

CORRIE PRIMARY AND NURSERY SCHOOL

# ENGLISH POLICY

2026



## English Policy Guidelines

### Mission Statement

Corrie nurtures and encourages all children to realise their personal best and to fulfil their potential in the academic, sporting and performing opportunities provided in and out of school. Our carefully planned climate of celebration of pupil achievement includes a sense of enjoyment that childhood days will be remembered as fun. Our vision is of an environment where our children can develop the life skills necessary to become fully integrated members of society. Corrie aims to do this by providing a caring and stimulating learning environment where all are welcome, respected and encouraged to achieve the highest standards in both work and play. Through mutual respect and appreciation we aim to provide enrichment and enjoyment for everyone. By fostering support and loyalty we offer an environment in which we clearly value the contribution of each individual.

### 1 Purpose of Study

The study of English develops children's abilities to listen, speak, read and write fluently for a wide range of purposes. Through their study of language, children learn and communicate ideas, views and feelings. Children become able to express themselves creatively and imaginatively as they become enthusiastic and critical readers of stories, poetry and drama, as well as non-fiction and media texts. Through reading, children will develop culturally, emotionally, intellectually, socially and spiritually. Children gain an understanding of how language works by looking at its patterns, structures and origins. Teachers endeavour to motivate pupils to write and enjoy writing by ensuring that the audience, purpose and context are meaningful to them. Teachers promote the children's use of their knowledge, skills and understanding in speaking and writing across a range of different situations to enhance and communicate their learning. At Corrie, we acknowledge the long reaching and positive effects that learning to read provides and the vital role it plays in promoting better life quality outcomes for our children.

## **1.2 Aims**

Our aims are:

- Read easily, fluently and with good understanding.
- Develop the habit of reading widely and often, for both pleasure and information.
- Acquire a wide vocabulary, and 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.
- Write taking inspiration and adapting their language and style in response to a range of text for different audiences and purposes.
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.
- Understand from their reading how the written word can be presented in a variety of artistic forms such as, film, poetry, role- play and drama and learn how to create their own versions of these.
- Are competent in the art of speaking and listening through role- play, making formal and informal presentations, demonstrating to others and participating in individual, group and whole class compositions. They should develop an understanding of democratic values through discussion and decision making in debate and be able to establish an awareness of equality and recognition and appreciation of opinions which may differ to their own.

### **Spoken Language & Oracy**

At Corrie, we understand the importance of developing children's spoken language in development of the wider curriculum. In particular, we recognise the impact of spoken language on the development of reading and writing.

We aim to provide children with regular opportunities to speak through use of collaborative learning, class discussions and drama activities. Children further develop spoken language through preparing presentations and performances, which often promote the use of ICT. The phases of learning planned in English ensure that children have opportunities to acquire a deep understanding of the texts that they read in preparation for writing.

Activities aim to promote children's critical response to texts with opportunities to develop skills in discussion and debate. Within the phases of learning in English, skills and understanding of core drama techniques are included. At Corrie, the performing arts are one of the drivers for our curriculum. Within each topic, opportunities are planned to include aspects of drama and performance.

## Oracy

At Corrie, we understand the importance of teaching Oracy specifically through the four Oracy strands: Physical, Linguistic, Cognitive and Social & Emotional. Children develop their Oracy skills daily through interactive class discussions and working in collaborative group. Children are also taught how to develop Oracy skills through explicit oracy lessons, where they are encouraged to develop their use of sentence stems in discussion. Each year group has a progression of oracy skill to refer to.

## Reading

At Corrie we believe that it is vital to foster a love of reading in children from an early age. Learning to read enables children to become lifelong learners and is key to academic success. Equally as important as the skill of learning to read itself, we also believe it is important that children gain enjoyment and pleasure from reading and we promote this throughout school through a variety of things such as world book day, books fairs and author visits.

## Phonics

In EYFS we use the 'Supersounds' pre-phonics programme which systematically teaches Phase 1 Phonic skills to our youngest learners; developing the Phonological and Phonemic Awareness which underpin all the subsequent Phonics learning throughout KS1. From Reception onwards we use the 'Storytime' Phonics Scheme to systematically develop reading and spelling skills embedded in the context of stories from a range of quality real books. Any children at risk of falling behind are provided with interventions using the 'First Class' Phonics materials. We ensure interventions follow the same phonics approach as whole-class teaching. Phonics intervention groups are small and focused. Children's phonics is further applied and practised using 'Little Wandle Big Cat' phonetically decodable books during their Guided Reading Sessions matched to the phonics knowledge already taught. A variety of ICT Phonic based Apps such as Reading Eggs, Monster Phonics and Hairy Phonics are used to consolidate children phonics learning independently.

We use a variety of ways to ensure fidelity when teaching Phonics. We use the same order of grapheme-phoneme correspondences throughout and between classes. Phonics is taught daily using the same prescribed lesson structure consistently in every session.

Regular review and training for staff new to EYFS and KS1 ensures staff use accurate pronunciation (pure sounds) when modelling phonemes; explicitly model blending and segmenting for reading and spelling; the same language, structure and terminology consistently across all our resources. We plan for active participation from all pupils

(choral responses, partner work, individual practice). In the classroom environment display grapheme charts or sound walls align with our programme. Approaches used in Phonics sessions are reinforced as appropriate through reading, writing, and spelling activities across the day.

### **Guided Reading**

In Year 1 the children have daily Guided Reading lessons following a carousel approach of different activities. We use the Collins Big Cat Reading scheme and Big Cat phonetically decodable books during these sessions, or real books when appropriate. The children are grouped by ability with an adult at least once a week. They follow the structure of first applying their phonics to read the text, then developing their prosody to read aloud with expression and finally work on their comprehension and understanding of the text.

From Year 2 upwards, children are taught daily through Whole Class Guided Reading sessions for approx. 30 minutes. However, during the Autumn term, Year 2 continue with daily phonics sessions to consolidate their phonics knowledge. In Whole Class Guided Reading lessons, two days a week are dedicated to the class novel which enables children to study a text in its entirety. Texts are carefully selected for the remaining 3 days to enable the children to encounter a wide and diverse range of genres, authors and themes.

### **Reading Fluency**

Children have regular reading fluency sessions to explicitly teach them a range of skills to become confident and fluent readers. The teacher models as the 'expert' reader as much as possible across the curriculum including during guided reading sessions or shared story time.

### **Extra support**

If a child is at risk of falling behind, school provides extra reading interventions with an adult either in a group or as an individual to support them with their reading. Some children have extra phonics work with an adult to help them learn the sounds for reading. Volunteer readers work in school and listen to children read reading books.

SEN children in KS1 and KS2 have access to a bespoke curriculum to support them with their individual learning need. A range of intervention support programmes take place for those children that need them.

### **Assessment of Reading**

Teachers regularly assess the children's reading both formally and informally to inform the planning and the teaching of reading and identify children who need support. Phonic assessments are carried out based on the developmental Letters and Sounds programme. Teachers assess the phonic development of the pupils on a termly basis to see where the learning has been achieved and where the gaps in learning are. In Year 1, pupils undertake a phonics screening test. This is a short test to confirm whether individual pupils have learnt phonic decoding to an appropriate standard.

In KS1 and KS2 the children are assessed frequently through formative assessments during guided reading sessions. The children are assessed formally 3 x year using PIRA reading assessments. The results are then used to feedback to parents during parents evening and used to identify children who might require interventions and additional support.

### **Class Reading**

Quality story time is an important part of the school day. Teachers read daily to the children to model expert reading, encourage a love of books and develop children's language.

### **Reading at Home**

Reading at home is vital and we encourage all adults to support our school with this. At Corrie, we use the Oxford Reading Tree as our main reading scheme for home reading. Children in EYFS and KS1 will be sent home with a phonetically decodable reading book, in addition to a 'Read to Me' book for an adult to read to the child. Children should read at home regularly and have their reading record signed by an adult each time they read at home. Reading records provide a means of communication between home and school. Children's reading records are checked in school weekly and signed by a teacher or teaching assistant. Books are changed regularly when necessary.

Children also have opportunity to use and /or borrow books from the school libraries and local authority Library Service and are encouraged through visits to the local library to become regular readers for pleasure.

### **Spelling, vocabulary, grammar and punctuation**

Teachers take opportunities to enhance pupils' vocabulary throughout their reading and writing activities. Dictionaries and thesauri are available and children are taught how to use them to develop understanding of word meaning. Teachers and teaching staff consciously model Standard English when speaking and writing. We enable children to understand and discuss language by specifically teaching language about language. Pupils

have the opportunity to practise and revisit previously taught objectives through daily grammar warm-up activities.

From Year 2 upwards, teachers use the Spelling Shed scheme to teach spelling objectives.

## **Writing**

Throughout the school we ensure that teaching focuses on transcription (spelling and handwriting), and composition (which includes structuring spoken and written ideas). At Corrie, time is given outside of English lessons for additional practice of spelling, handwriting and grammar. Foremost within English lessons, transcription and composition is taught within the context of the genre or text. Teachers endeavour to motivate pupils to write and enjoy writing by ensuring that the audience, purpose and context are meaningful to them. We also seek to increase the children's ability to use planning, drafting and editing to improve their writing and give children opportunity to develop stamina for writing through regular extended writing tasks. At Corrie, key expectations for writing extend beyond English lessons into others areas of the curriculum. A balance of fiction and non-fiction work is covered across the school.

We use 'Hooks for Writing' at the school to inspire a love of writing and in hand with this we use various stimuli to engage and enthuse the writing process. Teachers ensure they select high quality texts, which incorporate elements of writing that they wish the children to use in their own writing. Key SPaG objectives are taught in context through the core text, modelled by the teacher during the writing process and applied by pupils in their own work. Teachers ensure children publish their writing in different ways and often link what they are writing about to the wider curriculum.

Children in KS1 use pictorial planning to help them map texts, which they innovate and later use to invent their own texts.

## **2. Teaching and learning style**

**2.1** At Corrie, we use a variety of teaching styles in English lessons to cater for a range of learning styles. We aim to make lessons as active as possible including a range of visual, kinaesthetic and auditory stimuli. Our principal aim is to develop the children's knowledge, skills and understanding in English. We do this through daily English lessons in which children engage in whole-class shared reading and/or writing, in addition to whole-class or group grammar or sentence activities. Activities to develop spoken language are planned into lessons. From Foundation Stage to Year 2 discrete phonic sessions are delivered daily, using the progression and lesson structure as set out in

Storytime Phonics. Where ICT enhances learning and English, teachers seek to exploit its use within lessons.

**2.2.** There are children of differing ability in all classes at Corrie School. We recognise this fact and ensure that lessons are adapted to meet the needs of all pupils. We achieve this through a range of strategies. At times, we organise children into collaborative groups and shoulder partners to encourage collaborative learning which supports and develops the learning of all pupils. Many of these tasks are open-ended, and thus expectation in outcome is increased for all pupils. At other times, children will be grouped according to specific need and ability to allow targeted teaching and learning to take place.

### **3 English curriculum planning**

**3.1** English is a core subject in the National Curriculum. We use the revised National Curriculum (2014) programmes of study to inform objectives. The writing genres we cover are currently informed by the English Framework but teaching objectives remain in line with the revised National Curriculum (2014). Genres for reading follow those set out as statutory requirements in the National Curriculum (2014).

**3.2** Teachers follow the long-term plan that is set out as described in 3.1. However, teachers may use their professional judgement to alter the content of units providing the programmes of study for their year group is covered. This allows teachers flexibility to take into account the needs and interests of their pupils.

**3.3** Our medium-term unit plans provide the following: the main objectives to be taught writing targets; main outcomes and resources. These plans define what we teach and ensure an appropriate balance and distribution of work across each term. In addition, class teachers complete a weekly (short-term) plan for the teaching of English. This lists the specific learning objectives for each lesson and success criteria. The class teacher keeps these individual plans electronically alongside lesson observations and book scrutiny.

### **4. The Foundation Stage**

4.1 At Corrie, we teach English as an integral part of our daily work. We relate our objectives to the EYFS which underpin the curriculum planning for children aged 3-5. We give all children the opportunity to talk and communicate in a widening range of situations to respond to adults and to practise and extend their range of vocabulary and communication skills. They have the opportunity to read, write, explore and learn about words and text in a range of situations. Children's attainment in is assessed at the end of the foundation stage using the Early Learning Goals and this is reported to parents.

## **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. The children's skills in reading, writing, speaking and listening enable them to communicate and express themselves in all areas in school.

### **5.2 Mathematics**

English contributes significantly to the teaching of mathematics at Corrie. Children in EYFS develop their understanding of number, pattern, shape and space by talking about these areas with adults and other children. They are encouraged to learn and engage with stories and rhymes that rely on counting and sequencing. As children progress into Key Stage 1 and 2 children are taught how to read and interpret word problems in order to identify the mathematics involved in solving the problem. They are taught to use precise mathematical vocabulary when explaining and presenting their ideas and thinking in mathematics.

### **5.3 Information Technology**

The use of IT enables children to develop as well as use and apply their developing skills in English. Children use IT in a range of diverse ways in order to develop their English skills. For example, pupils use IT based programs to develop their phonics and reading skills; use the internet for enquiry work and use word processing and presentational software to communicate or present their ideas. At Corrie, we encourage all children to make their own decisions as to whether it is appropriate to use IT as a resource for learning.

### **5.4 RSE Curriculum**

English contributes to the teaching of RSE. Teachers use the Jigsaw materials when planning RSE lessons throughout the school. At Corrie, teachers encourage children to take part in class and group discussion in RSE lessons in a variety of ways including circle time activities. Planned activities within the class room, encourage children to work together and respect the views of others. Older children are taught to research and debate topical issues with the context of RSE. During themed weeks, children are taught to form questions and record responses when meeting visitors to school. Later, they are taught how to present their responses in a range of written forms.

### **5.5 Spiritual, moral, social and cultural development**

The teaching of English develops skills through which children at Corrie can give their own 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 as well as texts from other cultures. The organisation of pupils within lessons encourages children to work in collaborative groups, and gives children opportunities to discuss their ideas and thinking.

### **6. Teaching English to children with special needs**

6.1 At Corrie, we teach English to all children regardless of their ability. Teachers provide a range of learning opportunities tailored to the needs of the children with carefully planned lessons and activities adapted to the needs of the children. Work in English takes into account targets set for pupils as well as those laid out in the provision maps - for those children with specific Special Needs. Children with Special Needs also partake in intervention groups, including: phonics, speech and language development, handwriting and grammar work. Where appropriate Teachers provide help with communication and English through modified materials or resources such as:

- Using texts that children can read and understand
- Using visual and written materials in different formats
- Using IT
- Immersive Reader
- Using alternative communication, such as signs and symbols

### **7. Assessment and recording**

7.1 Teachers assess children's work in a range of ways at Corrie. Teachers make regular on-going evaluations about the children's progress against the learning objectives in every lesson and adjust their short-term planning accordingly.

Additionally, teachers track objectives covered in their medium term English planning for their classes and making sure those objectives that need revisiting are highlighted.

Teachers also make long term assessments towards the end of each school year, and these are used to assess the child's progress. Children in Year 1 undertake a phonics screening test in the Summer term. Children in Year 6 undertake the national tests at the end of Key Stage 2. Children in Y1-6 currently undertake a termly reading assessment which is used to inform planning for reading. Children's writing is also assessed each term through their independent writing.

Teachers at Corrie use the information gained from these tests alongside their ongoing knowledge and formative assessments to inform their judgement of each child's progress against the current Age Related Expectations. In addition, the teachers' assessments of children are summarised and shared with parents. The expectations reached by children are used to identify the next steps in the child's journey in English.

In EYFS, teachers assess children's English (reading and writing), language and communication skills on entry to school using on-going observation and individual assessment. Again, this information is shared with parents and is used by teachers to plan children's next steps and learning opportunities in English.

Writing statements taken from the National Curriculum are used to support the children with their writing assessments. Children from Year 2 upwards use Writing Assessment Checklists to identify whether they are working at, towards or above their writing expectation. In Year 1, children focus on pictorial targets, which are adapted from the written ones and which the children are taught to understand.

## **8. Monitoring and review of English**

Monitoring of the standards of the children's work and of the quality of teaching is the responsibility of the English Subject Leaders and the school's senior leadership team.

The subject leaders are responsible for creating a yearly implementation plan, which sets out the actions that are to be carried out over each term. Alongside this implementation plan, the subject leaders with the SLT also monitor the progress of children's progress across the school in reading and writing. Subject leaders analyse assessment data 3 times a year, and present their findings in writing in termly reports for SLT. The named governor responsible for English meets regularly with the subject leader in order to review progress in the subject. The work of the English Subject Leaders also involves supporting colleagues in the teaching of English; being informed about the current developments in the subject area as well as providing a strategic lead and direction for the subject in the school.

## **9. Spelling**

### **The Teaching of Spelling**

Learning objectives for spelling are taken from the New Revised National Curriculum 2014.

EYFS and Year 1 spelling rules and keyword spellings are taught primarily through daily discreet phonics sessions based on the Storytime Phonics program. In Year 2, this continues until the children complete Phase 5 after which they begin learning set out in the National Curriculum. In KS2, spelling continues to be taught through SPAG lessons and using the Spelling Shed spelling scheme. Children with SEN may continue to access KS1 Phonic sessions where appropriate for their needs. The delivery of both of these types of lesson enable children to learn and apply spelling rules and to learn how to practise spellings independently.

In KS1 and KS2 Teachers also plan for spelling objectives to be embedded in teaching of English Lessons to allow application of skills in the context of whole texts.

The range of strategies used for spelling practise increases as the children move through school. Teachers encourage children to reflect upon the most suitable strategy for their learning style and /or particular type of word.

### **Practise of Spelling / Marking of Spelling Errors in Children's Work**

From Year 2 upwards, teachers ensure each child has a SPAG book. SPAG books contain taught spelling rules work and taught spelling practice/spelling strategies.

In KS2, children are encouraged to identify and correct their own spelling errors. In KS1 the teacher highlights the incorrect word in green, which they have to correct. The words teachers chose to highlight are those the child should already know (i.e. from the Key Word list from previous years) plus those for which the spelling rule has recently been taught. Teachers select between 3 and 5 words to highlight depending on children age and ability. Teachers monitor where spelling errors are made in consecutive pieces of work and where these are recurrent are given as homework. Weekly spelling homework is given linked to the Spelling Shed scheme.

Teachers use marking to identify where words are spelt incorrectly for their correct grammatical use (a correctly spelt word that does not agree e.g. was /were their /there). Teachers address this type of misconception through planned whole class

SPAG activities. Teachers exercise professional judgement and sensitivity to individual differences and children with additional needs and adjust the approaches outlined to fit the needs of the child.

It is the responsibility of class teachers to consistently follow this policy to ensure continuity and progression. It is the head teacher's responsibility to support the strategic plan for English.

English Subject Leaders: A. Ethell, L. Turner & C. Millard

Date discussed with Governors:

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