



**Muschamp Primary School  
English Policy**

**“English is the language of the future, the language of the computer. English is the most important tool you’ll ever need, no matter what career you choose. You have the right to English. Make it your right.”**

**Benjamin Zephaniah, Writer and Poet, Actor, TV and Radio Presenter**

## **Introduction:**

At Muschamp Primary School we strive to ensure that the teaching and learning of English is of the highest quality and that children are confident and skilled in the use of language, spoken and written. English includes talk, reading, writing and Spelling, Punctuation and Grammar (SPaG).

## **Intent:**

By the end of Key Stage 1, the performance of the great majority of the pupils should be within the range of stage 2. Most children will be at year 2 expected.

By the end of Year 4, the performance of the great majority of pupils should be in the range stage 4. The majority of children should be at year 4 expected.

By the end of Key Stage 2, the performance of the great majority of the pupils should be within the range stage 6. Most pupils are expected to achieve year 6 expected.

## **Aims-General aims**

Language is communicating through speaking, listening, reading and writing and is the basis of all learning in the Primary Curriculum and it is therefore inherent within the ethos and philosophy of our school.

- In the teaching of English throughout the Foundation Stage, Key Stage 1 and Key Stage 2 we aim to fulfil the requirements of the National Curriculum for English and ensure that objectives are taught to all pupils in ways appropriate to their abilities.
- We will fulfil the requirements of the National Curriculum through the provision of daily English lessons together with it being developed and extended in all areas of the curriculum.
- We will develop an awareness of all aspects of language and encourage enjoyment amongst children in the richness and variety of communication, both spoken and written.
- We will develop a positive attitude to language learning and to prepare pupils for adult life by developing their competence as speakers, listeners, readers and writers through a broad and balanced curriculum that is appropriate to their needs.
- We will develop the pupils' competence in the use of both spoken and written Standard English and to understand the ways in which it differs from other forms of English.
- Will promote consistency of expectation/practice throughout the school of which parents and children are informed.
- We will develop enjoyment and enthusiasm – promoting a love of reading and the culture where children gain pleasure from books, poems, discussions and other parts of the English curriculum work and through other subjects and interests.

## **Early Years Foundation Stage**

During their time in EYFS pupils will gain a “development of children’s spoken language [which] underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.” (DFE, 2021)

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing). (DFE, 2021)

In Nursery children enjoy a language rich environment. They learn to use a range of vocabulary and communicate effectively. They learn about books and what books are for and how they are used. They develop early phonics and writing skills through structured and play opportunities. Children entering school in reception will have already had a wide range of experiences in English and we value and build upon these individual experiences using role play, writing areas, the outdoor area and book corners to develop these skills.

The Early learning goals for Communication and Language underpins all work in this area.

By the end of the Reception year most children will be able to:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
  - Make comments about what they have heard and ask questions to clarify their understanding;
  - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
- (Listening, attention and understanding)

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. (Speaking)

The Early Learning goals for Literacy build on this foundation of communication and language.

By the end of the Reception year most children will be able to:

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;

- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. (Comprehension)

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. (Word reading)

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others. (Writing)

## **Key Stage 1**

By end of key stage 1 most children will be able to:

- speak clearly, fluently and confidently to different audiences
- listen to, understand and respond appropriately to others
- work as a member of a group taking into account different views and negotiating roles
- participate in a range of drama activities
- read a variety of fiction and non-fiction
- use a variety of strategies in working out unfamiliar words when reading including: phonic clues, contextual clues, syntax and grammar and reading on for meaning
- read with growing fluency, accuracy and expression
- know and understand the alphabetical system and be able to use simple dictionaries
- communicate in narrative and non narrative forms and to write for a purpose
- use appropriate and interesting vocabulary
- plan, draft and edit their writing
- develop and extend ideas in a sequence of sentences
- use capital letters, full stops exclamation marks and question marks
- use correct spelling for monosyllabic words
- to recognise phonemes and graphemes and to use this knowledge when attempting words
- use accurately formed consistently sized handwriting that is beginning to be joined
- read and spell the common exception words for year 1 and 2.
- achieve the pass mark for the phonics screening test.

## **Key Stage 2**

By the end of Key stage 2 most children will be able to:

- speak with confidence in a wide range of contexts, adapting their speech as appropriate
- listen attentively to, understand and respond appropriately to others identifying key features of language used for a specific purpose e.g. to persuade or instruct
- to work as a member of a group qualifying or justifying an opinion and to take up and sustain different roles
- participate in a range of drama activities
- read a range of more challenging and demanding reading material fluently, accurately and independently
- interpret meaning beyond the literal
- to ask and answer questions about a text and express opinions, supporting a view by reference to the text
- use reference skills to find specific information
- use appropriate reading strategies when seeking information e.g. use of chapters, headings, skimming text
- write in a lively and thoughtful way in a range of forms
- sustain and develop ideas in an interesting ways
- organise writing for purpose and to engage and sustain readers interest
- use effective vocabulary, selecting words with precision to create a desired effect
- use multi clause, grammatically correct sentences to extend meaning
- organise sentences into sequenced paragraphs
- use increasingly accurate spelling
- accurately use appropriate punctuation, including commas, apostrophes, inverted commas, semicolons and brackets.

- use fluent, legible handwriting which is joined

### **Implementing the Policy**

The time allocated for English is at least 105 minutes each day consisting of whole class reading sessions, spelling, grammar and punctuation and writing lessons. In addition, it is expected that all other subjects and areas of learning contribute to pupils' learning in speaking and listening and English. Where possible interconnected links will be made and shown in planning.

**Long term planning** concentrates on the schools rich text broad curriculum framework and identifies suitable umbrella units of study with a clear focus for learning. It supports cross-curricular links reflecting the overall aims of the school. It ensures curriculum balance and coverage.

**Medium term planning** states the learning objectives within a sequence of linked units of study incorporating progression and development. It identifies the opportunities for assessment. Links to topics are included.

**Short term planning** sets out the main focus of learning for each lesson and states teaching methods that enable the learning objectives to be met. It details adapted learning and the role of teaching assistants. It highlights the opportunities to gather evidence of pupil attainment.

The English leads will be responsible for writing the annual action plan and in conjunction with the Head Teacher and School Development Team, for monitoring planning, teaching and learning.

### **Learning**

We will use a range of learning approaches to promote pupils' knowledge and understanding in English. At Muschamp Primary School we believe that children learn best through the following approaches in each area:

#### **Speaking and Listening:**

- We believe talk, presenting information and expression of opinions is very important for the development of vocabulary and writing.
- We employ a number of different approaches to facilitate this, including: talking partners, 'talk for writing', hot seating, role play, puppets, class discussion, assemblies and drama productions, 'show and tell', story sacks

#### **Reading:**

- English in EYFS and KS1 is learnt through developing work on speaking and listening, early reading and phonics.
- Systematic, synthetic and high quality phonics learning takes place daily at FS and KS1 in an approach designed so that children rapidly acquire the skills to become fluent readers.
- In FS and KS1 Read Aloud Books are available to read frequently with the children to foster their love of books and develop their bank of known stories and story structure. Each year group have recommended R4P books that can be selected to share during story times.
- Children learn to use the 8 reading strategies that they can use when attempting to read new vocabulary (chunk it, try it, sound it, track it, remember it, hop/skip/jump it, sharp eyes and sound it)
- Children are heard reading regularly at KS1 and are allocated a book from the appropriate levelled banding, linked to their reading level. Individual reading to an adult also takes place at KS2 for those not supported at home or those who are on intervention plans. All children are expected to read daily at home to an adult although this may be progressively superseded by personal

unsupported reading, as the child progresses. Parents are encouraged to ask comprehension style questions to their children when reading with them.

- Whole class reading occurs throughout a week from year 1 to year 6, and includes echo reading, choral reading and buddy reading,
- Children develop a knowledge of VIPERS, (vocabulary, infer, predict, explain, retrieve, summarise/sequence) an acronym for the key reading skills.
- We believe that reading for pleasure is extremely important for children. We give free access to books of different genres, it is important in the development of the child's interest in, and appreciation of, reading. To this end, all classrooms have book corners, and also book displays. Events throughout the year, including book week, further develop this.
- Children have access to our Reading Forest to further develop their love of reading,
- Children throughout the school have access to "Oxford Buddy" – an online progressively levelled reading scheme where children are allocated specific books at an appropriate level and their progress is monitored through the questions answered.

### **Writing:**

- We believe that the learning of writing skills should be embedded across the curriculum, in as real-life contextual way as possible. The key skills of composition, planning & drafting, punctuation, spelling, handwriting and presentation, and standards of English and language structure are therefore taught explicitly in the context of English lessons, but also indirectly through cross-curricular writing tasks in other subjects.
- Children learn the PenPals script for handwriting and practise in its use is provided for at all ages. Children start with large motor control activities such as ribbon work, moving on to writing patterns, then on to letter formation.
- In EYFS, writing is about how children build an understanding of the relationship between the spoken word and the written word, and how through making marks, drawing and personal writing, children ascribe meaning to text and attempt to write for various purposes. The appropriate developmental age in EYFS curriculum informs planning for learning activities, and writing materials are always available for the children in their child-initiated learning.
- The development of writing skills at KS1 progresses by building on the basic skills learnt at EYFS and very much with an emphasis on Talk for Writing.
- Writing tasks are planned for and scaffolded according to need, by the provision of written structures/templates, by the use of IT, or by the intervention of a supporting teacher or adult. These tasks are completed weekly and marked according to the marking policy; next steps are recorded by the teacher in order for the child to know how to progress to the next level.
- Children are taught Grammar specifically built into their English lesson. This is based on the text children are studying where possible and follows the structure of revise/review, teach, practise, apply and assess.
- Spelling in Year 1 - 3 is taught through regular sessions of 'Essential Letters and Sound' phonics scheme. Year 4 onwards follows the 'Vocabulary Ninja' scheme and the word lists are given for learning and testing. Spelling sessions follow the structure of revise/review, teach, practise, apply and assess. Year on year this scheme will be phased out and replaced with ELS Spelling.
- Writing help mats are allocated according to the stage the child is working at.

### **Handwriting**

We aim that every pupil should develop a clear, legible and fluent cursive style, which is capable of being written at a reasonable speed. We also aim to encourage each pupil to consider and value

the final presentation of his or her work and, as they become more confident and independent, to be able to select and use a handwriting style appropriate for the purpose. The school uses the 'PenPals' scheme.

A range of models of writing styles may be used for caption labels and displays around the school.

Further guidance can be found in our [Handwriting Policy](#).

### **Computing**

We aim to ensure that all children are primary computing literate by the time they leave KS2. We believe that computers and other forms of computing can play a key role in learning in English.

- All classes from Year R have dedicated computing time available in their weekly timetable, where Chromebooks or Ipads are used to enhance English learning, and this is planned for as appropriate.
- All classrooms are equipped with Clevertouch smart boards and are used on a daily basis to enhance English.
- Laptops, Chrome books and iPads are also available to enhance learning opportunities.
- Year 5 & 6 have individual Chromebooks to aid learning, using 'ThinkLink'.
- At Muschamp we have a class set of VR headsets which can immerse children into a virtual experience which creates an interconnected curriculum.

### **Impact-Assessment, Recording and Reporting**

We aim to assess the pupils' achievements so that they can build on strengths, recognise needs and overcome weaknesses. A variety of assessment strategies are used based on a range of evidence for such judgments, including oral contributions, reading fluency and comprehension, and written material.

Within Foundation Stage and Year 1 the children are formally assessed every half term for their phonic knowledge and decoding skills. The results of these assessments are then used to identify any that are falling behind the rest of the group and need additional support. Children in Year 1 complete a formal phonics assessment in the Summer term.

In Key Stage 1 and 2 children's progress is monitored with assessed reading, writing and SpaG tasks. Children are also formally assessed in Year 6 according to SATs tests and tasks.

In addition to on-going assessments made and noted against planning records on a regular basis, half-termly assessments are also made in reading and writing. The outcome of these assessments for each child is discussed with the children and is fed into an on-going tracking system. As a result of this, individuals or groups may be identified for further targeted support. The children's progress is monitored through Pupil Progress meetings with the Head and Duty Head Teacher.

Parents are made aware of the on-going progress their child is making via parental consultations and a written report each academic year.

### **Equal Opportunities**

We aim to give all pupils the opportunity to learn, regardless of race, religion, language, gender, ability or aptitude. We place emphasis on correctly spoken and written English whilst promoting respect for other languages and dialects. A range of texts is offered which should be acceptable to readers from either gender, from any ethnic group, any family situation or with any disability.

This links closely with our [whole school policy for Equality](#).

### **Racial Equality**

Equal opportunities are an integral part of teaching and learning in Muschamp Primary School. Racial equality is a central consideration within equal opportunities and therefore needs to be dealt with within this policy.

When teaching English, teachers must be sensitive to the different cultural traditions, language traditions and to previous learning experiences. English teaching should facilitate progress in every child, whatever their ethnic origin.

### **Special Educational Needs**

All children receive quality first English teaching on a daily basis and tasks are adapted where necessary. In addition, where identified pupils are considered to require targeted support to enable them to work towards appropriate objectives, intervention programs will be implemented. Teachers and Teaching Assistants plan programs together and monitor progress of these pupils.

**This links closely with our whole school policy for Special Educational Needs.**

### **English as an Additional Language**

Pupils for whom English is not their first language may need extra support, depending on their prior experience of English. We aim to provide a language curriculum appropriate to their needs, which will allow them to develop English alongside their other language(s) so that they become fluent in written and spoken English.

### **Homework**

Children are encouraged to read daily at home. They may select a book from the school resources or from a source of their own. It is important from an early age that children are able to make a judgement about reading material that is suitable for them and we will therefore encourage individual choice. Where it is deemed appropriate, however, their choice of reading material will be made with guidance from the class teacher in consultation with the child. Children also have access to ebooks via Oxford Buddy.

Spelling rules for the week will be taught at school as discrete phonics/spelling sessions and will be shared with parents. Spellings will be sent home from Key Stage 1 and children will receive words weekly, and tested weekly.

English Leads: Sarah Hamilton & Rebecca Tolley  
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