



English Policy

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Safeguarding Statement: The school is committed to safeguarding children and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Equality Statement: We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

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Appropriate Governing Body Committee: SCC

Date: April 2025

Review Date: January 2027

Date approved:

Signed:

"For everyone, everywhere, literacy is, along with education in general, a basic human right.... Literacy is, finally, the road to human progress and the means through which every man, woman and child can realize his or her full potential."

Kofi Annan

English at Bincombe Valley Primary School

1. Introduction

At Bincombe Valley Primary School, we strive for excellence in English achievement throughout the school. We hope to develop children's abilities within a cross-curricular programme of Reading, Writing and Speaking & Listening. Across all classes, pupils are given opportunities to develop their knowledge, understanding and use of spoken and written English, within a balanced and exciting curriculum. There are lots of opportunities for children to consolidate and reinforce taught English skills and to apply them in a range of contexts.

2. Aims:

- Learn how to read and write with fluency, understanding and confidence, developing a range of independent strategies to take responsibility for their own learning.
- Provide opportunities to develop oracy skills to enhance written English so that it provides a foundation for clear communication, organised thoughts, and an enhanced understanding of vocabulary and grammar.
- Be encouraged to develop a love of reading and to read for enjoyment.
- Develop their ever-growing vocabulary, through an interest in words and their meanings.
- Learn to write in a variety of styles and be able to apply characteristic features of texts to their own writing.
- Develop a technical vocabulary with understanding of grammatical terminology.
- Learn how to apply grammatical terminology in their own writing.
- Experience a range of diverse text/media types, genres and authors, across a range of contexts, to develop their understanding.
- Have the opportunity to write for pleasure; to explore and develop their own ideas.
- Most importantly, children will have the opportunity to develop their creativity and imagination.

3. Statutory Requirements:

Statutory requirements for the teaching and learning of English are set out in the National Curriculum in England (2014) and in the Communication and Language and Literacy sections of the Statutory Framework for Early Years Foundation Stage (2012). The aim for English in the National Curriculum is to promote high standards of language and literacy by allowing children to develop a strong command of the spoken and written word, and to develop their love of literature.

From EYFS to Year 6, the National Curriculum for English (2013) aims to ensure that all children:

- 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 to develop oracy skills.

4. Reading at Bincombe Valley

4.1 Read Write Inc

Children in Nursery to Year 2 follow the Read, Write, Inc (RWI) program. Children in Nursery are introduced to the RWI letters and the rhymes for writing them when they begin the early process of reading and writing their names. From Reception, children are divided into phonic groups dependant on their reading and phonetic ability. Each RWI group has a teacher/teaching assistant who is responsible for the running of their group. Groups are adapted and changed on a half termly basis following 1:1 assessments carried out by an assessment team. Class teachers and Group Leaders work closely together to share progress, monitor and track pupils throughout the term and implement fast track interventions where needed to bridge any gaps in their phonetic ability.

In EYFS and KS1, children take RWI books home to be shared with parents. Each child keeps a 'Reading Record' in which parents and teachers share information about a child's reading. Parents are encouraged to read with children as often as possible, preferably daily. Once children are off the RWI scheme, they choose two library books to take home using the Accelerated Reader point scale. One book is their levelled reading book and the other is their book for pleasure.

4.2 Accelerated Reader

Accelerated Reader gives children the opportunity to read for pleasure (by selecting their own books within their given reading point, which is based on ability) whilst also developing their fluency and comprehension skills. After each book is finished, children access online comprehension quizzes based on what they have read.

In Year 2 (when they are assessed as ready to leave the RWI program) and KS2, children have more responsibility for selecting books to take home and read. The expectation is that children are able to read more independently. Children in KS2, who do not meet

national expectations for their age, continue to read with a teacher or adult frequently, and interventions such as SENSS and SALT are put in place to support their reading. Although children in KS2 are likely to read without a parent/carer, we still encourage all readers to share books at home with their family as we want children to develop a lifelong love of reading. Reading will continue to be recorded in school planners, where parents are encouraged to communicate reading successes and concerns with teachers.

4.3 Reading Skills

Reading skills are taught discretely in regular whole class sessions. Children will be given a range of engaging texts from a variety of genres which they will then analyse using the key skills of vocabulary, inference, prediction, explanation, retrieval, and summary.

4.4 Vocabulary

The National Curriculum makes clear that learning vocabulary is key to 'learning and progress across the whole curriculum' since it allows pupils to access a wider range of words when writing and for them to understand and comprehend texts efficiently.

At Bincombe Valley, we encourage our pupils to have a wide and growing vocabulary in a number of ways. These include:

- Regular in-depth vocabulary and spelling sessions.
- Pre-teaching relevant vocabulary within English lessons and across the curriculum.
- Display of key words on 'Magpie Boards' as part of each classes working wall.
- Spelling lists/ key words to take home and learnt (from Year 2).
- Using correct and expansive vocabulary orally.
- Using dictionaries and thesaurus' (including online).
- Carrying out systematic testing and providing feedback to pupils.
- Targeted one to one/ small group support, where appropriate.

4.5 Shared Reading

As a school, we recognise the value of reading aloud to children to model appropriate use of story language and reading with expression. We want to enthuse them with a love of books and inspire them as writers. We use a Reading Spine to ensure every class has a 'class novel' and that all children are read to regularly from a diverse and high quality selection of fiction. By the time children leave Bincombe Valley Primary School, they will have experienced a broad and varied selection of classic children's literature.

4.6 Assessment

Phonics screening plays a big part in early reading assessment. This is done regularly to ensure children are making progress in the groups they are in. At the end of year 1 children complete the Phonics National screening test. If they do not pass, this is repeated in year 2.

The Salford reading test is used from year 2 upwards as a measure for reading and comprehension. This test is done 3 times a year to measure progress in reading and comprehension age.

In Years 3-5, class teachers use termly NFER assessments; in Year 6, teachers use past SATs papers. Accelerated Reading Sessions, one to one reading and weekly comprehension and vocabulary sessions are also used to give an overall picture of pupil progress. This is added to the schools tracking system half termly to support the termly teacher assessment.

In addition to these assessments, class teachers also use Accelerated Reading Quizzes, words per minute and total words read to aid their teacher assessment.

5. Writing at Bincombe Valley

5.1 Literacy Tree

Our aim at Bincombe Valley Primary School is to develop children's ability to produce well-structured writing with appropriate detail, in which the meaning is clear and the interest of the reader is engaged. Our approach to writing aims to instil the importance of transcription and composition, as required in the National Curriculum (2014).

Writing at Bincombe Valley is implemented in line with The *Literacy Tree's* writing programme and resources. The Literacy Tree's Writing Roots are based around a Teach Through a Text pedagogy, which embeds all National Curriculum requirements and places audience and purpose at the core. Our primary focus, through its book-based pedagogy, is to motivate children to write for a range of audiences and purposes using high-quality, diverse children's literature by significant authors. This is done by immersing children in a range of literary worlds and themes, heightening engagement and creating curiosity through drama, discussion and debate. This allows them to see themselves represented, and also explore the lives and experiences of others.

Children in all Key Stages are given daily opportunities to write in a range of contexts, for a variety of purposes. Teachers allow pupils to plan, write, edit and present their writing independently while applying the skills that have been taught in English lessons. Our long term planning for English covers a range of text types, ensuring a breadth of coverage.

5.2 Writing across the curriculum

Teachers plan carefully for children to practice and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum. Because of this, children from EYFS to Year 6 are provided with outstanding opportunities for cross curricular writing. This allows children to write for a range of purposes, in a variety of contexts. We believe that providing these cross curricular opportunities helps children to develop a love of writing, as well as instilling in them that all writing has a purpose.

5.3 Presentation

Staff have high expectations of presentation for all pupils. Handwriting and letter formation is taught through RWI in EYFS and KS1. In Year 2, children will begin to learn to join. This process is continued throughout KS2, with the opportunity to achieve a 'pen license' when the children have reached a sufficiently high standard.

5.4 Adaptation

To ensure all of our pupils are making the most progress they can within a lesson, work is adapted using AFL via a variety of methods e.g. resources, adult support and level of thinking skills required. Differentiated questioning and high expectations during the main teaching can be used to stretch the more able pupils and develop other pupils.

5.5 Assessment

Writing assessment is an ongoing process at Bincombe Valley, using the daily learning objectives and the children's longer pieces of independent writing. Class teachers highlight in pink work that demonstrates a child's ability to meet the objectives and in green to show where editing and improving is necessary. This is added to the schools tracking system half termly with a termly teacher assessment reported to SLT and governors.

6. Inclusion in English

6.1 - Support and intervention

The needs of all children are considered carefully when planning and teaching English at Bincombe Valley Primary School. We want children to reach their full potential. Where necessary, teachers identify which children are not making progress and take steps to improve their progress and attainment in English, usually in liaison with the SENCO. Pupils who consistently make little or no progress are referred and where applicable receive 1:1 SALT and /or SENSS. More able and talented children are identified and suitable learning challenges are provided.

6.2 Equal Opportunities

At Bincombe Valley Primary School we have high expectations for every child, whatever their background, ability or circumstances. We know that children learn best when they are healthy, safe and engaged. In order to engage all children, cultural diversity is celebrated. Our English curriculum includes a wide range of texts and other resources which represent a variety of cultures and backgrounds. We value what each individual child brings to our school.

7. Marking and Feedback

All books should be marked and up to date. Year 1-6 pupils should write in books with a margin.

Children should be allowed a short amount of time to respond to marking.

Pink highlighters are used to highlight work that meets the objectives, while green is used to point out work that needs editing. Small comments may also be given for praise or correction as age appropriate.

8. Spelling, Punctuation & Grammar at Bincombe Valley

At Bincombe Valley, we believe the teaching of spelling, punctuation and grammar is integral to the progress children make in English. In EYFS and KS1, it is taught through the RWI program and through daily English lessons using the Literacy Tree scheme.

In addition, daily RWI is fundamental in developing children's spelling. Children are taught to segment to spell. From EYFS, children learn words which are not phonetically regular (common exception/RED words). From Year 2, there is more focus on choosing the 'right' sound for spelling, and children learn alternative representations of graphemes and spelling rules.

We use Spelling Shed as our spelling scheme from Year 1 to Year 6. In KS2, spelling is also taught as a separate lesson using spelling shed to support children's learning and homework. Punctuation and grammar is taught as part of the Literacy Tree scheme and applied during those English lessons.

9. Parental Involvement

We hope to involve parents as much as possible in school life, and thus in the development of children's skills, knowledge and understanding in English. In EYFS, parents are sent home a 'Between us Journal' every week. They are also encouraged to download the Tapestry App, where they can view their child's learning journey online. They are invited to view pictures, work and observations on them.

Parents receive termly progress reports giving them information about their child/ren's progress, attainment and effort in Reading and Writing. There are parents meetings in which these reports are discussed with the class teacher. Additionally, parents receive a full school report in the summer term, detailing their child's achievements in English alongside other core curriculum subjects. The results of statutory assessments are reported to parents in accordance with government legislation. Parents are also invited to Phonics workshops so that they can effectively support their child's early reading at home.