

Lytham C of E Primary School



English Policy

To inspire everyone in our school family to be the best they can be within our caring Christian community.

Our strap line is, 'Together We Grow With God'.

Aims

At Lytham Church of England, we are passionate about nurturing a love for reading, writing, and communication in every child. Our English curriculum is designed to develop confident, articulate, and creative learners, helping children reach their full potential in both spoken and written English.

Reading

We understand that reading is the foundation of all learning. We believe that a love of reading is key to developing lifelong learners. Beyond our structured reading lessons, we actively promote Reading for Pleasure throughout the school. By encouraging pupils to explore a wide variety of genres and authors, we help them discover the joy and excitement that comes from immersing themselves in a good book. We provide opportunities for independent reading, library visits, and regular story time sessions where teachers share their favourite books. Our aim is to create a reading-rich environment that inspires curiosity, sparks imaginations, and fosters a lifelong passion for literature.

We believe that when children love to read, they develop a deeper understanding of the world around them, improve their language skills, and strengthen their creativity and empathy. By nurturing this enthusiasm, we help every child become a confident and happy reader.

Daily Guided Reading sessions, in Key Stage 2, focus closely and specifically on reading skills for comprehension. We focus on the key reading domains to help children develop strong comprehension skills. These domains include:

- Retrieval: Finding information directly from the text.
- Inference: Making sense of what's implied but not directly stated.
- Vocabulary: Understanding the meaning of words and phrases in context.
- Prediction: Anticipating what will happen next in a story.
- Summarisation: Condensing the key points of a text.

Guided Reading is carefully planned to provide differentiated instruction, ensuring that all pupils are challenged and supported at their level. Our sessions include group discussions, teacher-led questioning, and tasks designed to deepen understanding and critical thinking. Teachers use a variety of texts and extracts from a range of genres chosen to match the reader's needs. Reading fluency is supported through our home-reading books with children selecting books at an appropriate level all the way from Reception to Year 6. Children are encouraged to read each night at home and parents are supported with how to read with their child. See our Phonics Policy for more information about EYFS and KS1.

Writing

Our reading phases lay the foundations for writing skills to be built upon with daily grammar warm-ups providing children with the correct writing tools for the writing outcomes. Teachers regularly model the text type and maximise the learning environment to support children's writing quality throughout the teaching sequence.

As a school, we closely follow the Lancashire model of teaching English in a sequence. This ensures that we are providing opportunities for our children to write frequently and for a range of purposes and audiences.

Spelling is a vital part of writing, and we use the No Nonsense Spelling programme to ensure our pupils build strong spelling skills. This structured approach helps children learn the rules and patterns of spelling while developing a wide and accurate spelling vocabulary.

The No Nonsense Spelling programme is:

Progressive: The teaching of spelling builds on previous learning from year to year.

Focused on strategies: Children are taught strategies to help them spell unfamiliar words and remember key spellings.

Engaging: Our spelling lessons are interactive, making the learning of spelling both enjoyable and memorable.

By integrating spelling into our writing curriculum, we help pupils apply their knowledge in meaningful contexts, improving both their accuracy and confidence as writers.

Statutory requirements

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Document 2014.

In the Foundation Stage, children should be given opportunities to:

- speak and listen and represent ideas in their activities;
- use communication, language and literacy in every part of the curriculum;
- become immersed in an environment rich in print and possibilities for communication.

At Key Stage One (Years 1 and 2), children should learn to speak confidently and listen to what others have to say. They should begin to read and write independently and with enthusiasm. They should use language to explore their own experiences and imaginary worlds.

At Key Stage Two (Years 3-6), children should learn to change the way they speak and write to suit different situations, purposes and audiences. They should read a range of texts and respond to different layers of meaning in them. They should explore the use of language in literary and non-literary texts and learn how the structure of language works.

The Governing body

Regular reports are made to the governors on the progress of English provision and the results which are obtained in reading and writing are discussed at length at the Standards and Effectiveness Committee and briefly through the Head's report at full governor meetings. This policy will be reviewed every year or in the light of changes to legal requirements.

Subject Organisation

The English Curriculum is delivered using the Programmes of Study 2014. The Early Learning Goals are followed (using support from Development Matters) to ensure continuity and progression from the Foundation Stage through to the National Curriculum. Pupil provision is related to attainment, not age. Children are taught in mixed ability, single age classes.

In Nursery, Reception and Year 1, systematic and synthetic phonics sessions are taught daily using Little Wandle Phonics, outside the English lesson.

In Key Stage One and Two we follow the national curriculum and use the Lancashire planning guidance documents, which have been adapted to suit the needs of our children. Where possible, units of work are linked to cross curricular topics or current events and promote diversity throughout the school.

Approaches to Speaking and Listening

Spoken language permeates the whole curriculum. Taught in the context of lively, engaging and creative units of work, the key learning for spoken language will help to underpin progress in reading and writing, and link skills across the curriculum. Teachers ensure that approaches are modelled and scaffolded, and that pupils are given opportunities to explore the spoken language expectations in a range of different contexts. Children are encouraged to develop effective communication skills in readiness for later life. In Key Stage One and Two, various interventions target children who struggle with speaking, listening and spoken language, including Wellcome, Neli and Lego Therapy.

Cross-curricular Opportunities

Teachers will seek to take advantage of opportunities to make cross-curricular links, particularly short and long writing opportunities. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum.

The Use of Technology

Opportunities to use technology, such as iPads and laptops, to support teaching and learning in English will be planned for and used as appropriate. iPads are used frequently for gathering content and supporting learning. Technology is also used to support children with additional needs.

Assessment and Marking

Work will be assessed in line with the Assessment Policy. Guided Reading is monitored using the Lancashire LAPS. Both reading and writing will be assessed according to the Lancashire KLIPS and using the Progression in Reading and Writing documents. In Year 2 and Year 6, these will be used in addition to the end of Key Stage National Curriculum objectives. Teacher Assessments are collated at the end of each term and inputted into the school tracker. Writing is marked in accordance with our school marking policy; more detailed feedback, either verbally (preferably) or written, is encouraged for extended pieces of writing. It is important to celebrate strengths and give each child an area to work on.

Inclusion

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment through targeted and timely interventions. We are continuing to raise standards in writing for all pupils with a particular focus on SEN and Pupil Premium children.

Parental Involvement

Parents/carers can support with English through daily reading with their child/children and communicating with teaching staff via the reading diary.

Reviewed: September 2024

Next Review: September 2025

Reviewed by: Hannah Davies