	English Policy		
	Member of staff responsible	Date Approved	Review Date
	Mrs Jill Reid	Summer 2025	Summer 2027

Intent

Our Philosophy for Teaching English

At Furness Education Trust, we believe the use of English in spoken and written form is the foundation of all learning, and that a secure basis in literacy skills will give the children the tools they need to communicate effectively and creatively in society. It is therefore essential that all children are given early confidence and ability in the use of language to enable them to access the whole curriculum.

Our intention is to inspire children to be confident in the art of speaking and listening to enable them to communicate effectively with others. We recognise that reading is the cornerstone to success in the curriculum, and is a fundamental life skill, so every child should have access to an ambitious and rewarding reading curriculum. We also recognise the importance of nurturing a culture where children take pride in their writing, can write clearly and accurately and adapt their language and style to a range of contexts.

National Curriculum

English is given high priority at Furness Education Trust, and is taught every day in class using guidance from the National Curriculum and the Early Years Foundation Stage Statutory Framework (Literacy, Communication and Language). Our English curriculum makes cross curricular links to develop children’s knowledge, skills and understanding across a range of topics.

Since the introduction of the new National Curriculum in 2014, the emphasis has been to ensure that all children have access to the following strands: Spoken Language, Reading, Writing, Spelling, Vocabulary, Grammar and Punctuation.

Our Curriculum

As a foundation for structuring and planning our units of work, we use a variety of resources across the Trust. These include: Read, Write Inc Phonics, Read, Write inc Spell, Oak National Academy, Hamilton Trust, Ninja Comprehension and Teaching Comprehension Strategies .

Vocabulary, Grammar and Punctuation are taught through Read, Write Inc and Letters and Sounds from Early Years to Year 1. These are also reinforced in year 1 through writing units. Years 2-6 teach V,G and P within their writing units.

Spellings are taught through our Trust Spelling Programme.

Implementation

Curriculum Organisation

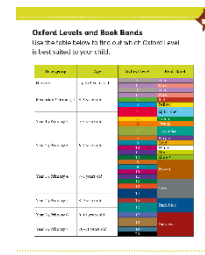
We have a rigorous and well organised English curriculum and framework that provides many purposeful opportunities for reading, writing and discussion. Teachers ensure that there are cross curricular links with previous and concurrent topics.

Timetable

English is taught daily in each classroom. From Early Years to Year 1, this is through Read, Write Inc and writing sessions. All year groups from Year 2 to Year 6 are taught English through a range of writing topics (Fiction, Non Fiction and Poetry) and reading lessons.

Reading

- Nursery staff instill the love of reading through the use Borrowing and Core books.
- For early readers, children are provided with books that match their phonological ability. Once the children have reached an expected standard of reading, they move onto the school's main reading scheme, e.g. Oxford Reading Tree. These schemes are also complemented with books to allow children to read (or be read to) for pleasure.



The image shows a chart titled 'Oxford Levels and Book Bands'. It is a grid with 'Year Group' on the vertical axis and 'Book Band' on the horizontal axis. The vertical axis lists Year 1, Year 2, Year 3, Year 4, Year 5, and Year 6. The horizontal axis lists Book Bands from 1 to 12. The chart is color-coded, with each cell representing a specific book band for a given year group. The colors transition from purple and blue in the top left to red and orange in the bottom right. Below the chart, the text reads 'Use this table below to find out what Oxford level is best suited to your child.' and the website 'www.oxfordowl.co.uk' is listed at the bottom right.

- Every term, each class has access to a set of Core Books/Topic Books. These are carefully chosen texts to support children in their development as readers. An important function of the Core/Topic Book collection is to give children a wider range of titles, authors and genres that they might not otherwise meet.

In Early Years and Key Stage 1, the selected books are memorable texts that feature repetition and encourage predictions. Some may include rhythm and rhyme; many will have supportive illustrations and all books will draw attention to written language and the way a book works.

In Key Stage 2, selected books are read aloud to the children by their class teacher whilst the other books can be read at home or at school.

- To help children read fluently, across the Trust we use a variety of strategies such as Reading Progress on Teams, Seesaw Reading assignments and 60 second reads from Twinkl.
- To support the teaching of Reading Comprehension, we use Hamilton Trust, Nelson Comprehension, Ninja Comprehension and Teaching Comprehension Strategies which are structured programs for teaching reading comprehension. From years 1-6, there are weekly focused reading comprehension lessons which are either based around a whole class book or individual texts.
- Each school has invested a lot of money into providing the children with high quality fiction, non-fiction and poetry texts for the dedicated reading and book areas in classrooms and across the school. School libraries also provide the children with good quality up to date books and provide another space in school where children can read in a relaxed and comfortable environment.
- In every school, children read with an adult in school at least once a week. At home, all children are encouraged to read a minimum of 4 to 5 times per week, earning points or rewards for their efforts. Across the Trust, we provide guidance and support to parents on how to effectively support their child's reading at home, through parent meetings, videos, leaflets, and other resources.
- Across the trust, we have agreed to share a diverse range of poetry from a wide variety of authors, including nonsense poetry, classic poetry, limericks, haikus, performance poetry and traditional poetry. Within each school, the poems will be selected by the teachers and personalised to their own curriculum. In EYFS the children will listen to and join in with rhymes, traditional songs and poems each week. In KS1 they have a core poem for the half term which they will listen to, recite and perform. In KS2, children will have a key

poet for each term. Children will listen to a range of poems throughout the year, during their 'read aloud' time. Children will also experience hearing and writing poems within their English lessons.

Writing

- In EYFS and Year 1 focus on basic skills as we do not want to introduce more complex tasks too early. Each half term, there is a focus and this is often linked to a core book. Through this focus, the children are taught transcription, composition, vocabulary, grammar and punctuation each half term. These components are broken down and sequenced over time with sufficient practise to reach automaticity. There is a big focus on transcription (spelling and handwriting) and oral composition to prepare the children for written composition.
- From Years 2 to 6, we deliver structured writing units that cover fiction, non-fiction, and poetry. Each unit's objectives are aligned with the National Curriculum for the specific year group, ensuring continuity and progression in learning.

Spelling

- Our Trust-wide Spelling Programme, spanning from Reception to Year 6, is aligned with the National Curriculum objectives.
- Each year group has a set of common exception words to learn as part of the National Curriculum.

Handwriting

- From Nursery to Year 1, children are taught letter formation through Read, Write inc letter rhymes.
- To ensure the children can write in a cursive style by Key stage 2, they are taught pre cursive handwriting in Year 2, and when they are confident with this, cursive writing is encouraged.
- Schools have their own reward schemes for handwriting. Special Pencils and Handwriting pens, of various stages, are used as an incentive to master the art of cursive handwriting – the ultimate handwriting pen being Stage 3!

Educational Visits/Visitors

We have visits from authors and poets to the schools to inspire children to read and write. Children also go to other venues to take part in workshops led by authors and poets.

Children have the opportunity to take part in the annual Reading Challenge organised by Barrow Town Library over the Summer holidays.

Classroom Organisation

For Read, Write inc Phonics, the children are put into ability groups. These groups are reviewed on a half termly basis.

Children's individual learning needs are addressed through careful scaffolding, questioning and appropriate rapid intervention where necessary to provide the appropriate support and challenge. Teachers teach children who need more support and 'fill gaps' where necessary in order to reduce the ability gap of the class.

Children often work in pairs to help each other too. Children are trained how to 'teach' each other so that paired work is not 'copying'.

All classes have trays of resources such as word banks, high frequency words, handwriting support sheets etc that the children can access to support their learning.

All children have their device and any English work completed on their device can be stored in their own folder. Each year group also has a shared area where children's work can be saved collectively.

Provision for Lower & Higher Ability

For Read, Write inc Phonics, the children are grouped according to ability which ensures provision for lower and higher ability children.

Children with gaps in their phonetic knowledge are quickly identified, and one to one tuition is put in place.

From Early Years, our classroom organisation supports the teaching and learning for all children and teaching and learning is adapted to suit all children. Interventions are put in place from Early Years to allow children to 'keep up'.

In Key Stage 2, we have a catch up/intervention programmes such as Fresh Start, Fluency and Comprehension Intervention and IDL. These are for children who have been identified as needing extra support in English. The intervention programmes teach older, struggling readers to read accurately and fluently with good comprehension.

Teachers target the bottom 20% of readers and these children are listened to read every day. Extra reading sessions take place each week which focus on reading with fluency and comprehension.

Some of the less experienced readers in each class may find some of the Core/Topic books quite challenging to read independently. If that is the case, an adult can read the story to them; they might listen to the story using an audio book or share the reading of the book with someone else. SEN children can access Core/Topic books from other year groups.

EYFS

We teach English in Nursery and Reception through Read, Write inc Phonics and the objectives set out in the Early Years Foundation Stage framework which underpins the curriculum planning. We provide the children with a wide range of opportunities to develop their understanding of Literacy, Communication and Language through varied activities that allow them to enjoy, explore, practise and talk confidently. Children's English development is carefully planned for through adult-led focus activities. Throughout EYFS, children are also encouraged to use and develop Literacy, Communication and Language through play in all areas of provision.

Parents

We know how important parental involvement is in maximising our teaching and learning of English. Consequently, we keep parents up to date with their children's progress and involve parents as much as possible through:

- Reading record book for home/school reading to maintain a log of children's reading at home and school, thus maintaining good communication and monitoring.
- Weekly reading on Teams through Reading Progress. This provides parents with data about their child's reading so that they can monitor their progress.
- Parent helpers in school to listen to readers.
- Setting regular English homework including spellings.
- Sending information home regarding what the children have done in English at school using 'Tapestry' and through posts on social media sites.
- Parent meetings to discuss Phonic Screening.

Transition to Secondary School

We work in close collaboration with our 'Trust' secondary schools, 'Furness Academy', Walney and other Secondary Schools to ensure our pupils' transition from primary to secondary is smooth and progressive.

English Subject leaders from each school within the Trust meet to discuss transition to secondary school and have devised a transitional unit of work to prepare Year 6 children for their move into Year 7.

Continuous Professional Development (CPD)

Staff meetings/Trust meetings are used regularly for English training usually led by the Subject Leader.

English Subject Leaders from all schools in our Trust work together to share knowledge and experience, in order to develop the teaching and learning of English to the highest standard.

All Trust staff complete an initial 2 day RWI phonics training course to enable them to become a reading teacher. Each school has appointed a Reading leader, who supports each reading teacher on a daily basis and during targeted practice sessions.

Each school has three Development Days each academic year. These are usually one per term and are carried out by a RWI consultant. These days allow in-lesson coaching, support for the reading leaders and the specific 1:1 training on an area of development. Following on from the Development Days, in school Reading Leaders assign CPD training videos to individuals via the Ruth Miskin portal, to show how to improve and deliver various small teaching steps. The Reading leader then monitors the improved progress through lesson drop-ins and supports, as necessary.

Trust leadership training occurs throughout the academic year and is focussed to equip reading teachers to support the needs of all pupils. This is delivered by an external consultant provider to ensure the highest quality, and most up-to-date training is delivered to staff.

The English curriculum is continuously reviewed through monitoring and evaluation by Subject Leaders and the Senior Leadership Team.

Assessment

Formative Assessment

Alongside marking of children's work, all of the following methods of formative assessment are carried out in the classroom to continually assess children's progress and attainment:

- Questioning
- Observation
- Use of whiteboards for answering whole class questions

- Self-assessment
- Peer-assessment
- Quizzes
- Verbal feedback

Read, Write Inc/Letters and Sounds half termly assessments and children are re grouped as a result.

Children from Reception upwards are assessed on their knowledge of spellings regularly.

Reading Progress through Teams on laptops and iPads gives instant electronic feedback to both teachers and the pupils.

Summative Assessment

Children are formally assessed for Reading and Grammar, Punctuation and Spelling using NFER assessments at the end of every term and these results are input into 'Arbor'.

Writing is assessed half termly against standards for each Year group.

Impact

Whole School Tracking

Assessment results are input into a tracking spreadsheet which enables teachers, subject leads and SLT to monitor progress and attainment on a half termly and annual basis as well as tracking between key stages.

Termly NFER results are put into Arbor and these results are analysed and shared with all teachers. Attainment and progress are regularly monitored and reported within the Trust. Children needing additional support are identified, and appropriate actions put in place.

Subject Monitoring

Progression of skills is monitored through regularly reviewing and scrutinising children's work as well as organising discussions with children to talk about what they have learnt, understood and remembered about what they have been taught.

Learning Walks are used in each school to monitor the quality of teaching and learning.

English Subject Leads in each school monitor English planning and children's books. They also talk to the children about the work they have been doing in class.

Staff are encouraged to feedback at staff meetings in order to continuously improve our teaching and learning.

Impact on our Children

The impact on our children is clear: progress, sustained learning and transferrable skills. Our children are enthusiastic learners who love English. They have a deep understanding of English concepts and are able to apply their English skills across different units of work and across different subjects.

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 lessons are transferred into other subjects. Children are developing a deeper understanding of how and when to use specific grammar and punctuation objectives.

With the implementation of the writing journey being taught thoroughly from Early Years right through to the end of Key Stage 2, the children are becoming confident writers, familiar with a range of genres. By the time they reach upper Key Stage 2, a greater emphasis can be placed on writer's craft, sustained writing and the manipulation of grammar and punctuation skills.

The introduction of Core/Topic books within each year group has resulted in children becoming excited about new books and authors. Parental feedback has been extremely positive with many parents purchasing copies of books for their own children to keep at home.

Termly assessment is showing that majority of children are achieving age related expectations in all year groups. Each year, we have a number of children achieving greater depth in reading, writing and grammar and punctuation.

SEN children generally achieve well and make very good progress because they are quickly identified, and intervention is quickly put in place for them.

Attainment and progress in English is consistently high with KS1 and KS2 results always being well above average.

At Yarlside, Read, write inc has had a massive impact on children's reading ability with 97% of children being at the expected level for their year group at the end of Reception and Year 1.

Phonic Screening Check 2025

93% (29 children): Yarlside
83% (30 children): Parkside
100% (13 children): LAMPS
83% (6 children): Newton

Analysis of data from Reading Progress on Teams has shown children from Years 2 – 6 are becoming more fluent and confident readers. Where this is not the case, extra reading practice and support has been put in place.

As a result of our handwriting schemes and incentives, all children across the Trust (with the exception of a small number who have problems with fine motor skills) produce a high standard of presentation and handwriting in their schoolbooks.

We hope that as the children move from their primary/junior schools in the Trust, to secondary education, their creativity, passion for English and high aspirations travel with them and continue to grow and develop as they do.