

# ***Tow Law Millennium Primary School***

## ***English Policy***



### **Intent**

At Tow Law Millennium Primary School, we work on the fundamental principle that English skills are the key to improving learning and raising standards. They enable pupils to gain access to all of the subjects studied in school by reading for information, pleasure and to communicate effectively. At Tow Law Millennium Primary School we endeavour to promote and highlight the necessity for good English skills in all aspects of our pupils' school life. All staff share responsibility for the development of pupils' English. Staff work together to encourage and raise the self-esteem of pupils through the promotion of English skills.

Crucially, we believe that literate pupils will ultimately emerge as confident and articulate communicators, fully prepared to enter the adult world. We aim to enable all pupils to reach their potential in the key skills of reading, writing, speaking and listening.

### **Aims of Reading**

We want our pupils to enjoy and be engaged in reading. This includes being able to use their reading skills to help them learn, develop and increase their confidence and competence in reading. This will allow them to:

- Read fluently, accurately and with understanding.
- Become independent and critical readers while making informed and appropriate choices.
- Being able to select information from a wide range of texts and sources including print, media and information technology.
- To be able to evaluate and interpret sources effectively.
- To apply techniques such as skimming and scanning effectively in order to research and appraise texts.
- To develop strategies for silent reading.

### **Aims of Writing**

Many lessons include and depend on written communication. We want our pupils to develop increasing confidence and competence in writing so that they are able to:

- Write in a widening variety of forms for different purposes and across the whole curriculum. For example; to evaluate, explain, analyse, explore, describe, argue, persuade and inform.
- Develop ideas and communicate meanings to their audience using wide-ranging or/and technical vocabulary as well as an effective style. This includes organising and structuring sentences grammatically and whole texts coherently.
- Present their writing clearly using accurate punctuation, grammar, correct spelling and legible handwriting.
- Apply their developing skills to the writing of multi-media texts.

## **Aims of Speaking and Listening**

Speech is our main means of communication in everyday life and is fundamental to the development of understanding. We want our students to develop increasing confidence and competence in oracy so that they are able to:

- Express their ideas with clarity.
- Use appropriate language, vocabulary and terminology to explain their thinking.
- Adapt their speech to a widening range of circumstances, recognising degrees of register and formality.
- Use varied and specialised vocabulary and terminology.
- Speak for a range of purposes. For example, to narrate, to explain, to evaluate, to analyse and to report.
- Listen with understanding and respond sensitively and appropriately.

## **Teaching and Learning Style- Implementation**

### **Strategies for teaching Reading**

Across the *whole curriculum*, teachers will provide activities for pupils to:

- Read and follow written instructions.
- Read to explore and develop understanding.
- Learn how to skim and scan for information in a text.
- Learn how to select from written material and challenge the information they are given in books, textbooks, newspapers or from IT sources.
- Develop a wide range of vocabulary comprehension across all classes.

Teachers will provide reading material of high quality, which is relevant and balanced in its presentation of culture, ethnicity and gender using our book lists for support. Reading material will be appropriate for the age and ability of

students. The Accelerated Reader scheme supports differentiation and can inform intervention strategies. Prior to the children moving on to the Accelerated reader program, the children read books within the book bands which are linked to a range of reading schemes. The children move to Accelerated Reader when they are more confident readers, this will usually be in year 2 but we always consider the needs of the child. If they are not ready to work within the Accelerated Reader scheme we continue supporting their reading through daily reading support, phonics work through Essential Letters and Sounds, which is our county validated scheme.

## **Strategies for Writing**

Across the whole curriculum, teachers will provide activities for pupils to:

- Use writing to plan and organise.
- Plan, draft, discuss and reflect on their writing, using IT where appropriate.
- Use learning mats to support in the construction and redrafting of written work.
- Writing tasks will cover a range of genres and pupils need to fully understand the audience and purpose of their writing.
- Cursive writing is introduced to the children when it is appropriate.

Teachers will set writing tasks that have clear and immediate purposes linked to our 2 year English Long Term Plan. Following this class teachers complete medium term planning and this is generally text based. Some texts are planned via the Educate and Celebrate programme- see the Long-Term Plan. However, when choosing a text, teachers use the school book list but are also encouraged to discuss new texts they have discovered with the English Coordinator. Texts need to support vocabulary development as well as looking at writing for a range of purposes. Modelling and scaffolding techniques can be employed to support pupils in their writing. Teachers also teach pupils how to structure their writing using a variety of sentence structures and paragraphs and correct errors in grammar, punctuation and spelling. Staff will ensure that grammar and spelling strategies are taught implicitly as well as explicitly. (See Assessment and Target Setting Policy)

## **Strategies for Speaking and Listening**

Across the whole curriculum, teachers will provide activities for the pupils to:

- Listen and carry out instructions.

- Explore and develop their ideas with others through their talk.
- Ask questions as well as answer them.
- Work collaboratively with others.

## **Strategies for Grammar, Spelling and Punctuation**

It is essential that all three elements are taught across the whole curriculum and embedded into the learning of the pupil. We do however have a weekly grammar/punctuation lesson where needed for pupils in KS1 and KS2. Our Nursery children access activities from phase 1 letters and sounds to develop pre-reading and writing skills. Teachers use the information in our spelling program to support the teaching of spelling and spelling rules from year 2 to year 6 or whenever children are developmentally ready. To assess these spelling skills, we use a range of strategies including Spelling Frame. It is very important that children are assessed at the correct level with teachers understanding the disparity between writing/reading and spelling levels. Therefore, teachers need to make sure through all types of assessment that pupils revisit spelling rules and focus on accelerating pupil's learning to enable spelling levels to match their writing level. This work is combined and supported within our Assessment and Target Setting policy.

## **English Curriculum Planning**

We use the national curriculum objectives as the basis for our curriculum planning. We have adapted them within the local circumstances of our school and consider the children's needs at the heart of our work. Our curriculum planning is in three phases (long-term, medium-term and short-term). Teachers use our 2 year Long Term English Plan to ensure pupils are introduced to a range of texts and writing styles which are taught in a clear sequence. Our medium-term plans give more details relating to the objectives and text focus. KS1 and 2 medium term planning is generally text based (A Book List is available to support teachers in their choice of text). Each class teacher creates a plan for each lesson in their short term planning. These daily lesson plans list specific learning objectives and success criteria for pieces of writing. These plans are annotated on a daily basis and discussed with the co-ordinator when needed.

## **The Foundation Stage**

In EYFS pupils are taught Reading and Writing skills within the Specific Area of Learning. They are given activities through both focussed and child initiated work to develop their skills and learning to meet the Early Learning Outcomes and Early

Learning Goals for each of these areas. In order for children to make the best progress possible in reading and writing, children are given daily phonics activities from Nursery using Essential Letters and Sounds Phased activities- Staff follow the guidelines set out in Essential Letters and Sounds for specific phonics and tricky word teaching, this continues through to KS1 and further if required.

Pupils are taught Speaking and Listening skills within the Prime Area of Learning, Communication for Language. They are given activities through both focussed and child-initiated work to develop their skills and learning to meet the Early Learning Outcomes and Early Learning Goals for this area. It is also important to note that skills in Reading, Writing and Speaking and Listening are reinforced wherever possible throughout the wider Early Years Curriculum.

## **Teaching English to Children with Extra Needs**

At Tow Law Millennium Primary School we teach English to all children, whatever their ability. English skills are an integral part of the school curriculum policy to provide a broad and balanced education to all children. Through our English teaching we provide learning opportunities that match the needs of children with SEND and we take into account the outcomes set for individual children in their Support Plans or EHCP. When needed children will also be supported by providing them with higher level tasks and a wider range of activities which are focused on developing more independent tasks relating to English objectives.

## **Assessment and Recording**

Teachers provide regular teaching and learning opportunities that link to the delivery of English. When monitoring writing we use pupils' English books, science books and other foundation subject work to gather a wider view of their attainment. This assessment work is completed in co-ordination with the Humanities and Science co-ordinator. In addition, we monitor writing in county moderation meetings. We monitor reading across the curriculum- through using Phonics assessments, the Accelerated Reader program and daily reading tasks.

## **Resources**

We have a range of resources suitable for all ages to support reading, writing, GPS and speaking and listening. In addition, we make use of IT where appropriate. Phonics resources can be found in classrooms and we have a central store to support learning. A text list is used to support teachers when choosing texts linked to the English Long-Term Plan.

## Monitoring and Review

It will be the responsibility of each class teacher to monitor the effect of the English strategies throughout the academic year. The Subject leader will review the progress made at the end of each term in consultation with the class teacher and support staff through discussion and observations. At dedicated staff meetings we will discuss issues that have arisen and amend the policy in accordance with staff and student response. This policy is available in other languages and formats if required.

**Signed:** N Mawson

**Date:** Spring 2026

**Date to be reviewed:** Spring 2028

If you require this information summarised in another language or format please contact the school office on:



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