



# Thorpepark

## English Policy



1	Summary	English			
2	Responsible person	Lauren Shearer Amy Owen Kelly Taylor			
3	Accountable SLT member	Tracey Johnson			
4	Applies to	<input checked="" type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff			
5	Who has overseen development of this policy	Tracey Johnson			
6	Who has been consulted and recommended policy for approval				
7	Approved by and date				
8	Version number				
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10	Related documents (if applicable)				
11	Disseminated to	<input type="checkbox"/> Trustees/governors <input type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff			
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## Contents

1. Purpose of the policy.....	<b>Error! Bookmark not defined.</b>
2. Curriculum Intent.....	<b>Error! Bookmark not defined.</b>
3. Implementation of the policy .....	<b>Error! Bookmark not defined.</b>
3.1 Speaking and listening .....	4
3.2 Reading.....	4
3.3 Spelling.....	6
3.4 Writing .....	
4. Enhancing the curriculum with visits and visitors.....	
5. Curriculum impact.....	
6. Roles and Responsibilities including monitoring of standards.....	

### 1. Purpose of the policy

The purpose of this policy is to describe the intent and implementation of the English curriculum at Thorpepark Academy which consists of reading, writing and spelling. Phonics has been written as a separate policy.

### 2. Curriculum Intent

The teaching of English is part of the broad and balanced curriculum offered to all pupils at Thorpepark Academy. All year groups from Year 1 to Year 6 follow the National Curriculum to ensure full and in-depth coverage of all the objectives. Discrete teaching sessions are used to teach and practice English/ Literacy skills. Foundation stage pupils have continuous access to literacy activities. In addition to this, pupils will have many opportunities to develop reading and writing skills across other areas of the curriculum. Pupils will be given the opportunity to develop language and communication skills, including foreign language skills for pupils for whom English is an additional language.

### 3. Implementation of the policy

The teaching of reading and writing is carried out daily within discrete lessons. In addition, a cross curricular approach will ensure that skills and knowledge are applied within other areas of the curriculum.

LTP planning is done with an overview of the whole school to ensure that there is a broad and balanced coverage of all aspects of the National Curriculum. LTP planning ensures coverage of a range of authors, genres and writing styles.

MTP planning is done each half term to ensure coverage of the National Curriculum objectives within each year group. MTP planning ensures the coverage of a range of genres and texts across the year.



Teachers use short term planning within their year groups to ensure reading and writing activities are accessible to all pupils, including pupils with SEND, EAL and those working at Greater Depth.

Topic webs are shared with parents through the website, social media and paper copies. This is to ensure that parents can support the home learning partnership.

### **3.1 Speaking and listening**

Speaking and listening has a high profile at Thorpepark Academy. There are four aspects of speaking and listening:

- Speaking
- Listening
- Drama
- Group discussion and interaction

Pupils will be given every opportunity to develop their communication skills which includes, but is not exclusive to, English lessons. Oracy skills and rules for talk are embedded into practice.

### **3.2 Reading**

There are many opportunities and provisions for reading. These include, but are not exclusive to:

#### **Individual reading**

Pupils should be given the opportunity to read as often as possible and this is recorded within the individual reading records held by each class teacher. All staff should assist pupils with word reading, focusing predominantly on application of phonics knowledge to develop fluent and automatic readers.

#### **Reading sessions / guided reading**

In KS1 pupils will read books matched to their independent reading ability, starting from well-matched Little Wandle decodable texts to banded books.

#### **Reading sessions**

In Year 1, pupils reading sessions will follow a weekly cycle. The first session focuses on word reading through the application of phonics knowledge. The second session will allow pupils to build up fluency and to read with automaticity. The final session will provide opportunities for pupils to show their understanding of a text that they can read. Reading sessions will begin in Foundation Stage 2 once pupils have gained sufficient phonetic knowledge.

In Year 2, pupils will take part in small group reading sessions each week. Decodable books will continue to be used where appropriate to focus on fluency. Throughout the year, they will build up to having guided reading sessions with an extended focus on comprehension in preparation for KS2. In addition, whole class texts will be sequentially planned to expose pupils to high quality texts.



In KS2 a whole class text teaching approach will be used for the majority of pupils. Where the text is too challenging for some pupils, adaptations are made depending on the individual needs of the children.

Through guided reading lessons children gain comprehension skills they need to access increasingly challenging texts. After reading and discussing a text in depth, Teaching staff follow a consistent approach to reading based on:

7 reading strategies:

- Clarification & vocabulary
- Inference
- Summarising
- Prediction
- Retrieval
- Themes
- Text marking

In UKS2, pupils use the reading strategies as pedagogical tools to access a range of texts and genres in reading and across the curriculum.

Evidence will be collected weekly through a range of methods including discussions and independent/guided follow up activities or Reading Plus.

### **Quality literature**

Quality progressive texts will be used to support the teaching of reading and writing. In KS2 each class will have a focus class texts per half term. These are set out in the Guided Reading LTP & MTP. Staff should refer to the Guided Reading LTP for specific coverage of genres, authors and texts they must cover. In KS1 and EYFS several shorter books will be used each half term to support reading and writing work. Daily story time will be part of the timetable for all pupils. In addition, the '101 books to read' list should be used to select and promote shared stories. Additional texts can be selected based on pupil's interests, themes and important topics. Pupils will have access to a library of books they can read for enjoyment. Reading areas will also be provided, with age appropriate texts, in most classrooms.

### **Home reading**

Pupils will have reading books sent home and be encouraged to read and bring them back regularly. Pupils have access to additional online reading through Lexia and Little Wandle and Reading Plus. Home reading record books will be used for parents to record reading at home. Bookmarks and golden coins are used to support a reading reward system.

### **Texts**

Pupils have access to books from a wide range of sources, including:

- Class reading areas
- Topic box loans
- Story sacks
- Library loan service
- School library
- Bed time reading loan service (EYFS & KS1)
- Reading legends loan service (KS2)



- Book club (KS2 Weekly)

At Thorpepark Academy books are initially banded by phonics phase. Pupils at this reading level will have access to fully decodable phonics books, matched to what has previously been taught within their phonics lessons. Once pupils have completed their phonics journey, they will have access to book banded books (turquoise and above), to ensure that they are fluent and confident readers. Pupils should read books at an instructional level (one band higher than their current benchmarking assessment).

### 3.3 Spelling

In KS1 spelling is taught through the application process of a phonics session. When pupils reach Phase 6, they begin to learn the spelling patterns and rules appropriate to their age, including prefixes and suffixes. In KS2, spelling is taught using 'Spelling Shed' which provides a consistent and progressive spelling program. The program builds on from the skills and knowledge taught through phonics.

The expectation is for each KS2 class to have 3 taught spelling sessions a week.

### 3.4 Writing

There are many opportunities and provisions for writing. These include, but are not exclusive to:

- Extended pieces of writing
- Spelling, Punctuation and Grammar
- Phonics
- Talk 4 Writing approaches and processes that have been developed to ensure a robust program of study which includes a planning, writing and editing process
- Shared Writing / scaffolding

KS1 focuses on providing the time for children to develop and practise fluent transcription skills as a foundation for writing. Once these transcription skills are mastered, their attention can be focused upon developing, communicating and organising their ideas as well as building a stamina for writing. This is done through retelling stories and making simple innovations.

KS2 focuses on producing writing for a range of different purposes and writing a range of narratives. Children use an adapted talk 4 writing approach to innovate high quality model texts and independently write their own. Transcription skills continue to be a focus through targeted interventions for any pupils that lack sufficient fluency.

In KS2, we dedicate a week to teaching basic grammar and punctuation skills, ensuring that all children have a solid foundation before applying them to specific genres of writing. The week ends with a dictated sentences lesson, enabling children to apply the skills that have been taught and this provides an informal assessment of understanding for teachers. Once these skills have been introduced and practiced, children are encouraged to apply them purposefully within a targeted genre, whether it's narrative, persuasive or informative writing. This approach allows children to understand how grammar and punctuation enhance their writing, helping them become more confident and effective writers in different contexts.

Teaching children to innovate and edit their writing is an essential part of their development as confident and creative writers. We encourage children to work with



the teacher to experiment with different ideas, words and sentence structures when innovating a model text, helping them understand that writing is a process. Through explicit teaching and regular opportunities to revise and improve their work, children learn the importance of purposefully editing to make their writing clearer, more engaging and effective. By working as a group, with the teacher, to co-construct quality paragraphs of writing we aim to empower children to take ownership of their writing and see editing as an exciting way to make their ideas better.

In KS2, we focus on giving verbal feedback rather than marking independent writing, as this provides a more accurate reflection of each child's abilities. By offering verbal feedback, we can have direct conversations with the children about their strengths and areas for improvement, allowing for a clearer understanding of their writing skills. When children write independently, without the immediate influence of corrections, we can see their natural thought processes, creativity and application of skills. This approach also encourages children to engage in dialogue about their work, promoting a deep reflection on their learning. It enables them to develop confidence in their writing and editing skills without the pressure of instant corrections being instructed. Verbal feedback enables teachers to assess progress more accurately and provide timely, personalised support to each child.

Handwriting will be taught daily and reinforced at every opportunity, in line with the marking policy. The school uses a cursive font XCCW joined. Each writing unit will start with a week of SPAG which will feed into the writing unit.

Reading and writing are inclusive subjects. All pupils are required to participate in reading and writing activities that enable them to achieve highly in English. All activities planned for are adapted to ensure that all pupils have access to the learning objective and curriculum.

#### **4. Enhancing the curriculum with visits and visitors**

Visits and visitors into school are an essential part of the enriched curriculum and should provide opportunities for cross curricular learning.

#### **5. Curriculum Impact**

Formative assessments will be made at the end of each term. Pupil's work will be assessed in line with the Venn assessment policy. Formative assessments are made on Insight in reading, writing, speaking and listening and spelling, punctuation and grammar. The assessments are pre key stage, working towards, expected and greater depth in the relevant year group. In addition, pupils within Year 2 and Year 6 will be assessed against the end of key stage statutory requirements.

This is tracked to inform planning on the next steps in learning. This is reported termly on Insight and monitored by the subject coordinator. Teachers will be involved in RAG and challenge meetings regularly to discuss and track pupils in reading and writing.

Pupils will be assessed against the national curriculum to ensure that they are working towards, at or above age-related expectation. Pupils with SEND will be assessed against the PKS targets for reading and writing.

KS2 pupils will undertake a writing assessment at the end of each writing unit. KS1 pupils will undertake 3 writing assessments per half term once a sufficient stamina for



writing has been developed. The writing assessments will be related to the English topic being taught or have a cross curricular reference. Writing assessment grids should be used to make an accurate assessment of writing. Writing evidence can be taken from a range of books.

PM benchmarking kits are used as a formative assessment tool for pupils' reading a turquoise book or above. Results are collected termly as an additional measure of progress. Teachers are responsible for updating a class benchmarking tracker each term and book band tracker every half term.

Pupil interviews, lesson visits and book looks will demonstrate what knowledge the pupils can remember and the skills that they have acquired. These monitoring and evaluation measures will quality-assure the consistency of reading and writing across the school.

Subject reports are completed termly and yearly to share data, training and information about the subject with the Head of School and Governors.

## **6. Roles and Responsibilities including monitoring of standards**

Senior leaders are responsible for ensuring time, resources and support is provided so leaders can carry out their role effectively.

Subject leadership is split between reading and writing coordinators; with additional leaders within EYFS. Leaders are responsible for the monitoring and evaluation of their subject across the school. This will include:

- Supporting staff with planning and delivering reading and writing
- Providing CPD opportunities either in house or through different services
- Lesson visits and drop ins
- Working with subject leaders across the trust to develop the Venn English Hub
- Reporting to the Head of school and governors termly

Class teachers are responsible to plan, prepare, deliver and assess reading and writing lessons which help build a repertoire of knowledge and skills. This will also include:

- Ensure all pupils are taking part in a variety of daily reading and writing lessons
- Ensuring they promote reading at home and track this weekly
- Promoting reading for enjoyment and daily story time
- Follow the school marking policy in all books
- Deploy support staff effectively
- Plan and implement interventions for targeted pupils
- Monitor pupil progress regularly
- Ensure learning environments are engaging, appealing and age appropriate

This policy also needs to be in line with other school policies and therefore should be read in conjunction with other Thorpepark policies.

Governors are to be a link between school and the governing body, they will work closely with school leaders to hold staff to account and drive improvement.





**Adopted by LGB on** .....

**Chair of LGB** .....

**Next Review Date** .....