



# CLIFTON COMMUNITY PRIMARY SCHOOL

## ENGLISH POLICY

'Enjoy and Achieve Together'

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Committee Responsible	Governing Board
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### Change History

Version	Date	Change Description	Stored
1	February 2020	Created to incorporate the Intent / Implementation and Impact of the English Curriculum	Co-ords / staff shared
2	March 2022	Edited to reflect changes across the school	Co-ords / staff shared
3	January 2025	Edited to reflect changes to the long-term curriculum plan for writing and spelling.	Staff shared/ curriculum team
4	September 2025	Updated to include new long-term reading spine, structure of lessons and drawing club in EYFS. Added Rosenshine's Principles of Instruction	
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## **CLIFTON PRIMARY SCHOOL**

### **CURRICULUM POLICY FOR ENGLISH**

Mission Statement: 'Enjoy and Achieve Together'

At Clifton Primary School we believe it is important that:

#### **Intent**

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

Our intentions for this to work is:

- We want to develop positive attitudes towards books so that reading is a pleasurable activity.
- We want to encourage our children to read a wide range of genres whilst gaining an increased level of fluency and understanding.
- We want to develop a range of reading strategies for approaching reading: using and applying phonological, contextual, grammatical and graphic knowledge.
- We want them to use reading as a means of gathering information to support their learning throughout the entire curriculum.
- We want our children to be confident to write in different contexts and for different purposes and audiences, including themselves.
- We want them to write with increasing awareness of the conventions of grammar, punctuation and spelling.
- We want them to form letters correctly, leading to a cursive, fluent and legible handwriting style.
- We want to develop listening and comprehension skills through a variety of means including reciprocal and non-reciprocal situations.
- We want to develop their oral abilities at their own level.
- We want to encourage our children to express opinions, articulate feelings and formulate appropriate responses to increasingly complex questions and instructions.

#### **Implementation**

In the National Curriculum for 5 - 11 year olds, English is developed through four key areas:

- Spoken Language

- Reading – Word Reading & Comprehension
- Writing – Transcription & Composition
- Spelling, Vocabulary, Grammar & Punctuation

It is important to note that each is closely interrelated with the next, so it becomes increasingly difficult to consider one without the other(s).

### **The Early Years Foundation Stage**

English in Early Years is based upon the Foundation Stage Profile strand of Communication, Language & 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 the best opportunities for effective development and learning in communication, language and literacy, practitioners should give particular attention to:

- Providing opportunities for children to communicate thoughts, ideas and feelings and build up relationships with adults and each other
- Incorporating communication, language and literacy development in planned activities in each area of learning;
- Giving opportunities to share and enjoy a wide range of rhymes, music, songs, poetry, stories and non-fiction books
- Giving opportunities for linking language with physical movement in action songs and rhymes, role play and practical experiences
- Planning an environment that reflects the importance of language through signs, notices and books
- Providing opportunities for children to see adults writing and for children to experiment with writing for themselves through making marks, personal writing symbols and conventional script
- Providing time and opportunities to 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

### **Drawing club:**

EYFS has adopted the drawing club approach this year to immerse children into a world full of imagination. The aim of this approach is to:

- Immerse children in the world of story
- Share a treasure trove of vocabulary with children to open up the playground of language to them
- Develop children's creativity and imagination to show them that they are extraordinary
- Give children age-appropriate practice that is highly engaging and grounds children into the joy of books.

### **At Key Stage One (Years 1 and 2):**

Children should learn to speak confidently and listen to what others have to say. They should begin to read and write independently and with enthusiasm. They should use language to explore their own experiences and imaginary worlds.

### **At Key Stage Two (Years 3-6):**

Children should learn to change the way they speak and write to suit different situations, purposes and audiences. They should read a range of texts and respond to different layers of meaning in them. They should explore the use of language in literary and non-literary texts and learn how the structure of language works.

### **Speaking and Listening**

The National Curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills.

In EYFS, our children also take part in P4C lessons on a weekly basis to encourage the essential skills to develop speaking and listening. Our children are encouraged to use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experience. The children develop questioning asking why things happen and giving explanations. As stated above, speaking and listening and writing go hand-in-hand and are crucial within the children's development.

In KS1 and KS2 our children take part in weekly P4C lessons that encourages vital speaking and listening skills. During a variety of topics including PSHE, circle time is a fundamental activity which also helps with the development of such skills. Within the two-week writing frame in place, our children are encouraged to take part in drama activities which may include: role-on-the-wall, hot-seating, freeze frames, conscience alley and small role plays.

### **Reading**

In EYFS, it starts with the love of books. Teachers will share class stories daily both on the carpet and in exciting reading areas. Books are more complex and longer in length, challenging the children to remember where they are in the story which builds speaking and listening skills too. The teaching of phonics is essential - which provides the children with the fundamental skills to begin their reading journey. In Nursery, children have the opportunity to share their favourite stories, rhymes, songs, poems or jingles. Reception develop this further by: Listening to and joining in with stories and poems. They also encourage to participate with repeated refrains and are asked to anticipate key events and phrases in rhymes and stories. By repeating the stories and reciting them the children begin to develop their own mental library, broadening their own imagination; this allows deeper learning and the development of the working memory. Drawing club has a focus text which links to discussion and learning which immerses children into the learning.

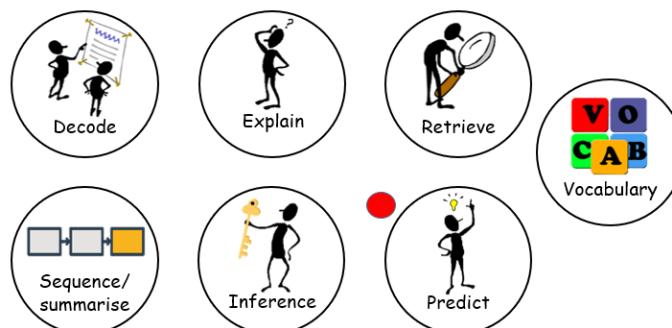
In KS1, we continue to develop the children's love of books; each classroom has an inviting reading area with the current books written by their favourite authors. Our children are given the opportunity to read every day in school independently, to peers or to an adult. Children have access to reading books which meet their level and ability of reading which they can access at home as well as in school. Children take part in whole class reading sessions at least twice a week, alongside daily phonics lesson to help further develop decoding of spelling and the key skills needed to comprehend a variety of texts. Furthermore, the love of reading is encouraged daily as a class whilst the teacher shares a new book frequently throughout them.

In KS2, we encourage our children to have a passion for books and develop a love of reading; each classroom has an inviting reading area with the current books written by their favourite authors. Our children spend each morning reading either a school book or a book from home; at least once per week, our children will share their school reading book with an adult. If required, children continue with phonics lessons in KS2 until they are confident and have fully developed as a reader. When ready, children take part in Whole Class reading sessions three times per week, where they are encouraged to read and develop their comprehension of a variety of texts and are asked both literal and inference questions to deepen their understanding. Reading and comprehending of the text are modelled to a high standard to support the children's learning. To continue to develop the skills of reading, once a week, our children will complete a comprehension task – which is an approach in the embedding of the fundamental skills needed to comprehend a wide range of texts. Furthermore, the love of reading is encouraged daily as a class whilst the teacher shares a new book once a half term – which has been a success in engaging the less reluctant readers in the group.

### **Whole Class Reading**

Teaching of reading means that the teacher can better plan activities which allow children to access reading skills. It also allows the teacher to work with the children that need it the most at that time. Differentiation can be achieved in many ways: the difficulty of the text the children are working on; the questions the teacher is asking them; the level of support they are receiving. The outcome of the lesson is often written but not always. Teaching the whole class the same objective removes the problem of independent groups, it allows the teacher to focus on one objective in depth and better prepare children for the expectation of written responses at the end of KS2.

Children need to be aware of the reading skills they are using in order to give them a greater understanding of what makes a well-rounded reader. We implement this by using a 'Lens Approach' to incorporate the individual skills required:



This approach starts in EYFS; teachers share stories discussing the lens, and when the children are ready, deliver weekly group reading sessions where the lenses and vocabulary are initially shared to help embed the skills needed throughout their years at Clifton Primary School.

Continuing to develop these fundamental skills, KS1 teach whole class sessions twice per week which will showcase one written outcome incorporating at least one of the lenses.

In KS2, whole class reading sessions are delivered 3 times per week with at least two written outcomes evident to demonstrate the children's understanding of the required reading skills.

In KS1 reading is assessed through the phonics programme, focusing on fluency, decoding and comprehension. This progresses in KS2 into an independent reading comprehension once a week where children practice the reading skills, they have been focusing on within the learning week.

Teachers plan their whole class reading sessions using a wide range of text including both non-fiction, fiction and poetry whilst also covering all lens throughout a half term. To deepen the children's learning and knowledge of the topics being covered in other areas of the curriculum, non-fiction text should follow a similar theme.

### **Home/school reading**

Our home/school reading scheme is a variety of scheme books such as: Read Write Inc; Oxford Reading Tree; Project X and free reader/ reading for pleasure books. The children start with decodable books leading on to books which are matched to children's individual reading levels. They have relevant and interesting content and topic, fiction, non-fiction and stories from other cultures, linked to children's interests and modern-day world issues.

We also invest in the Salford Library Service which provide our children will a wide range of books/texts to enhance their love of reading.

### **Writing**

In EYFS, before the children are beginning to develop their writing they initially develop the spoken language. Children are asked to give meaning to marks and are encouraged to link sounds learnt in phonics to written letters. Our children make progress by clearly identifying letters to communicate meaning, representing some sounds correctly and in sequence. This leads to a development of the children writing their own name and other things such as labels, captions. Drawing club supports and enhances this by enriching the children's vocabulary and supports their creativity and writing through using symbols, pictures, captions, labels and, when ready, sentences. By the end of Reception, the children are expected to write simple sentences which can be read by themselves and others.

In KS1 and KS2, children are encouraged to write in a variety of contexts for different purposes and audiences. They have access to challenging texts, both fiction and non-fiction; engaging media clips to stimulate children's imagination; visual objects and current issues. We also promote the use of children's present-day interests to engage the non-confident writers in their English lessons. Where possible, we use writing cross-curricular to ensure our children experience a holistic approach to their learning and are aware writing is essential in many areas of life. Handwriting lessons and interventions are set to develop the joined, fluency that is required from Year 2 onwards.

At Clifton, we have developed a personalised curriculum to develop our children's reading, writing, spelling and grammar. We have created a spiral grammar curriculum to ensure that children are

Year 1/2 cycle A	Autumn		Spring		Summer	
VIPERS focus						
Fiction focus						
Fiction <u>write</u>						
Non-fiction focus	The Great Fire of London	Seasonal changes	Significant people in medicine	Continents and Oceans	Travel and transport	Animals including humans 2?

consistently revising previously taught skills as well as learning and developing new skills. Our curriculum is novel-based to ensure that children are accessing a wide range of texts and identifying the features, purpose and audience of writing from real-life examples. When children are aware of these three areas, they can choose appropriate and ambitious vocabulary and grammar techniques to improve their writing.

Grammar sentence focus:	Year 3 Joining words and joining clauses using 'and' <b>Expanded noun</b> Subordinating conjunctions Co-ordinating conjunctions Use of prepositions	Year 4 <b>Expanded noun (by the addition of modifying adjectives, nouns and prepositions)</b> Subordinating conjunctions Coordinating conjunctions Use of prepositions Fronted adverbials	Year 3 Joining words and joining clauses using 'and' <b>Statement, question or command</b> Expanded noun Subordinating conjunctions Co-ordinating conjunctions Adverbs expressing time, place and cause	Year 4 <b>Expanded noun (by the addition of modifying adjectives, nouns and prepositions)</b> Subordinating conjunctions Coordinating conjunctions Use of prepositions Fronted adverbials	Year 3 Joining words and joining clauses using 'and' <b>Statement, question or command</b> Expanded noun Subordinating conjunctions Co-ordinating conjunctions Use of prepositions Fronted adverbials	Year 4 <b>Expanded noun (by the addition of modifying adjectives, nouns and prepositions)</b> Subordinating conjunctions Coordinating conjunctions Use of prepositions Fronted adverbials
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Within our curriculum, we have ensured that children consistently explore poetry, using the Pathways to Poetry programme. This programme encourages children to develop their vocabulary and creativity when given the freedom poetry writing allows for. Pathways for Poetry uses books, poems, videos and imagery as a stimulus to support children in developing their poetry writing.

### Writing Journey

The writing journey will last for 2 weeks. Within KS1 and KS2, the children will follow the same journey within all year groups which will begin with a hook lesson to truly immerse the children into their learning, allow grammar focus opportunities to develop their understanding of grammar skills, observe and participate in teacher modelling through shared and modelled writes and then opportunity to draft, edit and publish their independent piece of writing. All writing journeys begin with a focus on purpose, audience and writing toolkit to allow children to fully understand who and why they are writing and what will help them develop their final piece.

The following key skills should be taught during the journey:

- Planning
- Editing
- Drafting
- Publishing

The writing produced should have a balance of different genres within a fiction, non-fiction and poetry focus. Children will have the opportunity to write shorter and more extended pieces of writing and have the opportunity to publish certain pieces of writing.

### The draft piece

The draft piece of writing should be an independent task which brings together the grammar and skills that have been taught throughout the writing journey with a chance for the children to self-edit their work.

### Editing support

To support the development of the children's independent editing, we use editing codes which are written within the children's books to support them to identify their misconceptions. These codes are introduced towards the end of Year 2 and are used until Year 6, where editing becomes completely independent.

E1 SP – correct spelling

E1 P – correct punctuation

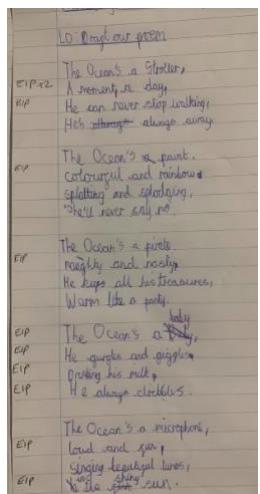
E1 T- change tense

E1 H- handwriting/letter formation

E1 +/- - add missing words/added words

E2- Rewrite \*Use asterisks need to make changes to sentence structure\*

E3 – Reimagine ^ Use to show where children can add more information/detail to their draft



Teachers must model how to edit a piece of writing in each area at the start of an editing lesson.

## Spelling

EYFS develop children's phonetically decodable spelling so children can confidently write phonetically. They also embed spelling throughout their phonics sessions.

Within KS1 and KS2 children follow the Spelling Shed spelling scheme which teach children the spelling rules and patterns for their age group.

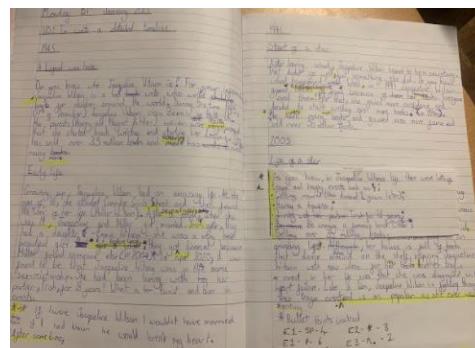
Edit 1 Revise	Edit 2 Rewrite	Edit 3 Reimagined
<b>KS1</b>		
<b>LKS2</b>	<b>LKS2</b>	<b>LKS2</b>
<b>UKS2</b>	<b>UKS2</b>	<b>UKS2</b>
<b>Little – Word Level</b>	<b>Big – Sentence Level</b>	<b>More – Paragraph Level</b>
Children polish using a polishing pen.	Children rewrite a sentence underneath their work.	Children add detail over their writing using a flap.
<p>This area of editing links to the following:</p> <ul style="list-style-type: none"> <li>spelling</li> <li>punctuation</li> <li>grammar</li> </ul> <p>The teacher indicates, in line with the code E1, the focus of the revising. Teachers could write <i>one</i> of the following underneath the independent writing (these are examples and what could be written is not limited to these):</p> <ul style="list-style-type: none"> <li><i>E1 high frequency words were was are = 3</i> (The child knows that three high frequency words are misspelt)</li> <li><i>E1 capital letters = 5</i> (The child knows that there are 5 inaccurate or missing capital letters)</li> <li><i>E1 verb tense = 4</i> (The child knows that 4 verb tenses are inaccurate)</li> </ul> <p>The children then go through their writing and identify and correct these errors on their writing. Spelling errors must be polished in the margin. Where spelling errors reoccur, children are asked to use a No Nonsense Spelling strategy underneath their writing, in order to practise the spelling.</p>	<p>This area of editing links to the following:</p> <ul style="list-style-type: none"> <li>coherency – sentences that do not make sense</li> </ul> <p>The teacher indicates, in line with the code E2, the focus of the rewriting. Teachers could write <i>one</i> of the following underneath the independent writing (these are examples and what could be written is not limited to these):</p> <ul style="list-style-type: none"> <li><i>E2 missing words = 3</i> (The child knows that there are 3 missing words in the sentence)</li> <li><i>E2 inaccurate conjunctions = 1</i> (The child knows that 1 conjunction in the sentence is inaccurate)</li> <li><i>E2 missing clause = 1</i> (The child knows that there is 1 missing clause in the sentence)</li> </ul> <p>Teachers put a * at the beginning and end of the sentence that they want the child to rewrite. The child rewrites their sentence underneath their writing.</p>	<p>This area of editing links to the following:</p> <ul style="list-style-type: none"> <li>paragraphs requiring more detail</li> </ul> <p>The teacher indicates, in line with the code E3, the focus of the reimagining linked to the writing lenses. Teachers could write <i>one</i> of the following underneath independent writing (these are examples and what could be written is not limited to these):</p> <ul style="list-style-type: none"> <li><i>E3 sight sentence = 2</i> (The child knows that they need to reimagine to insert 2 more sight sentences)</li> <li><i>E3 complex sentence = 3</i> (The child knows that they need to reimagine to insert 3 more complex sentences)</li> <li><i>E3 personification = 2</i> (The child knows that they need to reimagine to insert 2 personification sentences)</li> </ul> <p>Teachers put a ^ at the end of the paragraph they want the child to add more detail to. The child will then use a flap stuck over that paragraph to add more detail to that paragraph.</p>

KS1 have an explicit spelling lesson once a week and embed the teaching of common exception words throughout their daily phonics lessons.

KS2 have 2 explicit spelling lessons each week and then embed learning through short independent tasks and online extra practice set on Spelling Shed.

## Handwriting

At Clifton, we are very proud of our pupil's and take particular care in our cursive style. We use Letter-join as the basis of our policy that covers all the requirements of the National Curriculum.



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In Nursery, children will practice sitting, drawing patterns and mark making to develop fine motor skill in order to hold the pencil correctly.

In Reception, in line with phonics, children will learn how to form letters using letter join. They will have an understanding of writing their own name and begin understanding different shaped letter families

In KS1, children will:

- Write legibly using upper and lower case letters with correct joins.  
Ensure that letters sit on the base line and are consistent in size with ascenders and descenders that are the correct length and formation.
- Leave the correct space between words.
- Form capital letters and use where appropriate.
- Form numerals that are consistent in size and sit on the base line.
- Begin to form printed letters and understand when they are to be used.
- Improve the speed of writing and begin to write automatically so promoting creativity in independent writing.

In KS2, children will:

Improve quality, speed and stamina of handwriting.

- *Quality:* Ensure letters are consistently sized with equal word spacing and that ascenders and descenders are parallel and do not touch words on the lines above and below.
- *Speed:* Improve speed of handwriting to allow creative writing to take precedence over the task of handwriting and be able to take 'quick notes' at a faster pace.
- *Stamina:* Have the strength and mobility to be able to write for longer periods of time without fatigue.

### Impact

We believe Literacy is an essential and fundamental skill which evidently contributes to personal and social development. Competence in English will enable children to communicate effectively at home, at school and in the wider world and leads to improved life opportunities. Therefore, at Clifton, we believe our children should be given every opportunity possible to develop their reading, writing and speaking and listening skills that they may cultivate the tools necessary to succeed in future years.

The impact on our children is clear: progress, sustained learning and transferrable skills. With the implementation of the writing journey being well established and taught thoroughly in both key stages, children are becoming more confident writers and by the time they are in upper Key Stage 2, most genres of writing are familiar to them and the teaching can focus on creativity, writer's craft, sustained writing and manipulation of grammar and punctuation skills. It is important that:

- Pupils enjoy reading regularly, for information and for enjoyment/pleasure.
- Pupils discuss books with excitement and interest.
- Pupils enjoy writing and use the features of different genres and styles. They can write for different purposes and audiences.
- Pupils are proud of their writing.
- Pupils know that others value their writing; they see it on display, used as WAGOLLS, made into class books etc.

- Skills progress (grammar and punctuation) throughout the school is evident in children's books.
- Pupils are being adventurous with vocabulary choices

### **Rosenshine's Principles of Instruction**

At Clifton, our teaching across all subjects is underpinned by Rosenshine's Principles of Instructions. These research-based principles support effective teaching and learning by promoting clear modelling, guided practice and regular review. Teachers ensure that new content is introduced in small steps, with frequent questioning and checks for understanding to prevent cognitive overload, support long-term retention and to help address misconceptions promptly. Through a consistent focus on retrieval practice, scaffolding and opportunities for independent application, we help all children build secure foundations and make sustained progress. These principles are embedded in our planning, delivery and assessment processes across the curriculum.

### **Safeguarding, Inclusion and Equal Opportunities:**

At Clifton we have high aspirations and expectations for all children. Children learn and thrive when they are healthy, safe and engaged. In all subjects we are committed to safeguarding children and as such we maintain an ethos where children feel safe, encouraged to talk and are listened to. We ensure that children know they can approach and talk to adults if they are worried or in difficulty. We support children with their emotional wellbeing and health, recognising that subjects may sometimes be sensitive for children. Clifton Primary believes in inclusion and equal opportunities meaning that all children should have access to a broad and balanced curriculum, **including English**, which enables them to make the greatest progress possible according to their individual abilities. We provide learning opportunities that are matched to the needs of the children making reasonable adjustments where needed. Lessons are planned in advance addressing any potential areas of difficulty and barriers to the children achieving are removed. We will ensure that expectations do not limit pupils' achievements, supporting where there is a need and extending children's learning who need further challenging.

### **Protected Characteristics**

In adherence to the Equality Act 2010 the staff at Clifton Primary understands that it is unlawful to discriminate between pupils on grounds of disability, race, sex, gender reassignment, pregnancy and maternity, religion or belief, or sex. At Clifton it is the responsibility of all teachers to ensure that all children irrespective of SEN, gender, ethnicity, sexual orientation, LGBTQ+, social circumstance and ability (including gifted and able children), have access to the curriculum and make the greatest progress possible. We also ensure that where possible, materials utilised in lessons are broad and reflective of the diverse society we are a part of.

### **Review:**

This policy will be reviewed annually by the English curriculum leader.