



St Just
Primary School

English Policy

Aspirations and Achievements; Together One and All

Perseverance - don't give up, perseverance - try your luck!
Enthusiastic in the things we do, enthusiastic me and you
Inspirational - be the best you can be, our inspirations set us free.

Updated September 2023

St Just Primary School
English Policy
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Introduction:

This English policy aims to outline our school's commitment to providing an exceptional English curriculum in accordance with the 2014 National Curriculum in England. Our primary goal is to ensure that all pupils develop excellent communication, reading, writing, and language skills. This policy adheres to the expectations set by Ofsted, the primary inspectorate in England, and ensures our school is well-prepared for inspections.

Our goals at St Just Primary:

1. Have a clear vision for English:

- Clearly state the importance of English in our curriculum.
- Explain how our English provision supports the holistic development of our pupils.
- Demonstrate how we integrate English across different subjects.

2. Provide a broad and balanced curriculum:

- Offer a curriculum that encompasses speaking, listening, reading, writing, grammar, and vocabulary.
- Ensure opportunities for pupils to develop their cultural capital through exposure to quality literature, drama, and poetry.
- Integrate speaking and listening skills across the curriculum.

3. Foster a love for reading:

- Promote a reading-for-pleasure culture, with regular opportunities for independent reading.
- Maintain a well-stocked, organized, and inviting library.
- Regularly assess pupils' reading abilities and provide appropriate interventions where needed.

4. Develop proficient writing skills:

- Promote the mastery of spelling, punctuation, and grammar through explicit teaching and regular practice.
- Provide opportunities for pupils to write for different purposes and audiences, including creative and non-fiction writing.
- Encourage drafting, revising, editing, and publishing written work.

5. Emphasize speaking and listening skills:

- Provide ample opportunities for pupils to participate in debates, discussions, and presentations.
- Foster a nurturing environment that encourages pupils to express themselves verbally.
- Teach pupils to actively listen and respond appropriately to others.

6. Use high-quality literature, texts, and resources:

- Select a range of books and texts that reflect diversity in culture, genre, and historical periods.
- Incorporate quality children's literature to enhance lessons and develop a love for reading.
- Use digital resources effectively to engage and support learning.

7. Assess progress and provide targeted support:

- Regularly assess pupils' attainment and progress across all aspects of English.
- Use formative and summative assessments to inform teaching and planning.
- Provide targeted interventions and support for pupils who require additional help.

8. Engage parents and promote learning beyond the classroom:

- Encourage parental involvement in their child's English learning journey.

- Share progress reports, provide resources, and suggest activities for parents to support learning at home.

- Organize literary events, author visits, and workshops to enrich pupils' and parents' experiences.

9. Continuously develop staff expertise:

- Provide continuous professional development opportunities in English teaching.
- Share best practices, research findings, and new strategies to enhance teaching and learning.
- Ensure staff members stay up-to-date with the latest changes and developments in the English curriculum.

Conclusion:

By ensuring our English policy reflects the expectations set by Ofsted and the 2014 National Curriculum in England, our primary school is committed to delivering an outstanding English education. This policy acts as a guiding document to ensure consistency, high standards, and excellence in our teaching and learning. Through our dedication to English, we aim to equip our pupils with the necessary skills and passion for lifelong communication and literacy.

Writing at St Just Primary

At our Primary School, we believe that writing is a fundamental skill that empowers students to communicate effectively and succeed in all areas of their education. This writing policy outlines our commitment to providing a high-quality writing curriculum that meets the expectations set by the relevant inspectorate. It is designed to ensure that all students have the opportunity to become confident, proficient, and creative writers.

Policy Statement:

Our school aims to:

1. Develop a love for writing: We strive to create a positive and engaging environment that encourages students to view writing as enjoyable and meaningful.
2. Provide a progressive writing curriculum: Our writing curriculum is designed to enable students to develop their writing skills through a planned sequence of lessons based around the Jane Considine writing programme, building on their prior knowledge and experiences.
3. Teach a range of genres and purposes: We provide opportunities for students to explore different genres and purposes of writing, including narrative, persuasive, explanatory, and descriptive writing. We ensure a balance between fiction and non-fiction writing.
4. Focus on the writing process: We foster an understanding that writing is a process involving planning, drafting, revising, editing, and publishing. Teachers support students at each stage, providing guidance and feedback to help them improve.
5. Promote grammar, punctuation, and spelling: We embed the teaching of grammar, punctuation, and spelling within our writing lessons. We teach these skills explicitly and provide regular opportunities for their application in writing tasks.
6. Develop proficient handwriting: We recognize the importance of legible and fluent handwriting. We teach handwriting using a consistent, joined cursive script throughout the school.
7. Provide a supportive learning environment: We ensure that all students have the necessary resources, including writing tools, books, and materials, to support their writing journey. Additionally, we provide targeted support for students who require additional assistance or challenge.

8. Assess progress and achievement: We use a range of formative and summative assessment strategies to monitor and measure students' progress in writing. Assessments are used to inform planning, adapt teaching approaches, and provide targeted interventions. Continuous assessment takes the form of statements levelled at 'Expected/ Below Expected/ Greater Depth' and is used as a tool to assess a child's piece of independent writing throughout the year.

Reading at St Just Primary School

At St Just Primary we are committed to promoting a love for reading and ensuring all our students become confident and proficient readers. This policy outlines our strategies, expectations, and guidelines for the teaching and learning of reading in accordance with the 2014 National Curriculum in England. Our primary objective is to ensure that reading becomes a lifelong skill that enriches the lives and academic achievements of our pupils.

Our school's aims:

Intent:

Our reading curriculum is designed to be ambitious and coherent, ensuring that all pupils:

- a. Acquire a wide range of vocabulary.
- b. Develop and apply understanding of phonics for decoding.
- c. Demonstrate fluency and accuracy when reading aloud.
- d. Engage with a range of texts to develop comprehension skills.
- e. Develop critical thinking skills and become analytical readers.
- f. Enjoy reading for pleasure and become independent readers.

Implementation:

a. Phonics:

- Rigorous daily phonics sessions using a systematic synthetic phonics approach based on the Bug Club Phonics scheme for Reception, Year 1 and Year 2. All children are streamed and regularly assessed using phonics tracker. Lessons take place between 9am and 9.30 am every day through Monday to Thursday.
- Use of high-quality phonics resources and interventions are used when required.
- Year 1 and Year 2 use Bug Club phonics as part of their weekly Grammar sessions on a Friday.
- Years 3 – 6 use The Natural Curriculum for weekly grammar sessions.

b. Reading for Pleasure:

- A wide range of high-quality fiction, non-fiction, and poetry books available across all year groups.
- Regular opportunities for independent reading and quiet reading time.
- Books have been categorised as follows: short page turners, very short pages, long page turners, graphic novels and poetry. These have visual clues to support all children using visual tree symbols
 - Where a book has been allocated a tree symbol, these books have been classified as more challenging books to read. A leaf symbol shows a book to be more accessible.
 - 'Tree readers' (those who are off the Bug Club Reading Scheme) are then given an English Readers Pathway Activity – a Reading Ramble, whereby they can complete certain activities alongside their reading journey. These activities might include reading to a family member for 20 minutes or researching facts about a particular author.
 - Once the pathway has been completed, each child will receive a badge linked to that 'tree'.
 - The Reading Rambles are progressive starting with Pine, followed by Copper Beech, Silver Birch and Golden Oak. This will be regularly reviewed and additional pathways added as appropriate.

c. Reading Comprehension:

- Explicit teaching of comprehension strategies such as prediction, inference, and skimming.
- Use of a range of texts with different genres and levels of difficulty.
- Opportunities for whole-class, group, and individual reading activities.

Example of KS1 reading programme (Y2):



Example of KS2 reading programme (Y6):



- Regular conversations about texts, encouraging explanations and exploration of different perspectives.

d. Promoting Reading Across the Curriculum:

- Opportunities to read in other subjects and cross-curricular activities.
- Integration of reading technologies, including e-books and online resources.

e. External Partnerships:

- Collaborate with local libraries, literary organizations, and other schools to enhance reading provision.
- Engage with parents and guardians, providing guidance on how to support reading at home.

Impact:

a. Assessment and Progress Monitoring:

- Regular formative and summative assessments to track progress.
- Accurate teacher assessments to inform next steps for individuals and groups.
- Monitoring and tracking of pupils' reading attainment and progress.

b. Data Analysis:

- Regular analysis of reading data to identify trends, patterns, and areas for improvement.
- Implementation of targeted interventions and support as required.
- Provision of timely feedback to pupils and parents.

c. Professional Development:

- Ongoing training and professional development opportunities for teachers to enhance reading instruction.
- Regular sharing of best practices, lesson observations, and peer support.

d. Promoting Equality:

- Ensuring reading provision meets the needs of all learners, including those with Special Educational Needs and Disability (SEND) and English as an additional language (EAL).
- Taking measures to close the reading attainment gap between different pupil groups.

- Encouraging the use of inclusive texts that reflect the diverse backgrounds and experiences of all pupils.

Handwriting at St Just Primary School

This handwriting policy is designed to outline the expectations and best practices for handwriting in our Primary School, in line with the 2014 National Curriculum in England. The aim of this policy is to ensure that all pupils develop a consistent and legible handwriting style as an essential communication skill.

Aims and Objectives

- a. To provide a structured and progressive approach to handwriting instruction.
- b. To develop a legible and fluent handwriting style.
- c. To foster a positive attitude towards handwriting.
- d. To encourage pupils to take pride in their handwriting and to use it effectively across various subjects and contexts.

Handwriting Provision

- a. Handwriting should be taught as a discrete subject, focusing on both letter formation and fluency. At St Just, we use Letter Join to maintain consistency of continuous cursive handwriting through the school. The same continuous cursive handwriting is used on spelling resources throughout KS2.
- b. Regular dedicated handwriting practice should be provided for all pupils.
- c. Handwriting practice should also be embedded within other curriculum areas, providing opportunities for meaningful and purposeful writing.
- d. Continuous cursive handwriting is taught from Year 1 onwards at St Just Primary School.

Handwriting Skills Progression

- a. Letter Formation: Pupils will be explicitly taught the correct formation of both print and cursive letters, ensuring consistency across the school.
- b. Letter Size and Spacing: Pupils will be encouraged to write letters of appropriate size and maintain consistent spacing between letters and words.
- c. Letter Joins: As pupils progress, they will be introduced to joining letters in a flowing cursive style, as outlined in the national curriculum guidelines.
- d. Line Alignment: Pupils will be taught to align their writing with the appropriate writing line (e.g., baseline or midline) through continuous practice.
- e. Presentation: Pupils will learn to present their work neatly, ensuring it is easy to read and interpret.



Differentiation and Support

- a. Handwriting instruction should be differentiated to meet the needs of all learners, including those with special educational needs or disabilities.
- b. Additional support should be provided for pupils who require further assistance in mastering specific handwriting skills.
- c. Resources, such as pencil grips and lined worksheets, should be made available to support learners with fine motor difficulties.

Assessment and Feedback

- a. Regular assessment of pupils' handwriting skills should be conducted to monitor progress and identify areas for improvement.
- b. Feedback should be given to pupils to help them understand their strengths and areas for development.

Spellings at St Just Primary School

At our school, we recognize the importance of developing excellent spelling skills for all our students. This spellings policy outlines our approach to teaching and assessing spellings, ensuring that students become confident and accurate spellers.

Our spellings policy aims to:

- Promote a consistent and strategic approach to spelling across the school.
- Provide high-quality teaching and learning opportunities that engage and challenge all students.
- Enable students to develop a rich and varied vocabulary, understand context, and use spelling skills effectively.
- Support struggling spellers through targeted interventions.
- Promote regular assessment and feedback to monitor progress and inform future teaching.

Teaching and Learning:

- We use a systematic and cumulative approach to teach spelling rules, patterns, and exceptions.
- Spelling lessons in KS1 are linked to the Bug Club phonic scheme and follow the Grammar section so they are taught as separate sessions.
- Spelling lessons in KS2 incorporate a range of activities, including word investigation, dictation, word sorts, and word building. We use the Twinkl programme and spellings are sent home weekly to be practised in addition to being taught in school where they are reviewed.
- Students are encouraged to explore word meanings, etymology, and context to further enhance their spelling abilities.
- Cross-curricular links are made to reinforce and apply spelling skills in meaningful contexts.

Differentiation and Support:

- Teachers differentiate spelling activities to meet the individual needs of students, providing opportunities for challenge and support as required.
- We provide targeted interventions, such as small-group work or one-to-one support, for students who require additional spelling support.
- Assistive technology and resources are made available to support students with specific learning needs.

Assessment and Feedback:

- Regular formative assessments are conducted to gauge students' progress in spelling, enabling teachers to personalize instruction effectively.
- Standardized spelling tests are conducted weekly to track individual and cohort progress.
- Feedback is given promptly, highlighting errors and encouraging students to self-correct.
- Spellings are integrated into wider writing feedback to develop accuracy and transferability.

Home-School Partnership:

- We actively involve parents/guardians in supporting their child's spelling development through providing resources, spelling lists, or recommended websites.
- We celebrate students' spelling achievements through certificates, displays, and newsletters.







Marking and Feedback of writing at St Just Primary School

At St Just Primary School, we believe that effective marking and feedback are essential for promoting progress and raising standards. This policy outlines our commitment to providing high-quality marking and feedback that is both meaningful for our students and manageable for the teachers. Our policy aims to ensure consistency, enable learning, and develop a culture of reflective practice and growth mindset.

Our school's aims:

Consistency and Manageability:

- Marking and feedback to be consistent across the school, ensuring that every child receives timely and meaningful feedback.
- Both KS1 and KS2 use the marking symbols to consistently inform the children of their next steps.
- All adult marking is in purple pen; pupils editing is in green pen.

Feedback symbols	
	Correct, you have almost met the objective
	Lesson objective MET or EXCEEDED
	<i>Missing word</i>
	Missing or incorrect.
	New sentence
	New paragraph
Sp	Check your spelling
?	Does this make sense?
S	Support given
PEER REFLECT - Add your initials	

Identification of Strengths and Areas for Development:

- Teachers to provide specific and constructive feedback that identifies pupils' strengths and areas for development.
- Feedback should be linked to the learning objectives and success criteria, enabling children to understand how to improve their work effectively.
- Avoid use of words such as 'Well done' which are too generic and do not inform the children of how they have done well.

Pupil Engagement and Ownership:

- Feedback to engage pupils in the learning process. Pupils should respond to feedback and be actively involved in the dialogue.
- Pupils should understand and act upon feedback, taking responsibility for their own learning.
- Pupils to respond to feedback using a green pen

Feedback Frequency:

- St Just recognizes the importance of regular feedback but does not expect to see formal written marking on every piece of work.
- Effective feedback can take various forms, including verbal feedback, self-assessment, and peer assessment.

Marking and Feedback Procedures:

Quality Over Quantity:

- Our marking policy places a strong emphasis on the quality of feedback rather than the quantity of marking.
- Teachers should aim to mark a range of work across the curriculum, selecting key pieces that enable effective feedback.
- Feedback should be provided in a timely manner, allowing pupils to act upon it.
- Feedback will always be linked to the learning objectives shared with pupils at the outset.
- This connection helps pupils understand what they have achieved and what they need to focus on to improve.

Monitoring and Continual Improvement:

- The effectiveness of our marking and feedback policy will be regularly monitored by leadership and subject coordinators.
- Regular staff discussions and training sessions will be conducted to review marking practice and share best practices.