanding of print;
- letter formation and handwriting taught and modelled by the teacher with joined handwriting introduced at the beginning of year 2 through a multi-sensory approach (only once the children have mastered print successfully);
- immersion in a print-rich environment that promotes a reading culture and develops children's oral and written communication; learning and reciting poems using appropriate intonation;
- Develop ongoing Working Walls to support the children's learning throughout the phases of reading, gathering content,

planning and writing.

KS2
At the beginning of Year 3, the teacher assessments will enable the planned work to follow a smooth transition.
The teaching of English in KS2 will include:

- explicitly taught and planned sessions following the guidance and objectives from both the English Framework and writing supplemented with Lancashire Literacy writing units.
- genre overviews to identify the success criteria of each unit of work and weekly plans tailored to the needs of our children;
- explicit teaching of spelling strategies and rules using the No Nonsense Spelling Program and phonics where required;
- daily Spelling, Punctuation and Grammar (SPaG) sessions to develop grammatical awareness and punctuation skills;
- text level work involving reading a range of genres in both shared and whole class reading to develop comprehension skills and scaffold writing;
- a range of text types, including cross-curricular writing, modelled through shared writing, to promote sustained composition;
- handwriting and presentational skills taught and modelled by the teacher;
- immersion in a print-rich environment that promotes a reading culture and develops speaking and listening;
- providing a range of authors from our literary heritage through whole class reading or providing opportunities for independent reading of these books; learning and reciting poems for a variety of audiences.
- Develop ongoing Working Walls to support the children's learning throughout the phases of reading, gathering content, planning and writing.

THE GOVERNING BODY
Regular reports are made to the governors on the progress of English provision taking into account class contexts, assessments and the whole school focus- taken from the SIP. This policy will be reviewed every 3 years or in the light of changes to legal requirements.

APPROACHES TO SPEAKING AND LISTENING
In line with the National Curriculum, we believe that speaking and listening is fundamental to children's development and that

confidence in this area is essential to be successful in all areas of English.

The main strands to speaking and listening are:
1. speaking;
2. listening and responding;
3. group discussion, interaction and debate;
4. drama and performance of poetry.

These oral skills are directly taught, modelled and sensitively encouraged in whole class and small group settings. Opportunities across the whole curriculum are planned for and developed. Children play an active part in presentations, group discussions, debates and drama activities which are planned for regularly by class teachers. We have oracy prompts used across school from EYFS- Year 6:

i) **Say it again, say it better**- encouraging our children to give clear oral responses.

ii) **Agree, Build, Challenge**- We give our children the opportunity to agrre or disagree respectfully using this strategy- we give statements which children either agree with, want to build on somebody else's response with their own reasons, or disagree with the statement and give their own evidence to support,

iii) **Think, pair, share-** give time for pupils to think of their response, tell a partner or person nearby, share responses with the class.

Key questions are planned into lessons to probe the children to further explain their understanding of concepts and their own ideas before the writing process begins.

APPROACHES TO READING

In light of the Reading Framework (2021) we have adopted Twinkl Phonics scheme which is taught from EYFS through KS1. Children in KS2 who need phonics intervention also use Twinkl Phonics (as well as other suitable interventions).

We believe in developing a reading culture throughout the school by creating welcoming book areas in classrooms, providing a well-resourced, welcoming library which children can access and borrow free-choice readers from, and raising the profile of reading through a print rich environment, whole class reads and promoting the written word at all times. Class readers are read daily, and should offer a rich variety of texts to broaden the children's experience of the written word.
High priority is given to reading throughout the school. Children take home an age appropriate reading book to read to their

parent/carer on a daily basis. In EYFS and KS1 phonics reading books are also sent home for children to practise decoding and blending the sounds they are learning. Parents are encouraged to make a comment in their child's home-school reading record on how their child read. These books are sometimes read in school with the class teacher or other members of staff, however, reading is taught via whole class reading sessions. As well as this, all classes read a class novel daily to broaden the variety of authors and book types they read.

The programmes of study for reading at key stages 1 and 2 consist of two dimensions:

- word reading
- comprehension (both listening and reading).

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

Word Reading

Children in Foundation Stage and KS1 follow Twinkl Phonics. Phonics is taught explicitly in EYFS and KS1 and where necessary, in KS2. *Twinkl Phonics* is a powerful teaching tool which ensures that young children will be well-placed to read and spell words with fluency and confidence by the time they reach the end of KS1.

Phonics is taught each day for 25-30 minutes in a fun way but also with rigour and pace. Children are taught in ability groups, and progress through the phonic levels 1-6 at a pace appropriate to their ability. Termly assessments take place to establish the progress made through the phonic levels using the Phonics Tracker. These are moderated by Sarah Currie and Laura-Jean Horton and Emma Hunt termly. Phonics Booster sessions target children identified as making slower progress or inadequate progress to close gaps.

Comprehension

1. Whole class reading that develops listening skills, a love of story and reading for pleasure. This can be teacher-led, 'shared reading' where children read with the teacher and respond to questions, predictions and vocabulary choices as appropriate to the level of the children. It immerses children in the pattern of story and features of text types. In all year groups this happens on a daily basis in English sessions when introducing text and prior to writing. The teacher models as an expert reader and draws out the key elements of the content. Whole class reading can also take the form of listening to a story read aloud by the teacher.

2. In EYFS and KS1 Guided reading taught via guided reading groups. The class teacher will work with a group of children each day on suitable, accessible texts. In Elm, the class will move to whole class reading in the Summer Term.

In KS2, Guided reading sessions are taught via 'whole class' sessions in which children are taught particular skills- predominantly vocabulary, inference, prediction, explanation, retrieval and summarising (VIPERS)

This method of teaching reading ensures children are taught a range of reading and comprehension skills which they practise at

school and home. They focus on clear learning objectives (taken from the Lancashire KLIPS document) to develop key skills which can then be applied when reading independently. These are shared with the children within the sessions.

3. Independent reading in school for purpose and for pleasure.
This is supported by class and school libraries. Children are encouraged in all subjects to be inquisitive and gain as much knowledge as they can about topics through the use of books in the library, or information from the internet. Independent reading should also have a focus when appropriate e.g. SPAG recap- finding synonyms for said etc…

4. Home reading.
Books are sent home with a reading record or log for communication with parents. In EYFS and KS1 children will take home a phonetically decodable book (Twinkl) and a whole language shared book. The purpose of the shared book is to enjoy books as a family, not to decode. In KS2 children take home a staged reading book matched to their level of need. Books are changed whenever the child has completed their book, by teaching assistants or teachers (or independently in Upper Key Stage 2).

The staged books have a controlled vocabulary and therefore children are moved through the stages as they are able to read the key words. We provide a broad range of material in each stage, so that the children are able to develop their depth of vocabulary as well as comprehension skills. We encourage children to exercise choice in their reading material because this is proven to boost interest and motivation in reading, however they may be encouraged to try new genres even when they are less preferred, to develop their breadth of material they read.

As well as reading, we encourage those who listen to their child read to ask questions about what the child has read e.g. make predictions; how does that character feel at that point? This will help develop their comprehension skills.

5. The reading environment.
The print rich environment encourages children to interact with displays, to follow instructions and signs, promoting functional language. Within the classroom the reading area is attractive and inviting, books are clearly accessible. Themed displays are encouraged along with interactive displays to which children can add their own views or opinions to. Books are also displayed and

promoted around the classroom and the whole learning environment of the school.

APPROACHES TO WRITING

We believe that writing should be a creative/developmental process both at a functional and an imaginative level. All attempts at writing are valued and we know that all children have potential to be successful writers. To support our writing curriculum we predominantly use Lancashire Literacy writing units.

Spelling

Children's phonological awareness and spelling strategies are assessed and inform teaching. Any children not reaching level six by the time they reach year three (after the Phonics Check in year 1 and the phonics check revisit in Year 2 for those who do not pass) have the opportunity to be part of a phonics group to continue their development. Dedicated time is allocated for teaching and investigating spelling using the Raintree, No Nonsense Spelling program. This is taught alongside grammar work. Children are encouraged to practise their spellings through investigation. Spelling logs along with dictionaries can be used to support children's spelling at the point of writing.

As well as daily phonics sessions, high frequency words are taught and assessed in the infants. In KS2 words from the Year 3/ 4 and Year 5 /6 word lists are explicitly taught.

Handwriting

Handwriting and letter formation is explicitly taught throughout the school. We follow the 'Twinkl' scheme through school which promotes individuals to find their own style whilst developing fluency and excellence in presentation. All staff work hard to promote these skills at all times. Handwriting is to be practised on a regular basis as good presentation is essential as children move through key stages.

In EYFS we focus on 'being ready to write' To develop gross motor skills children follow Danny Go sessions, they also take part in 'Clever Ending Stories'. To develop fine motor skills children take part in Dough Disco daily and are beginning to use 'Musical Pathways'. To support letter formation, the children learn the Twinkl patter and practise writing at tables to support posture.

KS1- daily Twinkl handwriting sessions- predominantly print. Only when children have mastered print are they encouraged to move to cursive. Again the Twinkl patter is used when describing letter formation.

KS2- regular handwriting sessions, predominantly cursive. The Twinkl formation is followed throughout KS2 to keep consistency. The aim is for all pupils to write legibly in cursive hand by the end of KS2.

Children identified as having a barrier to handwriting take part in 'Write from the Start' Handwriting intervention.

Composition

1. Opportunities for developmental writing.

In Foundation stage children should experience writing in a range of settings and opportunities for developmental writing should be available through all areas of learning and throughout the learning environment. Children's own attempts at early writing should be celebrated and promoted, alongside the direct teaching of the key skills that will enable the children to progress through the stages of writing development. In Foundation stage and KS1, children's writing that needs interpretation may be annotated by a teacher or adult working with the group.

2. Shared writing that is modelled by the teacher as the expert writer with contributions from the children. This is teacher-led writing with children watching and contributing ideas. Shared writing is not exclusive to English sessions and can be taught within Foundation subjects. The emphasis may be on the generation of ideas, grammatical awareness, spelling and phonics, compositional, transcriptional, presentational and text level skills or other key strategies needed in writing. Not all of these can be modelled in one session, but the teacher as the expert writer leads the cumulative writing process. Modelled handwriting is also a key feature- visualisers and a writing book- typical of the books the children are writing in themselves- is a strategy used across school.

3. Guided writing that targets children at their point of writing.

Guided writing takes place in small groups with a teaching focus using targets and writing already modelled. The main part of the session consists of the child writing with the adult intervening as appropriate. In EYFS the child receives more individualised support from the teacher at the point of writing.

4. Independent writing.

Throughout the school children need opportunities to develop their confidence and practise their writing skills. All writing activities should have a purpose and quality should be promoted through book making, publication or presentation to another audience.

Writing is modelled and supported from immersion to quality writing. Independent writing is supported through the use of dictionaries, word banks, writing mats, writing frames or plans and alphabet cards.

Independent writing:
Our pupils complete an independent write at the end of a writing unit. This is closely linked to the modelled write which has been the focus of the unit. Children have access to writing supports that have been used throughout the unit but it must be the independent choice of the pupil to use them. When editing, children use purple pen, again during independent writing this is completed with no specific prompt/ intervention from the teacher.

5. Writing environment.
The school environment celebrates quality writing through displays of work in both handwritten and typed form as well as signs and labels. All classrooms have working walls that provide children with access to models and examples of key skills they are/ have been learning. These are used to support independent development of skills. Opportunities for writing are planned for and accessible throughout the learning environment and school day. Functional and creative writing are demonstrated and promoted by staff and visitors

CROSS-CURRICULAR LITERACY OPPORTUNITIES
Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through literacy lessons to other areas of the curriculum.

THE USE OF ICT
Opportunities to use ICT to support teaching and learning in Literacy will be planned for and used as appropriate- either as a support for EAL/ SEND/ those with barriers to learning or for research during the 'gathering content' phase of units. Some pupils use computers during longer writing tasks if transcription is a barrier.

ASSESSMENT
Work will be assessed in line with the Assessment Policy.
Progress and levels in reading are recorded during the whole class reading sessions on record sheets or Notebook slides. These assessments are used to inform planning and to target teaching to the needs of the children as well as to track progress.
Live marking is utilised across school giving instant feedback when possible as this has the intended impact. Marking of children's

writing is also completed by the teacher.
A pink highlighter is used to show that an area of learning has been fully embedded and the child is using that skill independently. This may be seen in other books as well as English books. Green highlighters are used to show areas for 'Growth.' (See Feedback and Marking policy).
To track progress we use Lancashire KLIPS and in Year 6 we assess using the National Curriculum Framework Standards.

INCLUSION
We aim to provide for all children so that they achieve their potential in English. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. Pupils exceeding ARE will be identified and suitable learning challenges provided. All pupils take part in English lessons across school. Barriers to learning are supported in a variety of ways- use of widgit to break down texts with visual supports; laptops to remove the barrier for those children who struggle with transcription; dual coding for key vocabulary; EAL key adult support are some of the strategies in place to support our learners.

EQUAL OPPORTUNITIES
All children are provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

ROLE OF SUBJECT LEADERS:
The Subject Leaders should be responsible for improving the standards of teaching and learning in Literacy through:
Monitoring and evaluating Literacy:-

- pupil progress
- provision of Literacy (including Intervention and Support programmes)
- the quality of the Learning Environment;
- the deployment and provision of support staff
- taking the lead in policy development
- auditing and supporting colleagues in their CPD
- purchasing and organising resources
- keeping up to date with recent developments in English and literacy

PARENTAL INVOLVEMENT

At Ormskirk West End, we promote positive relationships with parents to ensure our children are provided with as many learning experiences as possible. We ask parents read regularly with their children, practise key skills with their children which we share at Parents' Evening and provide a range of supportive opportunities to develop skills they have been learning in school.

To support this, we provide opportunities for parents to take part in parent workshops (Phonics and reading) which aim to develop their own knowledge of the skills their children are learning at school and to provide them with strategies and skills to support these further at home.

CONCLUSION:

This policy also needs to be in line with other school polices and therefore should be read in conjunction with the following school policies:

Teaching and Learning Policy
Assessment and Record Keeping
Marking and Feedback Policy
Special Educational Needs Policy
ICT Policy
Equal Opportunities Policy
Health and Safety Policy

Laura-Jean Horton- English Leader

Next Review: November 2028