



Cam Hopton Church of England Primary School (Voluntary Aided)

Life in all its fullness

English Policy

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This policy is to be reviewed in line with other related policies and any other documentation from the DfE, Ofsted and Gloucestershire Diocese.

Purpose of Policy

This document is a statement of the intent, principles and strategies for the teaching and learning of English at Cam Hopton C. of E. Primary School.

At Cam Hopton, we believe in providing children with a quality, topic-linked English curriculum that builds a love and enthusiasm for reading and writing. We hope that, by the time children leave Cam Hopton, they write with confidence and accuracy for a variety of purposes and audiences whilst developing their own individual flair. We recognise the importance of nurturing a culture where children take pride in their writing- writing clearly and accurately. Most importantly we want our children to enjoy reading for pleasure. We hope that, by the end of year six, they read fluently and widely and can express their opinions, and engage in discussions, about books that they enjoy.

Audience

This policy is for all staff (including temporary staff & students); parents & carers; governors & other stakeholders.

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 their understanding and ideas clearly
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

Speaking & Listening

The National Curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Pupils are supported to develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They are assisted in making their thinking clear to themselves as well as to others and teachers ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils are also taught to understand and use the conventions for discussion and debate.

All pupils are enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils are supported to adopt, create and sustain a range of roles, responding appropriately to others in role. They have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.

The statutory requirements which underpin all aspects of spoken language across key stage 1 and key stage 2 are also reflected and contextualised within the reading and writing domains which follow.

Reading

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

- word reading
- comprehension (both listening and reading)

The teaching at Cam Hopton C of E Primary School focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words, including those that are not phonetically regular - "tricky words". Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. Synthetic phonics is therefore emphasised, especially in the EYFS and KS1.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction texts. All pupils are encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech.

It is our aim that, by the end of their primary education, where appropriate, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

Writing

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing)

The teaching at Cam Hopton C of E Primary School develops pupils' competence in these two dimensions. In addition, pupils are taught how to plan, revise and evaluate their writing. These aspects of writing are incorporated into the National Curriculum programmes of study for composition.

Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

Spelling, Punctuation & Grammar

The two statutory appendices in the National Curriculum – on spelling and on vocabulary, grammar and punctuation – provide an overview of the specific features that are included in teaching the programmes of study at Cam Hopton C of E Primary School.

Opportunities for teachers to enhance pupils' vocabulary arise naturally from their reading and writing. As vocabulary increases, teachers show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. They also teach pupils how to work out and clarify the meanings of unknown words and words with more than one meaning.

Pupils are taught to control their speaking and writing consciously and to use Standard English. They are taught to use the elements of spelling, grammar, punctuation listed in the statutory appendices. These do not constrain or restrict teachers' creativity, but simply to provide the structure on which they can construct lessons. Because of this, wherever possible, punctuation and grammar is taught as part of the writing journey linking to a specific purpose. The school follows the definitions provided in the non-statutory glossary in the national curriculum.

Throughout the programmes of study, teachers teach pupils the vocabulary they need to discuss their reading, writing and spoken language. Pupils therefore learn the correct grammatical terms in English and these terms are integrated within teaching.

In KS1, we use Twinkl Phonics. In KS2, we use Herts for Learning Essential Spelling.

Approaches to teaching English at Cam Hopton C of E Primary School

Cam Hopton C of E Primary School has adopted the National Curriculum programmes of study for English as a basis for our English curriculum. Every class in key stages 1 and 2 will be taught English skills on a daily basis. Phonics is taught from reception through to year 3 following Letters & Sounds. Where necessary, catch up sessions are provided.

The teaching of writing and reading at Cam Hopton is centred around our reading spine of quality texts. These texts are carefully selected and linked to class topics.

Writing

In EYFS, the children enjoy taking part in Drawing Club sessions. Drawing Club is a time for children to choose to come and be creative with their imagination. After listening to a quality text, the children are taken on an adventure with words, actions and descriptive drawings.

Our writing journeys (followed from year 1 onwards) begin with a 'Cold Write' (to access what the children already know about the genre) where required. The Immersion starts our learning: this often includes story mapping, oral retelling and drama. The Innovation stage is where grammar and punctuation, as well as text features, are unpicked and explored. This builds up to a supported piece of writing. We use this phase to assess what children need to work on next. The process is completed with an independent 'Hot Write'. Our writing journeys are topic linked and our reading spine texts are regularly used as inspirational starting points.

Reading

At Cam Hopton, we aim to ensure that reading happens in every class every day.

Reception: In reception, time is spent enjoying and responding to questions about picture books. Children also take part in group reading sessions. The reception class follows the Early Years Foundation Stage curriculum.

KS1: Guided reading is taught through guided group sessions and a weekly whole class reading lesson.

Phonics is our primary reading strategy taught at Cam Hopton. We do however understand that phonics is not the only reading strategy that children can draw upon when they read therefore alternative strategies are explored particularly when supporting our SEND children to enjoy the pleasure of reading.

KS2: In KS2, guided reading is taught through whole class sessions.

At Cam Hopton, we recognise the importance of continuing to support children with their understanding of phonics up into KS2 where necessary. This is done through our review sessions in spelling.

Class reading challenges and rewards enthuse our children across the school.

Planning & Teaching

When planning and teaching the English curriculum, the following elements are considered:

- Differentiation to meet the needs of all pupils including careful planning of work to include a range of teaching strategies with a balance between audio, visual, and kinaesthetic techniques.
- Cross-curricular links are ensured through links with our reading spine texts.
- The careful marking or feedback, after work has been completed, in accordance with the Feedback & Marking policy.
- Supporting children to address their next steps in order to move their learning forward.
- Homework opportunities
- Cross-curricular writing opportunities.

Presentation

We have high expectations of ourselves and the children that we teach; we therefore want them to take pride in their work.

Our approaches are as follows:

- Pencils should be used in maths books; for drawing tables or diagrams and for draft work where appropriate.
- Pens should be introduced for any writing, when teachers feel that it is appropriate, from year 2 onwards. Children could be joining their writing from Year 1 if their letter formation is accurate; most children will begin joining in Year 2. All KS2 children will be expected to write with joined handwriting, in pen.
- Pens must be handwriting pens.
- Mistakes in pencil should be rubbed out or crossed out neatly; mistakes in pen should be crossed out with one single ruler line.
- Purple pens are used for polishing and corrections.
- The amount of time given, and way in which handwriting is taught, will depend on the needs of each class and individuals.
- In key stage two, children who are struggling with letter formation, will have additional support.
- Dates and Learning questions will be underlined with a ruler.

Handwriting

In KS1, children use Twinkl phonics actions, pictures & rhymes to learn letter formation. In Year 2, children begin to follow The Write Path handwriting programme. Children who are not yet ready to join will continue to be supported by Twinkl resources. At Cam Hopton, children learn to use a feeder leader line.

In KS2, handwriting support will be provided by The Write Path programme for those children not joining when they enter Year 3. For children needing further support with handwriting, The Write Path, Bubble Handwriting (TES) & Twinkl resources are used where appropriate.

Equal Opportunities

All children have an entitlement to participate fully in English, regardless of gender, race, age or ability, in accordance with the school's Equal Opportunities Policy.

Children for whom English is an additional language or who have additional learning needs will receive additional support as appropriate.

School Curriculum

The programmes of study for English are adapted to suit the needs of individual classes on a year by year basis in line with the national curriculum.

At Cam Hopton CE Primary School, the programmes of study are taught through writing purposes including 'To Entertain', 'To Inform', 'To Discuss', 'To Explain' and 'To Persuade'. Additional elements of the English curriculum are taught discretely:

- daily phonics in FS, KS1 & year 3
- weekly spelling focuses taught over for days
- guided reading/whole class reading sessions

Planning

The writing purposes and genre expectations for each group inform our planning. Our writing progression documents for Narrative & Non-fiction support our planning.

Medium term planning is undertaken on a writing journey basis. The audience and purpose for any writing outcomes are clearly identified.

Short term planning on weekly plans exemplifies the objectives for the week taken from the medium term plans. These plans show differentiation where appropriate and progression across the week.

We use our writing progression for narrative and non-fiction text types to support planning.

Assessment

Assessment for Learning is at the heart of assessment at Cam Hopton Primary School. Assessment is crucial to the learning process. Children's work is regularly assessed through observation, discussion, scrutiny of work and evaluating outcomes.

Formative Assessment

Teacher assessment is an integral part of good practice. Assessment is carried out on a daily and weekly basis. It involves identifying children's progress against teaching objectives and targets, determining which children have achieved and moving them on to the next stage of learning. Teachers feedback and mark work according to the Feedback & Marking Policy. "Next steps" are identified which the children respond to before going onto their next piece of work. Where appropriate, additional support and interventions are identified for children not making expected progress. Teachers annotate the weekly plans and record the progress of groups.

Summative Assessment

This includes:

- Baseline in the Foundation year
- Phonics screen in Year 1
- Year 2 NC tests
- Year 6 NC tests

As a school, we have devised our own assessment system for reading & writing to track children's progress across the year. Our assessments are focused on the National Curriculum key performance indicators. Our system shows progress and next step focuses. We assess children termly. Data across the school is recorded using I-Track and monitored by the subject leader and SLT.

Feedback & Marking

Marking in English is part of the assessment process. Please refer to the Feedback & Marking Policy.

The Role of Parents

At Cam Hopton CE Primary School we recognise that parents play an important role in the process of developing children's English skills in the following ways:

- They have a huge influence on children's spoken language before they come to school and throughout their primary years
- They provide valuable support at home in helping children to become readers
- They offer a useful audience for children in their development as speakers and listeners, readers and writers as they move through the school.

Parents are expected to support their child through reading with them regularly; supporting them with homework and engaging their child in meaningful conversations. School will support parents with this by providing:

- Reading books at and appropriate level in addition to library books
- Regular English homework
- Up to date information to enable parents to support their children, such as through workshops, the website and information leaflets

Resourcing

The Literacy Subject Leader, with the head teacher, is responsible for the ordering, costing and allocation of resources to support the teaching of English.

A review of resources is carried out annually which leads to a prioritised list of requirements.

Role of the Subject Leader

The role of the Literacy Subject Leader is defined in the job description.

Monitoring

This policy was drawn up by the English Subject Leader, working in consultation with the whole staff.

Its implementation is seen as the responsibility of all staff. Its use and effectiveness will be supported and monitored by the Literacy Subject Leader, Headteacher and Governors.

The Literacy Subject Leader, in consultation with the staff, will review this policy annually, and as and when elements of English are identified or prioritised within the School Improvement Plan.

Cam Hopton CE Primary School is committed to equality, safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

This school aims to serve the community by providing high quality education and promoting Christian Values.