



Coates Lane Primary School

English Policy

1. Intent

The study of English develops children's ability to listen, speak, read and write for a wide range of purposes. The use of written and verbal language in the classroom enables children to communicate ideas, views and feelings creatively and imaginatively. As they become enthusiastic and critical readers of stories, poetry, playscripts, non-fiction and media texts, children gain an understanding of how language works. Children use their knowledge, skills and understanding in speaking and writing across a range of different situations. At Coates Lane, we believe that a quality English curriculum should develop children's love of reading, writing and spoken language and expose them to a variety of high quality texts and stimuli, as well as frequent, purposeful opportunities to practise and review key skills. At Coates Lane School, our aim is to equip our children with the skills that they need to write effectively for a range of purposes and audiences and by the end of Year 6, it is our hope that children successfully demonstrate a range of skills that they have learnt throughout their school journey.

In accordance with The National Curriculum for English, at Coates Lane we aim to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

(National curriculum in England: English programmes of study - key stages 1 and 2)

Please see separate Reading, Spelling and Handwriting policies

2. Implementation

Our English provision follows the 2014 National Curriculum and is taught through daily English lessons. At Coates Lane, we follow the Lancashire schemes of work for our English lessons. This ensures the appropriate progression of skills across the school. The structure of an English unit is as follows: Following a creating interest lesson to hook the children and engage them in the unit, the unit begins with a reading phase. (please see reading policy for more information on reading.) This then moves onto a gathering content for writing, planning of writing and then writing lessons. Following the completion of a unit, an independent write takes place based on the text type studied. Spelling, Handwriting and Guided Reading are taught as discrete lessons. Grammar teaching takes place at the start of every English lesson, with the expectation that the key grammar skills that are taught, are then applied in writing.

Within our English units, modelled, shared, guided and independent writing takes place across all year groups.

Writing opportunities at Coates Lane include:

- Shared writing within lessons
- Guided writing within lessons
- Independent writing within lessons and within the different phases
- Independent writing at the end of a unit
- Grammar is developed within Warm-up sessions at the start of English lessons
- Phonics (KS1) and Spelling (KS2) in discrete lessons .
- Grammar is developed within Warm-up sessions at the start of English lessons.

Within these sessions, a different grammar skill is learnt and applied each week. The i-model is used as the basis to plan grammar warm ups for sentence construction and word class. After children have learnt a new grammar skill in grammar warm ups, the teacher then models the application of this skill during any modelled writing. The children will then apply the skill in their own writing.

- Writing modelled within lessons will include age-related skills and vocabulary that the children will use to create a scaffolded piece of writing.

Following this, they will then be able to apply these skills in their independent writing.

- Within an English unit, a variety of short writing opportunities will be modelled to the children allowing them to explore various text types and write for various audiences and purposes.
- Children will write independent versions of these throughout the unit to apply the skills they have learnt.
- Following completion of an English unit, an independent version of the focus text type is written. This allows the children to demonstrate the skills learnt within the unit and their ability to use the features of the text type.
- Interesting and engaging writing opportunities are provided in all areas of the curriculum (where appropriate). This will enable the pupils to practise and apply the skills, knowledge and understanding acquired through English lessons in other areas of the curriculum.

3. Impact

Through the teaching of English at Coates Lane, we enable children to;

- Develop a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- Write clearly and accurately in a range of situations for a variety of purposes.
- To elaborate and explain clearly their understanding and ideas.
- To speak clearly for a range of purposes and audiences.
- To use and apply their English skills in other curriculum subjects.
- To have a deep understanding of language.
- We aim for all of our children to have made considerable progress from their EYFS starting point by the end of KS2. Regular assessment and use of interventions, where necessary, is provided to support pupils in order to ensure progress is made.
- We aim, by the end of KS2, for all of our pupils to be 'secondary school' ready and be able to access all curriculum areas.
- We hope that as children move on from their primary education to secondary education their love and passion for reading, writing and learning prepares them appropriately for adulthood.

4. Teaching and learning of English in EYFS

Please see separate Early Reading and Phonics policy

A broad range of activities are provided to develop English skills throughout the continuous provision in EYFS. Drawing club is a strategy that is used in EYFS to develop early writing. In accordance with the statutory framework for EYFS, opportunities to develop the children's communication and language and literacy skills across the provision are paramount:

Communication and Language: The development of children's spoken language 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.

Literacy: 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).

ELG: Listening, Attention and Understanding

Children at the expected level of development will:

- 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.

ELG: Speaking Children at the expected level of development will:

- 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.

ELG: Fine Motor Skills Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing
 - using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

Literacy ELG: Comprehension Children at the expected level of development will: -

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.

ELG: Word Reading Children at the expected level of development will:

- 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.

ELG: Writing Children at the expected level of development will: -

- 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

5. Teaching and learning of English in Key Stage 1

Please see separate phonics, spelling, handwriting and reading policies for these areas of English.

Year 1

Writing Composition

Pupils should be taught to:

- write sentences by:
- saying out loud what they are going to write about
- composing a sentence orally before writing it
- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- read aloud their writing clearly enough to be heard by their peers and the teacher.

Vocabulary, grammar, punctuation

Pupils should be taught to:

- develop their understanding of the concepts set out in English Appendix 2 by:
- leaving spaces between words
- joining words and joining clauses using and
- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- learning the grammar for year 1 in English Appendix 2
- use the grammatical terminology in English Appendix 2 in discussing their writing

Year 2

Writing Composition

Pupils should be taught to:

- develop positive attitudes towards and stamina for writing by:
- writing narratives about personal experiences and those of others (real and fictional)
- writing about real events
- writing poetry
- writing for different purposes
- consider what they are going to write before beginning by:
- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence
- make simple additions, revisions and corrections to their own writing by:
- evaluating their writing with the teacher and other pupils
- re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]

- read aloud what they have written with appropriate intonation to make the meaning clear.

Vocabulary, Grammar and Punctuation

Pupils should Develop their understanding of the concepts set out in English Appendix 2 by:

- learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- learn how to use:
 - sentences with different forms: statement, question, exclamation, command
 - expanded noun phrases to describe and specify [for example, the blue butterfly]
 - the present and past tenses correctly and consistently including the progressive form
 - subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
- the grammar for year 2 in English Appendix 2
- some features of written Standard English
- use and understand the grammatical terminology in English Appendix 2 in discussing their writing.

6. Teaching and learning of English in Key Stage 2

Please see separate spelling, handwriting and reading policies for these areas of English.

Year 3 & Year 4

Composition

Pupils should be taught to:

plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas
- draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Vocabulary, grammar and punctuation

Pupils should be taught to:

- develop their understanding of the concepts set out in English Appendix 2 by: extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- using the present perfect form of verbs in contrast to the past tense
- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- using conjunctions, adverbs and prepositions to express time and cause
- using fronted adverbials
- learning the grammar for years 3 and 4 in English Appendix 2 indicate grammatical and other features by: using commas after fronted adverbials
- indicating possession by using the possessive apostrophe with plural nouns
- using and punctuating direct speech
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading

Year 5 & Year 6

Composition

Pupils should be taught to:

- plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- précis longer passages using a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- evaluate and edit by: assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proof-read for spelling and punctuation errors
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

Vocabulary, punctuation and grammar

Pupils should be taught to:

- develop their understanding of the concepts set out in English Appendix 2 by: recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- using passive verbs to affect the presentation of information in a sentence
- using the perfect form of verbs to mark relationships of time and cause
- using expanded noun phrases to convey complicated information concisely
- using modal verbs or adverbs to indicate degrees of possibility
- using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- learning the grammar for years 5 and 6 in English Appendix 2
- indicate grammatical and other features by: using commas to clarify meaning or avoid ambiguity in writing
- using hyphens to avoid ambiguity
- using brackets, dashes or commas to indicate parenthesis
- using semi-colons, colons or dashes to mark boundaries between independent clauses
- using a colon to introduce a list
- punctuating bullet points consistently
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

Spoken Language Year 1- 6

Pupils should be taught to:

Listen and respond appropriately to adults and their peers.

Ask relevant questions to extend their understanding and knowledge.

Use relevant strategies to build their vocabulary.

Articulate and justify answers, arguments and opinions

Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings

Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments

Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas

Speak audibly and fluently with an increasing command of Standard English

Participate in discussions, presentations, performances, role play, improvisations and debates

Gain, maintain and monitor the interest of the listener(s)

Consider and evaluate different viewpoints, attending to and building on the contributions of others

Select and use appropriate registers for effective communication

7. Assessment

As well as ongoing formative assessment teachers from Reception to Year 6 assess the writing of every child at least half termly, through analysis of the independent writing that has been produced. Teachers look for evidence of the child meeting objectives from the National Curriculum Program of Study and use KLIP documents to assess this. Following assessment, teachers make a judgement as to whether a child is working towards the age expectation, working at the age expectation, working at greater depth within the age expectation. Teachers also take into account work completed throughout the term to support their termly judgement.

The moderation of writing assessment takes place across the school and within a local cluster of schools. An English Consultant from Lancashire County Council also works with staff to complete writing moderation.

NFER grammar, spelling and punctuation tests are used on a termly basis.

8. Equal Opportunities including SEND

All children have equal opportunities to reach their full potential across the English curriculum, regardless of their race, gender, cultural background, and ability, or of any physical or sensory disability. Tasks and activities are carefully considered and designed to ensure appropriate challenge for all learners.

Teachers work with SEN Coordinator to best meet the needs of individuals within their classes. Children who are identified as needing extra support are assessed and support is put in place to help them make rapid progress. In addition, class teachers deploy teaching assistants to provide targeted support. Assessment data is used to inform and allocate appropriate intervention.

(Please see the SEN policy for further details)

9. Role of the subject leader

The English Subject Leader regularly performs book looks, learning walks and observations within English to ensure consistency of teaching and learning throughout school. Regular reports are made to the Governors on the progress of English provision. Governors are also invited to monitor the effectiveness of the school through a variety of other activities including learning walks, participation during work scrutinies and classroom observations.

The subject leader will:

- Lead the development of English across school.
- Provide guidance to individual members of staff.
- Keep up to date with local and national developments
- Attend network meetings and feedback to staff
- Lead training based on updates from network meetings
- Order relevant resources
- Organise training and CPD opportunities for staff as appropriate

10. Resources

- English resources are kept in the library, outside the staffroom, outside the Year 5 classroom
- Electronic versions of a number of English resources are kept in the English folder on Staff Shared
- Planning documents for English units are on Staff Shared

- All teachers are provided with electronic and hardcopies of resources during English CPD delivered by the subject leader
- All teachers have a copy of discriptosaurus to support the teaching of vocabulary
- Teachers should inform the subject leader of any additional resources that they require

Date of policy review: September 2026

Date to be reviewed: September 2027