

# Hose Church of England Primary School



## English Policy

*"Whatever you do, work at it with all your heart" Colossians 3.23.*

Headteacher: Lianne Hough

Chair of Governors: Emily Greasley

Policy written by: M. Attwood-Clarke

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## Values

***We give our children the chance to develop culturally, emotionally, intellectually, socially and spiritually so that they might prosper and flourish in all that they do.***

The purpose of our curriculum at Hose Church of England Primary School is to open the door to the world beyond our village for our children. We aspire for our children to leave Hose full of knowledge and wonder for the world they live in and to be ready to take on challenges with confidence and pride. We aim to provide a high-quality, rich and vibrant English Curriculum that engages our young learners and allows all pupils to access English with confidence and creativity. The 2014 National Curriculum for English sets out clear expectations for what should be taught. This policy outlines how English is taught and assessed at our school, in line with the expectations set by [Ofsted](#).

## Aims and Objectives

At Hose Church of England Primary School, we aim to offer a balanced and broad curriculum which enables pupils to:

- Develop pupils' spoken language, reading, writing and vocabulary across the curriculum.
- Foster a love of reading through exposure to a wide range of texts and authors.
- Teach pupils to write clearly, accurately, and coherently in different contexts.
- Promote the recognition that literacy skills are the key to unlock learning doors.
- Instill a passion for literacy that extends beyond the classroom.

## National Curriculum Aims

The overarching aim for English in the National Curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

The National Curriculum for English aims to ensure that all pupils:

- Read easily, fluently and with good understanding.
- Develop the habit of reading widely and often, for both pleasure and information.
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- Appreciate our rich and varied literary heritage.
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.
- Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

## Curriculum Provision

### Reading

At Hose, we hold reading at the heart of our curriculum. We know that the ability to read opens a world of opportunity for our children – it is the much-needed key to unlocking learning and accessing the wider world.

To ensure that every child leaves our school a reader, we have a robust approach to teaching reading. Children in Foundation Stage and Key Stage 1 are taught daily Phonics sessions through our Phonics programme Sounds-Write. Catch up work is in place to support children in school who need additional reading support. Reading lessons are taught from Year 2-6, through the use of the VIPERS Reading approach, whereby the children are explicitly taught the essential reading skills of: Vocabulary, Inference, Prediction, Explanation, Retrieval and Summarisation. Children access reading books and reading quizzes through our assessment and tracking programme, Accelerated Reader.

Reading for pleasure is promoted through our school-wide reading culture, including close work with parents and school-based initiatives such as reading challenges and rewards, author visits and book clubs. The school library is an important hub for our reading for pleasure curriculum and will be stocked with a diverse range of high-quality texts.

### Writing

Core texts are identified for each half term that are used as the stimulus for a range of writing outcomes across 4 different main purposes: Discuss, Entertain, Inform and Persuade. Our English Curriculum is taught over 2 years across Cycle A and Cycle B, during which children revisit these writing purposes and outcomes and build on what they know and can do to produce a range of quality pieces of writing. Children are taught to plan, draft and edit their work and create final pieces to 'publish', producing work to showcase and be proud of. We adopt key strategies from the Talk 4 Writing approach around the modelling and scaffolding of writing in a way that supports children to identify key features of a text and build on their ideas to write with confidence and creativity. Grammar and punctuation are explicitly taught throughout.

Whilst some of the core texts create fantastic links with the wider curriculum, their main purpose is as a vehicle to drive pupil's knowledge of how and why we write, the English language and understanding of literature. We have carefully chosen quality texts for study and as part of our wider reading offer such as our class novels and poetry texts, with a range of modern and classics written by diverse authors. In this way, the children are able to create deeper links with learning, acquire and use subject specific vocabulary more widely and can become more deeply immersed in their writing for purpose and pleasure. We believe it is important that children understand that writing is not just for English, but is an important tool across the curriculum and, more importantly, in life. We know that children who read more, write more and write better (*Young and Ferguson, 2020*) so our book-based curriculum creates ideal links for our writing and reading for pleasure pedagogy.

### Spelling

Spelling is as part of the Sounds-Write programme, established as part of Phonics teaching in KS1 and built upon in KS2 to develop spelling fluency. Our whole school approach to spelling can be seen in the documents section below.

### Handwriting

Handwriting is taught using the Nelson Handwriting scheme from EYFS to KS2. As with Spelling, this is a whole school approach with a focus on developing fluency in Handwriting. Children are taught print as early, emergent writers and progress to developing a cursive approach when developmentally appropriate.

## Speaking and Listening

At Hose, we recognise the importance of Oracy and the explicit teaching of Speaking and Listening skills. When it comes to writing, oral composition is just as important as written composition. We teach children both to read and write and so too should we teach them to speak. We recognise the crucial nature of spoken language and our role to develop it in school. As such, we are continuing to develop our school approach to Oracy and embedding this within and wider than our English curriculum. Opportunities for pupils to develop their spoken language skills will be embedded in all subjects. Pupils will participate in regular opportunities for discussion, debate, drama/role play and presentation.

## Assessment and Feedback

- Formative assessment will be used consistently to inform planning and ensure all pupils are making progress.
  - Feedback will be specific, timely, and actionable. Pupils will be actively involved in responding to feedback and setting targets for improvement.
  - Summative assessments are used to closely track progress at key points throughout the year, including half-termly Phonics tracking and Star Reader assessments and termly NFER testing.
- ➔ Further information on assessment and feedback can be found in the Marking and Feedback Policy.

## Equal Opportunities

- All pupils, including those with SEND, will have access to a broad and balanced English curriculum.
- English is taught in a way that respects and values the diversity of our school community and allows children to learn about life beyond the village's doors.
- Adaptive teaching approaches are utilised in all lessons to provide appropriate levels of support and to ensure all pupils can make progress.
- The curriculum is inclusive and accessible to all pupils, regardless of their background or ability.

## Parental Engagement

- Parents will be encouraged to support their child's literacy development through reading at home, attending workshops, and participating in school events such as Breakfast with A Book sessions.
- Reading records are used to document reading practise both in school and at home and allow for ongoing communication about each child's reading progress and achievements.

## Monitoring and Evaluation

- The English Subject Leader is responsible for monitoring the quality of teaching and learning in English, as well as the effectiveness of the curriculum implementation. This includes through the use of lesson visits, discussions with pupils and book-looks.
- Regular reviews of the curriculum ensure that it remains relevant and engaging for all pupils.

### Summary of Expectations from Ofsted

- The most recent framework by Ofsted expects schools to have a well-structured English curriculum that effectively develops pupils' reading, writing, and speaking skills.
- Ofsted also places importance on a school's ability to promote a love of reading and a high standard of literacy across the school community.
- Regular assessment, robust feedback mechanisms, and inclusive practices are essential components of an outstanding English provision in primary schools.