

NANTWICH PRIMARY ACADEMY and NURSERY

PRINCIPAL – SUE SPENCE

English Policy



Nantwich Primary Academy and Nursery
Manor Road, Nantwich, Cheshire, CW5 5LX
Tel – 01270 902055
nantwichoffice@sbmat.org



Nantwich Primary Academy and Nursery

English Policy

DATE:

November 2022

REVIEW DATE:

November 2025

DATE	DETAILS	SIGNATURE
11.11.2022	Policy updated	S.Dickens

English Policy

Intent

At Nantwich Primary Academy we believe that English is a fundamental life skill. English develops children's ability to communicate, read and write confidently which is essential throughout their educational journey and beyond. At Nantwich Primary Academy we are committed to providing rich and varied opportunities for our children. Through our English Curriculum, we strive to teach the children how important their reading, writing, speaking and listening skills will be in the real world. By giving them a context for their learning, the children understand the importance of English to them now, and in their futures. We believe that it is important for children to foster an enthusiasm and appreciation of English so they can express themselves creatively and imaginatively. Language is central to a child's ability to understand and interpret the world around them leading to strong communication skills.

Implementation

Speaking and Listening

The Four Strands of Speaking and Listening: Speaking; Listening; Group Discussion and Interaction, and Drama permeate the whole curriculum. Interactive teaching strategies are used to engage all pupils in order to raise reading and writing standards. Children are encouraged to develop effective communication skills in readiness for later life.

Opportunities to develop these skills are used widely across the school and include: class assemblies, school council meetings, talking partners, drama activities, performances including our Christmas Plays, SchoolsFest, Votes for Schools and My Happy Mind. We recognise the need for all pupils to speak, read and write Standard English fluently and accurately, while acknowledging that a pupil's own dialect, or other language is of importance. It is our school policy to model Standard English.

Aims

Children will...

- speak clearly and audibly and to take account of their learning
- confidently share their opinions and ideas
- adapt their speech to a wide range of circumstances and audiences – formal and informal
- listen with concentration, in order to identify the main points of what they have heard
- take into account differing points of view

Reading

Reading is a thoughtful process which requires the reader to contribute his or her own personal experiences and opinions to the comprehension of the written word. As print is all around, it is important to think of reading in a wider context, especially in EYFS and KS1. At Nantwich Primary Academy, we strive to make reading the cornerstone of learning.

Aims

Children will...

- Enjoy reading for pleasure as well as for information
- Develop the ability to read aloud fluently and with expression
- Develop the ability to read quietly to themselves
- Develop the ability to read for meaning and can talk about they have read
- Are encouraged and guided to read a wide range of fiction, poetry and non-fiction materials
- Understand the links between reading and writing
- Are taught the skills of deduction and inference
- Care for and value books
- Use their reading skills across the curriculum, researching and accessing information in all other subjects
- Correct their own mistakes
- Read a range of genres in fiction and non-fiction becoming familiar with different genres and their purposes, stylistic features, vocabulary and techniques
- Discuss books with reference to author, illustrator, genre, theme and characters, to express personal responses and increasing fluency
- Develop the ability to understand and discuss their reading using appropriate technical vocabulary

We teach reading through a combination of approaches:

- Early reading strategies and teaching (see Early Reading Policy)
- Developing awareness and understanding of print
- Systematic teaching and learning of phonics
- Developing sight vocabulary of tricky /common exception words
- Developing decoding skills
- Whole class shared/modelling of reading
- Guided reading in groups – teacher or teaching assistant leading
- 1:1 reading
- Paired reading - peer to peer
 - Buddy reading – across key stages
- Independent reading both at school and at home
- Class and School library use
- Teaching of Reading skills through English Lessons
- Reading interventions

Teaching and Learning

At Nantwich Primary Academy and Nursery we believe that phonics is an essential dimension of reading. Reading involves decoding unfamiliar words and recognising familiar and irregular words in a text; both of these are underpinned by the understanding that letters represent the sounds in spoken words. In order to teach this we follow 'Little Wandle Revised Letters and Sounds' to teach phonics systematically. Children in Nursery follow Foundations to Phonics from the Little Wandle scheme. Beyond this, phonics is taught whole class and children who require further support access small group teaching where required. In Year 1, pupils will undertake a 'Phonics Screening Check' and are expected to read real and pseudo words to demonstrate their ability to decode and show that they are secure in phase 5. Children who are not secure in phase 6 by the end of Year 2 continue to receive phonics teaching. Nantwich Primary Academy use Little Wandle planning to ensure phonics teaching remains consistent across the school. The teaching of phonics is monitored by our phonics lead regularly to support this. Children are assessed half-termly against the expectations of the phase and these assessments then feed into future planning and organisation of phonics groups. These assessments provide information of which children need daily 'keep up' sessions in addition to whole class phonics teaching. Our phonics sessions provide an interactive, challenging and fun environment to learn the essential skill of decoding and word recognition which is essential to their English development.

Shared Reading

This is planned for and takes place during English lessons, although children also read shared texts in other curriculum areas. Shared reading during an English lesson models specific reading skills and strategies are modelled and taught in English lessons, using big books or texts displayed on the interactive whiteboard. During shared reading, the children learn how to identify key features, effective language and writing techniques used to engage the reader; this in turn expands their own ideas for writing. Shared reading provides the opportunity for the children to explore challenging texts; through discussion they gain a deeper understanding of the text and extend their vocabulary.

Guided Reading

Guided Reading takes place every morning for approx 30 - 40 minutes. The teaching of reading, involves using a whole class quality text. Whole class teaching is led by the teacher, with explicit reference to vocabulary and key skills. The teacher and teaching assistant will complete a group guided reading assessment sheet for their guided reading group – comments will relate to the group reading objective. Texts are chosen for their quality and questions and activities are differentiated for different ability groups. The teacher will have an in depth session with a different group of children each day. Reading skills are taught based on our Reading Gem system. Each class has a wall display which reinforces these key themes.

Reading Gems

Key stage 1	Key stage 2
Define	Define
Retrieve	Retrieve
Sequence	Summarise
Infer	Infer
Predict	Predict
	Relate
	Explore
	Compare

See Appendix 1

Independent Reading

Children need to be given the opportunity and encouragement to read independently in order to build confidence, stamina and fluency. At Nantwich Primary Academy, teachers plan opportunities for children to read independently throughout the curriculum. Pupils practise and extend their reading; they select texts under the guidance of the teacher or teaching assistant for independent and home/school reading. Teachers monitor independent reading and discuss progress with individual pupils on a regular basis.

All teachers are responsible for providing a stimulating reading environment in the classroom, promoting book ownership and recommending books to pupils. Classroom and corridor displays are language rich and some displays should promote authors and books.

Reading at home

Reading at home is regarded as an important part of reading development. Parents are encouraged to hear their children read regularly and respond to their child's reading through the use of the reading record. In EYFS and KS1 children take home a 'Love to Read' book and a book that is linked to their reading level. The school's expectation, which is shared with parents, is that children should read with an adult at home at least 3 times a week and a comment written into the child's planner. Teachers monitor home reading and offer rewards and certificates as an incentive. The school supports parents and carers with home reading by running parent workshops to offer guidance to how to best encourage and help children to read. These sessions provide parents with ideas, resources, questions and strategies to use at home to get the most out of reading with their child.

Library

The school library is a vital resource which is used to support children in their learning of reading. Children are encouraged to choose from a wide range of fiction and non-fiction books to increase interest in reading for pleasure and to support other areas of the curriculum. Classes are given a timetabled slot each week, but are encouraged to use the library more frequently where possible. The library holds a wide range of fiction and non-fiction books suitable for a range of ages and abilities. Children are encouraged to look after and maintain the library.

Assessment of Reading

Teachers and teaching assistants assess children's skills during every guided reading session using the group guided reading record proforma - the year group objectives. Teachers also assess children's reading skills during shared reading, 1:1 reading and through English lessons. Evidence is gathered from a range of sources:

- Verbal responses during guided reading
- Verbal responses during shared reading
- Reading comprehension results
- Guided reading books
- English book

Assessments are on-going throughout the year. Analysis of assessment data is used to set targets. Children are informed of their own targets for learning and supported to make progress towards them.

Writing

Writing is the ability to effectively communicate ideas, information and opinions through the printed word, in a wide range of contexts. It offers the opportunity to store information, interact with others, reflect and express ideas creatively. We aim to equip the children with the writing skills necessary by providing a wide range of writing opportunities spanning many genres.

Aims

Children will...

- Will have an enjoyment of writing and a recognition of its value
- Will be able to write accurately and meaningfully, both narrative and non-fiction
- Can improve the planning, drafting and editing of their written work
- Can understand the purpose for writing across the curriculum
- Will develop their confidence as young writers.
- Will be taught to write fluently and accurately, understanding the related rules and conventions
- Can respond critically to their own and to others' writing
- Should become increasingly aware of the conventions of writing, including grammar, punctuation and spelling
- Will write in print in EYFS and Year 1 before transitioning to the use of cursive script. They are encouraged to join their letters once confident with their letter formation

We teach writing through a combination of approaches and opportunities:

- Shared writing
- Guided writing
- Whole class modelled writing
- Trust writing
- Independent writing
- Writing different text types and narrative styles.
- Writing across a variety of curriculum areas
- Handwriting practice
- Key skills
- Writing from a variety of stimuli
- Planning, drafting, editing and presenting
- Using ICT
- Writing interventions

Teaching and Learning

Planning

English is a core subject in the National Curriculum and we follow the 2014 National Curriculum as the basis for implementing the statutory requirements of the programme of study for English. We carry out curriculum planning in English in three phases; long term (yearly), medium term (termly) and short term (weekly) planning. All planning documents are located on the school network (staff drive). The long term curriculum overview is produced by the English coordinator for each year group and outlines the texts and genres that will be covered each term for every year group.

There is a specific focus on narrative and non-fiction writing during English lessons and children will experience writing opportunities across a variety of other genres during the wider curriculum. The medium term plan is created termly by each year group and outlines the genres being taught within English as well as Science and Topic lessons. Grammar, Punctuation and Spelling opportunities are also planned for at this stage using 'The Progression for Grammar and Punctuation' document. Weekly planning is created as flip chart planning. The teachers plan and scaffold their lessons on Notebook, PowerPoint or ActivInspire and save on the staff share. Flip chart plans must include learning objectives, modelling, success criteria, differentiated group activities and opportunities for self or peer assessment.

Writing Lessons

Staff have high expectations that all children can achieve their full potential. Teaching assistants work in each class, supporting all ability groups, specific individuals or groups of children, ensuring that work is matched to the needs of the child/ren.

When introducing a new text, teachers must ensure speaking & listening and reading activities form the basis of the first week to enable children to immerse themselves into the text and experience plenty of opportunities for discussion. E.g. If the children have identified and unpicked a setting and character description within a story opening, then the children will be expected to use this knowledge to write a story opening in their extended writing.

Handwriting

It is paramount that children are rigorously taught correct letter formation from the very beginning of their time in school. In EYFS, the children are taught to sit properly in order to have the correct posture for writing, hold a pencil in the correct position and form letters correctly. They are taught through a range of activities that develop gross and fine motor skills.

As children progress through the school, a mixture of whole class, small group and individual explicit handwriting teaching is planned and delivered. Teachers are expected to role model the school's handwriting style when marking children's work, writing on the board and on displays around the school.

Spellings

Children are taught strategies enabling them to:

- Spell accurately and identify reasons for mis-spellings
- Proof-read their spellings
- Recognise and use word origins, families and roots to build their skills
- Use dictionaries and thesauruses

Spelling patterns and rules are planned for and taught through the use of the Twinkl spelling scheme which is linked to the 2014 National Curriculum year group expectations. Children's spelling attainment and progress are assessed each week. Each term a spelling diagnostic is also carried out to identify strengths and weaknesses and to inform planning so it meets the needs of each cohort.

Grammar, Punctuation and Vocabulary

For KS2, grammar, punctuation and vocabulary skills are taught explicitly in 15 minute sessions three times a week. Additionally, these skills are also taught within writing lessons where children are encouraged to identify how authors have used them effectively. Grammar, punctuation and vocabulary are also discussed in reading activities to ensure children understand their correct usage and the effect this has on a text. Grammar and

punctuation is planned and taught using the 2014 National curriculum year group expectations and children are expected to apply their knowledge in their writing.

Assessment

Teachers use assessment as an integral part of the teaching and learning process and link it clearly to the children's next steps. Teachers record and track each child's progress and use this to set future targets. They use a variety of formative assessment methods and constructive marking strategies.

Teachers complete the KPI's assessment sheet at the back of the children's English books as evidence is demonstrated through their writing tasks. Staff meet regularly to moderate children's outcomes and work from each year group is taken to Trust level moderation to quality assure judgements. In EYFS, Development Matters and the end of year Early Learning Goal are used to make judgments.

Pupils in year 2 and 6 will complete their SAT's in May of each academic year providing the school and Local Authority with both teacher assessments and test outcomes for reading, writing, spelling, punctuation and grammar results. Results will be reported following the national guidance set by the government.

Staff Development

Teachers are expected to keep up to date with subject knowledge and use current materials that are available in school and online. Training needs are identified as a results of whole school monitoring and evaluation and performance management. The English coordinator will arrange for relevant advice and information to be disseminated. Where necessary, the English coordinator leads or organises school based training.

Monitoring and Evaluation

As well as Trust reviews from St.Barts, the Principal, Vice Principal and English coordinator carry out termly lesson observations, book scans and pupil interviews to ensure high quality teaching and learning is taking place. When priorities have been identified, the senior leadership team and English coordinator construct an action plan, which will then form the basis for any monitoring activities and will clearly identify when, who and what is to be monitored and how this will take place. CPD will be provided for staff who need support in an identified area.

English and Inclusion

At Nantwich Primary Academy we teach English to all children, whatever their ability. We provide learning opportunities that are matched to the needs of children with learning difficulties and those learning English as an additional language, as well as providing appropriate, challenging work for those children who are more able. Work in English takes into account the targets set for children in reading, writing, spellings, handwriting and daily lessons. Pupils requiring SEN support are set targets as part of Pupil Progress Meetings, where PIVATS data and intervention records are used to inform next steps. These targets are then recorded on the School Support Plan and provision is put in place to meet them.

Reading Interventions

Any children who are working below their age related expectations, receive extra support and intervention programmes to support their learning in reading. These children will be identified by the class teacher or SLT during half-termly pupil progress meetings.

Intervention programmes include: extra 1-1 reading and guided reading sessions.

Impact

The impact on our children is clear: progress, sustained learning and transferrable skills. We aim that by the end of KS2 all of our children have made considerable progress from their starting points in EYFS. By the time they are in upper Key Stage 2, all genres of writing are familiar to the children and teaching can focus on creativity, writer's craft, sustained writing and manipulation of grammar and punctuation skills.

Our children also become more confident, fluent readers and they realise the importance of reading for pleasure along with reading for information and knowledge.

As all aspects of English are an integral part of the curriculum, cross curricular writing standards have also improved and skills taught in the English lesson are transferred into other subjects; this shows consolidation of skills, progression and a deeper understanding of how and when to use specific grammar, punctuation and grammar objectives. We hope that as children move on from us to further their education and learning that their creativity, passion for English and high aspirations travel with them and continue to grow and develop as they do.

Cultural Capital

Cultural Capital is the accumulation of knowledge, experiences and skills that form the foundation for citizens to be successful in education, employment and society.

At Nantwich Primary Academy, we believe that Cultural Capital gives our children advantage, power and the strength to influence their futures and that of wider society. Cultural Capital helps our children develop into successful citizens who aspire to achieve.

Ofsted defines Cultural Capital as *"...the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said, and helping to engender an appreciation of human creativity and achievement."*

Our aspirational English curriculum seeks to expose children to new cultural contexts. This widens learning with rich experiences that build progressively; our carefully planned cultural activities open up doors in later life. These experiences include:

Enrichment:

- links with our local library, to ensure children enjoy a wide range of reading experiences
- visits to the theatre to see the transition of texts to the stage

Curriculum:

- the use of high quality texts to promote both reading and writing, whilst opening up the children's learning to both new and classic authors.
- the use of drama as a means to develop full and immersive understanding of texts.
- English lessons focused around termly topics
- ERiC – Everybody Read in Class. The opportunity for children to enjoy and explore texts of their choice each day

Celebrations:


- World Book Day
- Reading cafe

5. AMBITIOUS CURRICULUM

At our primary school, we are committed to fostering a deep love for English, empowering pupils to confidently navigate the world of language and literature. Our intent is to instil strong reading, writing, and communication skills, enabling each child to excel academically and socially. Through a comprehensive implementation approach, we provide diverse learning opportunities, including guided reading, shared writing, and cross-curricular activities, ensuring consistent progress and mastery of skills. Our curriculum's impact is evident in the sustained learning, transferrable skills, and creativity our pupils demonstrate, preparing them for future success. Embracing cultural capital, we enrich students' experiences with high-quality texts, theatre visits, and community engagement, nurturing their appreciation for human creativity and achievement. Our ambitious English curriculum cultivates passionate, skilled, and inspired learners, ready to embrace life's challenges and opportunities.

Appendix 1

Key stage 2 Guided Reading example

Define 	Retrieve 	Summarise 	Infer 	Predict 	Relate 	Explore 	Compare 
2a: Give/explain the meaning of words in context	2b: Retrieve and record information/identify key details from fiction and non-fiction.	2c: Summarise main ideas from more than one paragraph	2d: Make inferences from the text/explain and justify inferences with evidence from the text	2e: Predict what might happen from details stated and implied	2f: Identify/explain how information/narrative content is related and contributes to meaning as a whole.	2g: Identify/explain how meaning is enhanced through choice of words and phrases.	2h: Make comparisons within the text
Group 1	Percy Jackson and the Lightning Thief Chapter 6						
Monday To end of page 78	What three things did Chiron list as reasons why Grover's mission might not be a success on page 77?						
	What does it tell us about Percy's character that he wants to make sure that Grover isn't blamed?						
	How old is Grover? Why was Percy shocked?						
	What is the underworld?						
Tuesday To end of page 82	Guided Group						
Wednesday To end of page 88	Which god is the god of cabin 11? Why is that where the new people go?						
	Why can't monsters die?						
	How is Percy different to normal children?						
Thursday To end of page 93	Who is Clarisse?						
	What did Percy think about the toilet block? Why?						
	What do you think will happen next? Give evidence from the text to support your answer.						
Friday To end of chapter	Was your prediction correct? What happened?						
	Can you think of another similar incident with water earlier in the book?						
	Do you think this might give us more clues about who Percy's dad is?						

APPENDIX 2

