

ASHURST CE AIDED PRIMARY SCHOOL

ENGLISH POLICY



Aims - Our Intent

The study of English at Ashurst CE Aided Primary School develops children's abilities to listen, speak, read and write for a wide range of purposes and audiences. In so doing they use language to learn and communicate ideas, views and feelings. It enables children to express themselves creatively and imaginatively, as they become enthusiastic and critical readers of stories, poetry and drama, as well as non-fiction and media texts. Children gain an understanding of how language works by looking at its patterns, structures and origins. They use their knowledge, skills and understanding in speaking, reading and writing across a range of different subjects. Our specific aims for speaking and listening, reading and writing are as follows.

Speaking and Listening

It is our aim for the children to:

- be encouraged to develop a wide range of vocabulary and the ability to use language in different situations: recounting, describing, reporting, discussing and presenting
- be encouraged to listen attentively and improve aural discrimination
- use language to create, adapt and sustain different roles through drama
- listen, understand and respond to others asking relevant questions where appropriate

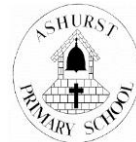
Reading

We aim to enable every child to:

- experience success from the earliest possible stage
- be interested in books and read for pleasure
- be able to utilise a full range of reading clues (phonic, syntactic, graphic, and contextual) and to monitor their reading, correcting their own mistakes
- read for meaning using inference and deduction, looking for meaning beyond the literal
- understand the sound spelling systems and etymological root of words, using this to read and spell accurately
- use their reading skills to retrieve information as part of their learning throughout the entire curriculum
- read more challenging literature, broadening their reading horizons

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Writing and Handwriting

We aim to enable every child to:

study language usage and use models of good writing to develop their own skills

- value their own work and that of others
- discuss their writing with peers and adults
- write for a variety of audiences and purposes, using a range of genres and standard formats in fiction, poetry and non-fiction
- know how written Standard English varies in degrees of formality
- form letters correctly, leading to a fluent, legible and individual style
- write legibly in both joined and printed styles with increasing fluency and speed
- use different forms of handwriting for different purposes

Teaching and Learning Approaches - Our implementation

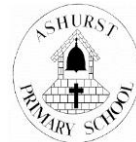
The Early Years Foundation Stage

In Early Years English is based upon the FSP strand of Communication, Language and Literacy. Communication, language and literacy depend on learning and being competent in a number of key skills, together with having the confidence, opportunity, encouragement, support and disposition to use them. This area of learning includes communication, speaking and listening in different situations and for different purposes, being read a wide range of books and reading simple texts and writing for a variety of purposes. To give all children at Ashurst the best opportunities for effective development and learning in communication, language and literacy, we provide opportunities for children to:

- communicate thoughts, ideas and feelings and to build up relationships with adults and each other
- Incorporate communication, language and literacy development in planned activities in each area of learning
- Share and enjoy a wide range of rhymes, music, songs, poetry, stories and non-fiction books
- Link language with physical movement in action songs and rhymes, role play and practical experiences
- Learn in an environment that reflects the importance of language through signs, notices and books
- See adults writing and to experiment with writing for themselves through making marks, personal writing symbols and conventional script

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- Develop spoken language through conversations between children and adults, both one-to-one and in small groups, with particular awareness of, and sensitivity to, the needs of children for whom English is an additional language, using their home language when appropriate

Within KS1 and KS2 we use a variety of approaches in English lessons. These may include direct, experiential, enquiry and problem-solving approaches. Our principal aim is to develop children's knowledge, skills, and understanding of Literacy. We do this through a daily lesson that has a high proportion of whole-class/ year group and group teaching. During the week children experience shared reading or writing activities, focused spelling, grammar and punctuation word or sentence activities and opportunities for independent reading and writing. They have the opportunity to experience a wide range of books, texts and e-books, they use a range of resources such as dictionaries, thesauruses, spelling dictionaries e.g. ACE, word cards and phonic games to support their learning. Children use ICT in English lessons where it enhances their learning, as in drafting their work or presenting their work, and use multimedia to study how words and images are combined to convey meaning. Wherever possible children are encouraged to use and apply their literacy learning in meaningful tasks across other areas of the curriculum.

English Planning

The school has a long-term English plan which includes the key texts to be read in each particular topic in reading and writing lessons as well as the grammar, punctuation and spellings objectives to be covered. The objectives are progressive and linked directly to the National Curriculum Framework

As well as opportunities for reading and writing within the literacy sessions, each class has a planned quiet reading time at least four times a week. EYFS, KS1 and KS2 Children are heard reading independently by an adult or their peers on a regular basis, changing their books when required. Ashurst is fortunate to have the weekly support of parents and grandparents to listen to children read in school. As of Autumn 2019, we have introduced Read Write Inc texts across FS, KS1 and LKS2 to supplement our other reading books which include the Oxford Reading Tree.

Children work their way through the stages according to their ability, progressing to reading literature of their choice (checked for suitability by an adult where necessary).

Early Years Phonics skills are taught mainly through RWI and Jolly Phonics (which leads into Jolly Grammar). These sounds and blends are taught and revisited throughout KS2 for children whose learning is not yet secure.

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SEND Provision

There are children of differing ability at Ashurst. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

Children identified as needing extra support in English will be given appropriate help in the classroom. Children with special educational needs are set appropriate literacy targets on an Individual Support Plan. Planning in Literacy takes into account the targets set for individual children in their Individual Support Plans (ISPs). Their learning will be supported and incorporate specific approaches to enable them to learn, make progress and be successful. Children will be provided with challenges matched to their needs through a range of teaching strategies including:

- using texts that children can read and understand
- using visual and written materials in different fonts and colours
- using different coloured overlays
- using ICT, other technological aids and taped materials
- using alternative communication such as signs and symbols
- using intervention and support materials such as Toe-By-Toe.

Mental Health and Wellbeing

All children deserve the opportunity to experience happy, fulfilled and successful lives. At Ashurst CE Aided Primary we acknowledge that mental wellbeing is a normal part of daily life, in the same way as physical health. At Ashurst CE Aided Primary we nurture our bodies, minds, each other and our environment. By providing opportunities for learning outdoors, we aim to connect children and staff with the natural environment. We embrace the benefits this brings for mental health and physical and emotional wellbeing.

We promote pupils' self-control and ability to self-regulate, and strategies for doing so. This will enable them to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges. This integrated, whole-school approach to the teaching and

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promotion of health and wellbeing has a potential positive impact on behaviour and attainment.

Pupils will also be taught about the benefits of hobbies, interests and participation in their own communities. We encourage children to recognise that they are social beings and that spending time with others, taking opportunities to consider the needs of others and practising service to others, including in organised and structured activities and groups, are beneficial for health and wellbeing.

Children should be inspired to follow their dreams when they leave school, whether that be to secure a job, begin vocational training or go on to further education.

We have a shared responsibility to prepare our children to achieve mental, physical and economic wellbeing in a local, national and global context.

Mental health and wellbeing play a crucial role in the teaching of literacy by providing a supportive environment that encourages children to engage with texts and develop their literacy skills. Here are some ways in which mental health and wellbeing can support the teaching of literacy:

Emotional Wellbeing: Children who feel emotionally well are more likely to engage with texts and understand them better. Reading and writing activities can help them express their thoughts and feelings, which is essential for literacy development.

Resilience and Hope: Reading and writing can provide children with a sense of hope and resilience, especially during challenging times. These activities can help them cope with difficulties and build a strong foundation for literacy learning.

Mental Health Literacy: Schools can promote mental health literacy, including offering a range of supportive texts, to support children in recognising the signs of mental health struggles and understand more about the strategies they can use as well as talking to an adult in school. This can lead to better literacy outcomes as children feel supported and understood.

Our whole school approach to mental health and wellbeing can help create a supportive environment that encourages children to engage with texts and develop their literacy skills.

By addressing mental health and wellbeing, we aim to create a more inclusive and supportive classroom environment that fosters literacy development and helps children thrive academically and personally.

Equal Opportunities

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Ashurst CE Aided Primary School, has universal ambitions for every child, whatever their background or circumstances. Children learn and thrive when they are healthy, safe and engaged. In order to engage all children cultural diversity, home languages, gender and religious beliefs are all celebrated. Our curriculum includes a wide range of texts and other resources which represent the diversity and backgrounds of all our children.

Outcomes - Our Impact

At Ashurst we strive to enable our children to be fully literate and articulate; children who are prepared for their secondary education and later life. Through engaging lessons, we aim to foster a love of English and language and an enjoyment of learning. We challenge children of all abilities to make good progress in all areas of the English National Curriculum. Ashurst children are encouraged to have a growth mind-set and to develop the skills of perseverance and resilience. Through reading in particular, pupils are given a chance to develop culturally, emotionally, intellectually, socially and spiritually.

Monitoring and Evaluation

This policy will be reviewed by the English subject leaders, in consultation with the staff, as and when elements of English are identified or prioritised within the School Development Plan.

Assessment:

All children are tracked using the in-school tracking system. After each unit of work, class teachers assess children based on their skills, knowledge and understanding linked to the objectives in the English National Curriculum.

Roles and Responsibilities

Subject Leaders - To have an impact on raising standards of attainment for English across the whole school.

- Adapt and use the Programme of Study for English across the whole school to meet the needs of our children.
- To monitor the whole schools and individual needs.
- To be able to assess individual professional development opportunities and needs.
- To monitor and maintain high quality resources.
- To maintain an overview of current trends and developments within the subject.

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- To ensure, together with the Head Teacher an effective programme of moderation and assessments.
- To ensure a regular and effective programme of analysis of short-term planning is in place.

This policy was adopted in: September 2025

The policy is to be reviewed in: September 2026