



Inspire Education Trust

Together we achieve, individually we grow

English Policy - Primary

Policy Date: April 2024

Review Date: April 2026

Document History

Version	Status	Date	Author	Summary Changes
V1		Jan 22	M Thomas	Complete re-draft
V2		April 24	M Thomas	<p>Reading at Word Level (Page 4): Rocket Phonics added in as a Systematic Synthetic Phonics Programme (SSP) used to teach Reading at word level.</p> <p>Language Comprehension (Pages 4 and 5) Increased emphasis now on Reading fluency within 'modelled and shared reading sessions. Unpicking of reading fluency as reading within 'increased accuracy, automaticity and prosody' added to policy</p> <p>Teaching of Language Comprehension Reading within KS1 (Page 6): Changed to now reflect a choice at localised Academy level (informed by context) on either using 'Daily Supported Reading Programme' or using an 'Enhanced Story Time model' to teach and practice language comprehension/acquisition with the children.</p> <p>Transcription- a heightened focus on handwriting within KS1 (Page 7): Updated guidance given within KS1 on development of 'effective writing habits' such as body posture, pencil grip/ further clarity on letter</p>

					<p>formation and ensuring accuracy and automaticity with formations.</p> <p>Writing Assessment Clarity (Page 13): Updated guidance on Writing Assessment criteria and bandage to reflect increased numbers of children who have additional barriers with their Writing across Trust- See PIVATS Assessment clarity within policy.</p>

1 Purpose of Study

1.1 English has a central place in education and in society. A high-quality education in English teaches pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them.

The study of English develops children's ability to listen, speak, read and write for a wide range of purposes, including the communication of their ideas, views and feelings. Children are enabled to express themselves thematically and imaginatively, as they become enthusiastic and critical readers of stories, poetry and drama, as well as of non-fiction and media texts. Children gain an understanding of how language works by looking at its patterns, structures and origins. Children use their knowledge, skills and understanding in spoken language and writing across a range of different contexts.

1.2 Aims

The Aims of the English Curriculum at Inspire Education Trust are:

- To build spoken language skills, developing speakers who communicate with clarity and confidence in a range of meaningful contexts;
- To broaden vocabulary and instigate a curiosity about words;
- To inspire a love of reading;
- To develop fluent readers who read for enjoyment and for information;
- To celebrate a diverse range of authors, poets and texts from Britain and across the globe;
- To develop excellent writers who write with clarity, accuracy and coherence for a range of purposes and audiences;
- To build transcriptional knowledge and skills including grammar, punctuation, spelling and handwriting.

2 Teaching and Learning

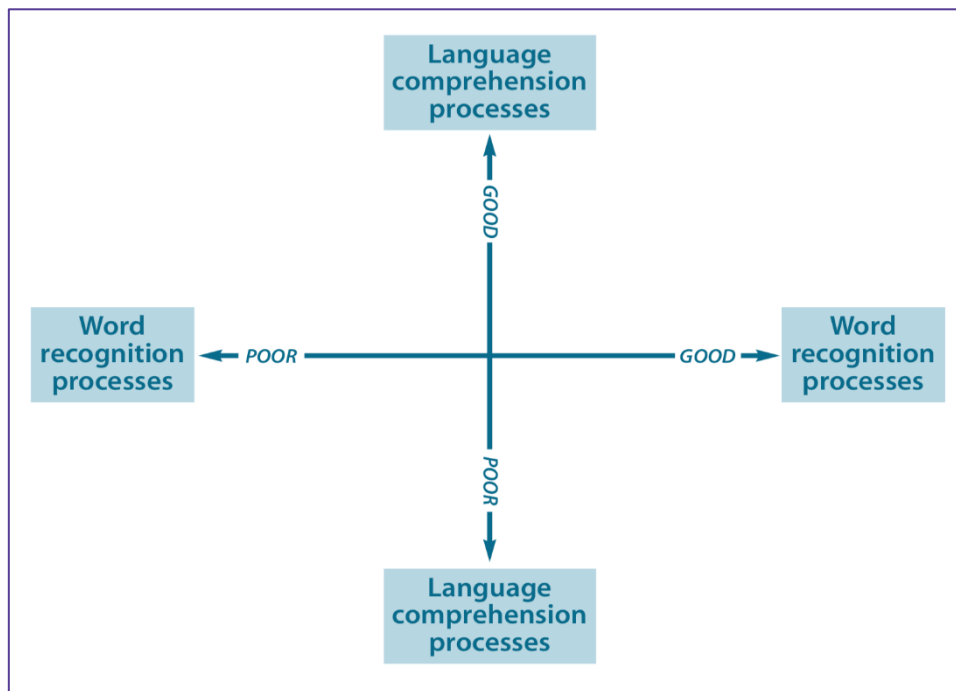
2.1 Across the Inspire Education Trust, English is at the heart of our curriculum. Our principal aim is to develop children's knowledge and skills in spoken language, reading and writing.

2.2 Spoken Language

Our curriculum reflects the importance of spoken language in children's development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing; teaching develops children's vocabulary and grammar, alongside their understanding for reading and writing. Teachers focus on the development of children's confidence and competence in spoken language and listening skills. This is done through the integration of purposeful discussions, presentations, debate and drama across all curriculum areas, including English.

2.3 Reading

The approach taken to the teaching of reading allows focus on both of the key dimensions needed to become effective readers – word reading and language comprehension. The approach is based on the *Simple View of Reading*:



Word reading – this involves decoding unfamiliar printed words and quick recognition of familiar printed words. Within Inspire Education Trust, 'Read Write Inc.' or 'Rocket Phonics' are used as the Systematic Synthetic Phonics (SSP) programmes of choice. Within Early Years and Key Stage One, Phonics is taught in small focussed ability groups which progress through the programme using its bespoke resources and linked texts. Increased emphasis is given to the application of Phonics skills and knowledge within discrete sessions. For example, further opportunities are given to children to apply a given sound through encoding a single word or by composing a complete sentence. Towards the end of Year 1, children complete the statutory Phonics Screening Check (PSC) to assess their ability to decode single words using phonics. Any children who do not pass the Phonics Screening Check have the opportunity to repeat the screening within Year 2 or within KS2 if appropriate.

Language comprehension – this draws from linguistic knowledge (both vocabulary and grammar) and on knowledge of the world. Language comprehension skills are taught explicitly through modelled and shared reading, guided reading and independent reading, as well as being central to discrete English lessons and often wider curriculum discussions. Throughout all of these comprehension opportunities, children are given high quality, thought-provoking opportunities to further deepen their comprehension skills through quality discussions alongside teachers, support staff and with each other. The Inspire Education Trust's Core Text offer is used to underpin the English long-term plan, and ensures a breadth and balance of high quality, diverse, age-appropriate texts for our children. The children study a range of narrative, non-fiction and poetry which are contemporary and classic in nature. Children read a range of non-fiction books, often linked to wider curriculum themes when appropriate.

Outside of discrete English lessons, children are taught to read using 'Modelled and Shared Reading' or 'Guided Reading'.

Modelled and Shared Reading is an interactive reading experience whereby teachers initially 'play the expert' with the children and teach and practise key reading skills with the children collaboratively. This comprehension model of reading allows children to see reading skills and

strategies be unpicked with them to allow them to build a mental model of the text before independently using and applying the reading skills themselves later in the reading teaching sequence. This approach is underpinned by development of 'reading fluency', meaning that the children practice their accuracy (reading words correctly), practice their automaticity (reading words at an appropriate speed without great effort), and practice their prosody (appropriate stress and intonation) when reading aloud.

Guided Reading is also used for children to be taught age-appropriate comprehension skills. This approach is an instructional approach that involves a trained adult working with a small group of children, who demonstrate similar reading behaviours and can all read similar levels of texts in terms of support and challenge. The reading text is 'age related,' meaning that it can be read and comprehended with the teacher's skilful support and challenge.

Throughout the Trust, we use 'banded books' for reading sessions meaning that our children read a wide range of age-appropriate texts which are 'staged and aged appropriate' in terms of reading ability but also matched to the interest age for our children.

Within KS1 as the children transition from the Early Years Foundation Stage (EYFS), we use either a guided reading programme called 'Daily Supported Reading' or use an 'Enhanced Story Time model' to teach and practice language comprehension. Here the emphasis is on teaching the children 'natural language acquisition' as they develop their 'language comprehension' side of reading. These structured reading times are finely attuned to ensure children become fluent readers who are independently motivated when they are at the right stage/age to be so.

Story time also plays an important role within our reading curriculum by providing the children with further opportunities to have reading taught and practised explicitly with them. Developing a 'love for reading' and 'promoting positive reading habits' with our children are an essential element of our prioritisation of reading across Inspire Education Trust.

There are numerous other opportunities for our children to practise reading within the school day. These include reading for pleasure, cross-curricular reading opportunities as well as 1:1 Reading.

1:1 Reading, which takes place at school and also at home, provides a valuable opportunity for children to further practise their reading fluency at both word level and also further develop their language comprehension. Books are ordered and sequenced through 'book banding' meaning that the children read books which are tightly aligned with their reading age and stage in terms of phonic progression and language comprehension. The children also have other reading opportunities across the curriculum to practise their reading. For example, reading for pleasure is widely encouraged through various school initiatives as well as the children having opportunities to read when working and learning across the curriculum, for example, within Theme lessons, Science lessons, RE, etc. Other reading enrichment events such as 'World Book Day', 'National Poetry Day', 'National Storytelling Week' etc. also serve to enhance our reading provision by providing additional opportunities for our children to practise their reading skills, whilst developing a love of reading at the same time.

2.4 Writing

The teaching of writing includes focused teaching of all aspects of writing detailed in the National Curriculum:

- Transcription (spelling and handwriting)
- Composition
- Vocabulary, grammar and punctuation

Spelling:

The aims of the Spelling curriculum at Inspire Education Trust:

- To develop children's knowledge of spelling rules, patterns and conventions within the English language
- To build children's accuracy in spelling throughout their written work

Spelling is taught discretely to our children initially through our systematic phonics programme, before children transition onto the learning of various age appropriate spelling patterns, rules and conventions through linkage with a discrete spelling programme. All spelling rules and patterns from the English National Curriculum have been organised into a strand tracker showing which rules must be taught in each year group. Some rules have been identified to be revised in all year groups as these are essential spelling rules and patterns. Common Exception Words (KS1) and Statutory Words (KS2) have also been organised into year groups; these must be taught alongside the rules and patterns.

It is expected that age-appropriate spelling skills are taught and practised through English lessons through the application of spelling knowledge and skills in various writing opportunities given to the children.

Handwriting:

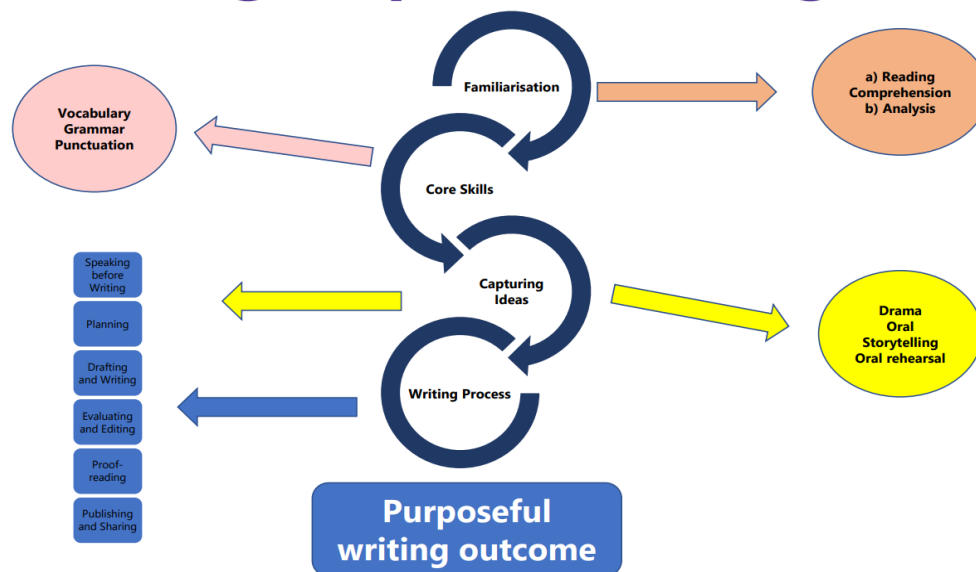
Handwriting is taught regularly, through the teaching and practising of the Trust's handwriting script and joins. Handwriting and early transcription is particularly prioritised within EYFS and KS1 so that children's writing habits, gross and fine motor skills as well as letter formations are solid and secure across the board by the end of KS1. This then leads the children progressively to the development of a 'maintained legibility in joined handwriting whilst writing at speed' at the end of Key Stage 2.

Moreover, throughout the 'writing process' within English and writing opportunities across the curriculum, children are expected to produce writing which is in line with their year group's handwriting expectations as documented within the National Curriculum.

Composition:

Composition within writing links closely to reading, vocabulary, grammar and punctuation as well as a variety of spoken language activities such as drama, oral storytelling and oral rehearsal. The teaching of composition is based on Inspire's Teaching Sequence for English:

Teaching Sequence for English



Throughout the teaching sequence, the children build towards writing their own piece of writing, through building on other key aspects of the English Curriculum. This ensures that writing outcomes are purposeful and appropriate through immersing the children into the genre and text type. Knowledge of purpose and audience for writing opportunities is essential and gives the children the knowledge of why they are writing (to narrate, to inform, to persuade) and who they are writing to (real- life author, other classmates, Headteacher, etc.) Knowledge of purpose and audience is vital in motivating the children to write and create authentic, high quality pieces within English lessons.

In addition, children have various opportunities to apply their writing within and across the curriculum. There are planned opportunities across a range of different subject areas to write a mixture of longer and shorter written pieces.

Grammar and Punctuation:

The aims of the Grammar and Punctuation curriculum at Inspire Education Trust:

- To develop children's knowledge and understanding of grammatical rules and conventions within the English language
- To improve children's writing outcomes through accurate use of a range of grammatical constructions

Through focused key skills sessions, as well as being embedded within general English teaching, children develop the linguistic knowledge detailed in the 2014 National Curriculum programmes of study and Appendix 2, alongside understanding of how to use grammar and punctuation to enhance their writing. Where possible, grammatical skills taught are linked to genres and text types, so writing outcomes allow children to demonstrate grammar and punctuation in action. Within an English teaching unit, the children will initially identify grammar and punctuation knowledge before practising the grammar and punctuation knowledge through skill-based work in context. This then leads to the children using and applying the learned grammar and punctuation knowledge within their own writing pieces independently.

2.5 Curriculum Organisation

Across Years 1 to 6, children take part in a daily English lesson, working on units of English linked to core texts, narrative genres, poetry and thematic curriculum themes. Lessons focus on one aspect of the teaching sequence (familiarisation, capturing ideas, core skills, the writing process) leading to purposeful writing outcomes. Year 1 children have English and Maths provision alternated per morning during the Autumn Term to support with the transition into formalised learning within Year 1.

3 English Curriculum Planning

- 3.1 English is a core subject in the 2014 Primary National Curriculum and we use this as the basis for implementing the statutory requirements contained in the programmes of study for English.
- 3.2 English is at the heart of our thematic curriculum and as such, planning is linked closely to our curriculum themes. We carry out the curriculum planning in English in three phases (long-term, medium-term and short-term).
- 3.3 The National Curriculum requirements form the basis for our long-term English Overview which outlines the narrative, non-narrative and poetry units that will be covered by each year group in each term. Where appropriate, these are linked directly with the thematic curriculum themes being taught. This plan defines what we teach, and ensures an appropriate balance and coverage of writing opportunities per term. The subject leader is responsible for keeping and reviewing this plan.
- 3.4 Medium-term plans allow teachers to organise the long-term English plan into termly English plans which match closely with the English needs of their classes. Following on from Assessment cycles, teachers need to 'take stock' of their class in terms of identified future composition, grammar, punctuation and spelling focuses for their classes. By strategically mapping them out alongside writing outcomes, teachers identify which skills need to be revisited, taught and further focused on within the subsequent half term or term. The English subject leader is responsible for keeping and monitoring these plans.
- 3.5 The short-term planning is in the form of 'Flipchart Planning,' which allows teachers to present their planning in the most effective form for the children in their classes. This takes the form of a weekly plan which lists the specific learning objectives and expected outcomes for each lesson, and gives details of how the lessons are to be taught. Each Year Group's plan must reflect motivating and engaging learning experiences, the impact of which is evident in children's spoken and written language. Planning also includes details of what each group of children will be learning and the role of the TA in supporting learning. The class teacher keeps these individual plans and shares them with any support staff that will be supporting them in the lesson. They are also monitored regularly by the Leadership Team for the purpose of school self-evaluation.

4 The Early Years Foundation Stage

- 4.1 We teach Communication and Language, and Literacy in the Early Years Foundation Stage (EYFS) as an integral part of the school's work. At Inspire we use our bespoke Early Years curriculum to ensure that all children have the opportunity to talk and communicate in a widening range of situations, to respond to adults and to each other, to listen carefully, and to practice and extend their vocabulary and communication skills. They have the opportunity to

explore words and texts, to enjoy them, to learn about them, and to use them in various situations.

- 4.2 In the EYFS, learning takes place through active exploration in both directed and self-directed activities. All children are taught to read and write using the Read Write Inc phonics programme in small and larger groups. The Foundation Stage teachers plan for daily speaking, listening, reading, writing and role-play activities.

5 Contribution of English to Teaching in other Curriculum Areas

- 5.1 The skills that children develop in English are linked to, and applied in, every subject of our curriculum. English is at the heart of our thematic curriculum and the children's skills in reading, writing, spoken language and listening enable them to communicate and express themselves in all areas of their work at school.

5.2 The Thematic Curriculum

The thematic curriculum provides children with a context and a purpose for much of their work in English, including the application of spoken language, reading and writing knowledge and skills across the curriculum. The thematic curriculum includes the foundation subjects of History, Geography, Music, Art and Design and Technology. It offers an opportunity to apply the technical skills of English that have been developed through daily English sessions in a meaningful, interesting and motivating context.

5.3 Mathematics

The teaching of English contributes significantly to children's mathematical understanding, in a variety of ways. Children in Early Years develop their understanding of number, pattern, shape and space by talking with adults and other children. Children in Key Stage 1 engage with stories and rhymes that involve counting and sequencing. Children in Key Stage 2 are encouraged to read and interpret problems, in order to identify the mathematics involved. They explain and present their work to others during plenary sessions, and they communicate mathematically through the developing use of precise mathematical language.

5.4 Science

The teaching of English contributes significantly to children's understanding of the world through the specific disciplines of biology, chemistry and physics. It is vitally important that all our children can 'talk Science'. There is a clear emphasis on practical investigation and discovery through spoken language within Science. Our Science curriculum follows an 'engage, discover and investigate' approach and although the emphasis is on core Science knowledge and skills, key English skills such as reading, spoken language, and grammar, punctuation and composition skills are interwoven throughout. This ensures that children develop scientific knowledge and conceptual understanding and are equipped with the scientific knowledge required to understand the uses and implication of science, today and for the future.

5.5 Personal, Social and Health Education (PSHE)

English contributes to the teaching of PSHE by encouraging children to take part in class and group discussions on topical issues. Older children frequently research, discuss and unpick relevant knowledge to keep themselves happy, healthy and safe, as well as to prepare them for life and work. Moreover, they discuss lifestyle choices, and meet and talk with visitors who work within the school community. Planned activities within the classroom also encourage children

to work together and to respect and celebrate the diversity in each other's unique viewpoints and opinions.

5.6 Spiritual, Moral, Social and Cultural development (SMSC)

The teaching of English develops skills through which our children can offer critical responses to the moral questions they meet in their work. Their understanding and appreciation of a range of texts brings them into contact with their own literary heritage and with texts from a diverse range of cultures. The organisation of our lessons allows children to work together, gives them the chance to discuss their ideas and results as well as to further promote and build their sense of 'cultural capital' as educated, well-rounded future citizens of the world.

5.7 Religious Education

English contributes to the teaching of Religious Education as children read and write across the curriculum to learn about, and to learn from, major world religions and world views. The children develop many age-appropriate spoken language skills as they develop respect for and tolerance of people's faith, beliefs and views. Moreover, as the children reflect and develop personal views and beliefs this is often communicated via spoken language skills, and also through their writing application, which involves use of vocabulary, punctuation and grammar, and composition skills. This then further allows for the expression and discussion of beliefs and views across the whole-school community.

5.8 Physical Education

Within our Physical Education Curriculum, we continue to build an age-appropriate awareness of the 'positive mental health' benefits of regular exercise and activity through discussion and debate with the children. Through clear spoken language skills, we expect our children to be able to talk to us about healthy living and 'making healthy choices' for both their physical and mental health. This clearly promotes the idea of leading a healthy, active life within our children's minds. Moreover, throughout the physical activities that our children participate within, it is essential that they continue to respect, support and positively challenge each other through the words and language choices they use and have available to them.

5.9 ICT/ Digital Technology Curriculum

The use of information and communication technology, with clear learning objectives, will promote, enhance and support the teaching of English. It also offers ways of impacting on learning which are not possible with traditional methods, for example interactive and non-linear stories. ICT is used at whole class, group and independent level. The screen projection of text enables it to be read and shared. The use of interactive whiteboards and visualisers allow opportunities for children to peer-assess writing and for teachers to effectively model the writing process. Through the development of keyboard skills and the use of computers, children learn how to edit and revise text. They have the opportunity to develop their writing skills by communicating with people over the Internet, and they are able to join in discussions with other children throughout the world. They learn how to improve the presentation of their work by using publishing and presenting software.

6 English and Inclusion

6.1 At our school we teach English to all children, whatever their ability and individual needs. English forms part of the school curriculum policy to provide a broad and balanced education to all

children. Through our English teaching we provide learning opportunities that enable all pupils to make good or better progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details see separate policies: Inclusion, Special Educational Needs Policies (Primary).

- 6.2 When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. Careful assessment allows us to consider each child’s attainment and progress against age-related expectations; this ensures that our teaching is matched to the child’s needs.
- 6.3 Individual Education Plans (IEPs) are created for children with special educational needs. IEPs may include, as appropriate, specific targets relating to English.
- 6.4 For children whose attainment is just below age-related expectations a range of short-term intervention programmes may be used. These may be delivered within whole-class provision or within small groups and focus on identified areas in order to address gaps in children’s knowledge and understanding. Pupils receiving this extra input might not be deemed to have Special Educational Needs.
- 6.5 We enable all pupils to have access to the full range of activities involved in learning English. Where children are to participate in activities outside the classroom (a theatre trip, for example) we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.
- 6.6 Teachers provide help by using:
- texts that children can more easily read and understand;
 - visual and written materials in different formats;
 - ICT, other technological aids and recorded materials;
 - alternative communication, such as signs and symbols;
 - translators and amanuenses;
 - personalised learning support mats and prompts

7 Assessment

- 7.1 Teachers assess children’s work in English using different assessment strategies: day to day assessments, strategic assessment points and end of Key Stage assessments.
- 7.2 Day to day assessments that teachers make as part of every lesson, help them to adjust their daily plans. These assessments involve the teacher or practitioner focusing on how learning is progressing during the lesson. They provide a wide range of evidence of learning, in specific contexts, which shapes immediate next steps. Written or verbal feedback is given to help guide children’s progress. Older children are given regular opportunities to peer- and self-assess work and they are encouraged to make judgements about how they can improve their own work, evaluate their progress against their personalised targets and develop a list of points for action. Children recognise their next steps in learning and know their targets.

7.3 Assessment points give a clear profile of children's achievement across all aspects of English, including Reading and Writing. Currently we assess Reading termly through using a range of different 'pillars of judgement' such as book banding, reading notes held by the teacher, performance in English lessons as well as test scores. Writing is assessed twice a year. A range of writing evidence from English lessons, as well as writing opportunities across the curriculum, is used to make accurate and robust judgements in terms of children working at the 'Greater Depth Standard (GDS) within their Writing, Expected Standard (EXS), Working towards the Expected Standard (WTS), Working below the expected standard (Below). Children who are working significantly below their Year Group expectations may be assessed using 'PIVATS Assessments' which track the small steps of progress for these children, allowing the teacher to identify specific gaps to be targeted through planning and teaching provision.

Assessments inform and shape future classroom practice through more tailored planning and targets for improvement in certain areas of subject knowledge. Assessments are made in relation to age-related expectations, in line with the 2014 National Curriculum. Children are judged to be working at, working towards, working above or working below age-related expectations. A range of assessment tools are used to support teachers in making well-reasoned and accurate assessment judgements. These include a bespoke Inspire Writing Assessment System, which clearly allows teacher to track the progress of their children and judge 'age-relatedness' at appropriate points in the school year.

7.4 Within Early Years, Year 1 (Phonics Screening Check) and within Year 6 teachers complete statutory assessments in English, in accordance with national policy. Children complete teacher assessments and tests where required; teachers make summative judgements as to children's attainment in relation to age-related expectations.

7.5 Children's attainment and progress in all areas of English is discussed with parents/carers during termly Parents Evenings and achievements in reading, writing and spoken language are reported in the child's end of year report. Informal discussions may happen at any point in the year.

8 Training, Monitoring and Review

8.1 Monitoring of the standards of children's work and the quality of teaching in English is the joint responsibility of the subject leader and standards leaders within different phases of the school. The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in the subject, and providing a strategic lead and direction for English in the school. The subject leader gives the headteacher an annual summary evaluating the strengths and weaknesses in the subject, and indicating areas for further improvement. The leader has specially-allocated regular management time in which to review samples of the children's work and to undertake lesson observations of English teaching across the school. Curriculum governors are kept up-to-date with developments in the subject at regular points during the school year.

8.2 This policy will be reviewed at least every two years.

Responsibility

The Inspire Education Trust Board of Directors have a responsibility for the oversight of this and all policies within the Trust's academies and may delegate the implementation and review of this policy in accordance with our Scheme of Delegation.

Reviewed by: Mathew Thomas April 2024

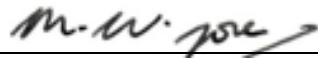
Next Review Date: April 2026

Approved by Directors: 01.05.24

Signed:



Lois Whitehouse
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Mark Gore
Chair of Trust Standards