



Ryelands Primary and Nursery School

English Policy

This policy was developed as part of a consultation process involving pupils, staff, parents and Governors of the school, based on best practice advice (where available) from Lancashire County Council. The policy will be reviewed by the school governing body in line with the review cycle detailed below.

This policy should be read in conjunction with the following documents:

- Teaching and Learning Policy
- Marking and Feedback Policy
- Handwriting Policy (Appendix A)
- Assessment Policy
- SEND Policy
- Equalities Policy

Policy Created:	September 2018		
First Presented to Governors for approval:	Curriculum Committee 26 th September 2018		
Proposed Review Cycle/Next Date:	3 Year	November 2027	
Approved by (Headteacher)		Approved by (Governor)	
Date:		Date:	
Policy Review History			
Date:	10/11/2021	Date:	1/11/2024
Date:		Date:	11/2025
Key Changes:	<ul style="list-style-type: none"> • Amendments to phonics provision/scheme 	Key Changes: <ul style="list-style-type: none"> • Updated assessment information • KS2 handwriting 	Key Changes: <ul style="list-style-type: none"> • New handwriting policy (Appendix A)
Presented to Governors:	Curriculum Committee 10 th November 2021	Presented to Governors:	Curriculum Committee 6 th November 2024
		Presented to Governors:	Curriculum Committee 4 th March 2026

1. Ryelands School – Mission Statement

RYELANDS PRIMARY AND NURSERY SCHOOL MISSION STATEMENT

Ryelands is a welcoming community school where care and nurture, alongside high expectations and challenge, enable the pupils to progress and achieve academically, and empower the wider school community to develop and thrive.

We work with many partners to provide a well-resourced, stable and supportive hub extending into the community, creating positive relationships based on inclusivity, trust and mutual respect, as well as growth.

Ryelands offers an engaging and aspirational curriculum, based on the Primary National Curriculum and the Early Years Statutory Framework. Our curriculum is adapted to the unique place where we live and the skills and values we promote. Our curriculum, alongside exceptional teaching, inspires a love of school and learning.

At Ryelands, pupils are encouraged and challenged by staff to **imagine, believe, achieve.**

2. Aims

- To develop the children's ability to listen attentively and communicate effectively in speech and writing
- To develop enthusiastic readers who gain pleasure and understanding from the written word
- To ensure that every child enjoys exciting, stimulating English lessons and exceeds their full potential

3. Subject Statement

To develop our pupils as speakers and listeners we:

- Give them opportunities to express their ideas to a range of audiences
- Give them opportunities to take part in group discussion and drama activities
- Encourage them to listen and respond appropriately to others.
- Help them to understand the need to adapt their speech for different situations
- Give them opportunities to evaluate and reflect on their own speech
- Encourage them to use the vocabulary and grammar of Standard English.

To develop our children as readers we:

- Place a high importance on the teaching of phonics as the foundation of learning to read. In Reception and KS1 a discrete phonics lesson is taught daily.
- Teach Phonics to KS2 children who still require the support
- Teach them to read accurately and fluently using a range of strategies both at school and at home
- Help them to understand and respond to what they read using inference and deduction where appropriate
- Encourage them to read a wide range of fiction and non-fiction books, including classic fiction
- Encourage them to read independently and with enjoyment
- Teach them to seek information and learn from what they read
- Encourage them to use their reading skills as an integral part of their learning across the curriculum
- Read regularly to children so as to model good practice in reading

To develop our children as writers we:

- Teach them to write effectively for a range of purpose and readers, adapting their vocabulary
- Encourage them to write with interest commitment and enjoyment
- Show them how to write in a variety of forms such as stories, poems, reports and letters through good quality teacher modelling
- Teach discrete grammar sessions, modelling the correct use of terminology
- Teach discrete spelling lessons concentrating on rules and patterns of words
- Show them how to evaluate and improve their own writing
- Teach children how to punctuate to make meaning clear to the reader
- Give them the knowledge and strategies to become confident and accurate spellers
- Teach them a fluent and legible style of handwriting, promoting an understanding of how to present work appropriately

4. Teaching and Learning including Planning and Organisation

All classes across the school have a daily English lesson which is planned using the National Curriculum in order to achieve our school aims for English. The Early Years Foundation Stage programme of work is used by Foundation Stage practitioners leading on to National Curriculum English objectives for the rest of the school. Literacy should be linked to cross curricular themes wherever possible.

English in EYFS

Children begin to develop the skills they need for English at the beginning of the EYFS. In Nursery, there are opportunities planned every week to develop children's communication and language (listening and attention, understanding and speaking) skills. These can be a mixture of adult led activities and child-initiated activities, in which staff extend children's language skills. There are also daily opportunities to develop children's gross and fine motor skills. When children are ready, they are taught to copy letters from their name and then how to write their name independently. There are also opportunities planned each week to develop children's literacy skills (reading and writing). In the final two terms of nursery children have a discrete daily phonics session to develop their skills in Phase 1 Red Rose Phonics. Reception children continue all these skills, as started in Nursery. Reception children have a daily phonics session working through Red Rose Phonics, using the actions from Jolly Phonics programme. These are in differentiated ability groups. Reception staff plan weekly opportunities so the children can practise their reading, writing and handwriting skills. Each week children have a guided reading session, a guided writing session and a daily handwriting session. There are numerous opportunities inside and outside for the children to practise and develop their literacy skills through fun, exciting continuous provision activities.

English in Key Stage 1

Teachers plan daily English lessons which last approximately one hour. Weekly extended writing sessions are taught from Y1 upwards. Children participate in guided writing sessions within the English lesson, but guided reading usually takes place outside the English lesson. The children all receive a daily 20 minute phonics lesson which also takes place outside of the English lesson. Children are taught in class group sets for these phonics lessons with some children receiving additional support in smaller groups. Staff plan using the Red Rose Phonics scheme, but supplement this using the actions from the Jolly Phonics programme. Teachers plan using the '*Introduce, Revisit, Teach, Practise, Apply and Assess*' structure every day. Handwriting is also taught discretely and linked to spelling – see handwriting policy.

English in Key Stage 2

Teachers plan English lessons which last approximately one hour for four days a week. On the remaining day of the week, the English lesson should take a spelling focus where spelling rules are explicitly taught using the Lancashire Progression for Spelling document. Grammar skills are taught throughout the school, with each year group having a specific number of allocated skills to teach. Literacy is also encouraged across the curriculum and links are made with other subjects where appropriate. English lessons are supplemented by a discrete 30 minute daily whole class guided reading session. Children who are not secure in their phonic knowledge when they leave KS1 continue to have phonics lessons in autumn term of Year 3 and will move onto an appropriate spelling/reading intervention thereafter. Handwriting is also taught discretely – see handwriting policy.

Guided Reading across the school

The aim of every guided reading session is to encourage and extend independent reading skills. The majority of each class work together on the same text. These texts are selected to match the reading ability of the class; challenging but not so difficult as to disrupt the flow of reading. A range of fiction, non-fiction, poetry and plays should be chosen throughout each term. The teacher leads the session, guiding the children to focus on words, sentences and understanding the whole text and focusing on key objectives obtained from the National Curriculum expectations from their Year Group. While working with the class, the adult gives focused attention to individuals and sessions follow the structure of: *introduction, strategy check, independent reading and returning and responding to the text*. A minority of children may not be able to access the whole class guided reading. If this is the case, a teacher will plan for a Teaching Assistant to lead a daily guided reading session with focuses on addressing their gaps and ensuring their progression. These children will have at least one session per week where the teacher leads their reading session.

Planning

Teachers in EYFS plan following the guidelines set out in the Ryelands Progression documents (see EYFS policy). They plan to cover all 7 areas of learning. Teachers plan in the moment for adult led sessions and continuous provision activities. Teachers plan to cover development statements which are appropriate to the development of the children in their class/group. Separate plans are created for phonics and guided reading in Reception.

Teachers in Years 1-6 plan following the guidelines laid out in the National Curriculum 2014. They plan each unit of work following the teaching sequence moving from text immersion, analysis and discussion through to producing a written or ICT based end product. Objectives from National Curriculum are clearly recorded in planning, as are the different phases, final outcomes, use of ICT and differentiation. Units of work usually last between 2 and 4 weeks, but teachers produce weekly plans, which should then be retained for evaluation and scrutiny. Separate plans are created for guided reading sessions

5. Curriculum Overview and Progression including visitors, trips and extra-curricular provision

Each year group uses the Lancashire County Council Suggested Units of Work overviews to ensure Ryelands children receive a broad and balanced English curriculum, being exposed to a range of texts: narrative, non-fiction and poetry. Progression is ensured by teaching using the yearly objectives set out in the National Curriculum.

Literacy is at the heart of the whole school curriculum. Skills, knowledge and understanding gained in English lessons are planned for and revisited during lessons in other subjects to allow children the opportunity to practise and apply.

Teachers take opportunities to teach other subject areas in English lessons, whilst still ensuring that the Literacy age-appropriate skills are being taught within that lesson. Work in non-fiction texts is a particularly effective way of ensuring coverage of foundation subject content when it is linked to topics e.g. science, history and geography.

“Import other subjects into Literacy and export Literacy skills into other subjects”

English at home

All children will be given opportunities to work at home with parents/carers. The nature of this work will vary according to the year group they are in.

All children will take a reading book home and should read every day. They will also be asked to learn spellings each week. Children may also have talk homework to prepare them for a longer piece of writing they will later do in school. As children get older, they may have written comprehensions, research or other types of English homework to complete.

6. Assessment, Recording and Reporting

Assessment opportunities should be planned for within lessons and used to inform planning, monitor standards and feed back to pupils, parents, teachers and governors.

Reading and writing

Formative assessments in reading and writing occur using the Key Learning In Primary Schools (KLIPS). Reading and writing are assessed using the Ryelands English Assessment documents, derived from the National Curriculum and the KLIPs, and summative judgements from all reading and writing assessments are entered onto the school’s tracking system termly.

Reading assessments: as well as guided read annotations, teachers collect a variety of evidence from across the curriculum which can also add to their teacher assessments. The range of evidence includes: shared reading activities; research-based tasks; class novel contributions; drama and role play work with reference to character or setting and home school reading commitment.

Phonics

Formative assessment occurs within sessions and children are assessed at regular intervals. Their progress is tracked on the whole school server and these assessments are analysed regularly with actions implemented as appropriate. Phonics stages are recorded on a triangulation sheet for each class, along with their reading stage to ensure home reading books are matched to phonics knowledge.

EYFS

Formative assessment using Early Learning Goals and Key Skill objectives occur daily through rigorous observations. Rigorous next steps are then created and actioned to ensure the progress of every child.

Statutory National Assessments

Children in the EYFS are assessed using the Early Learning Goals at the end of Reception year. These results are published to parents and nationally.

The Phonics Screening Check is administered at the end of Year One and attainment details are published to parents and nationally. Any child who does not obtain the national pass mark is required to re-sit the test at the end of Year Two.

Standard Assessment Tests take place Year Six. Children are tested in reading, spelling, grammar and punctuation and a teacher assessment is given for writing. Attainment details are published to parents and nationally.

Moderation

Regular moderation of reading and writing occurs in Team Phase Meetings and at Senior Leadership Team meetings (SLT). Teachers and leaders moderate work using the Ryelands English Assessment documents and exemplar pieces of work (both externally and internally).

7. Inclusion including meeting the needs of SEND pupils and children entitled to PPG funding

Planning should indicate any additional provision needed for children with SEND or specific PPG needs. This provision may be adult support, modified texts or additional resources to enable children to access the English curriculum.

Intervention in speaking, listening, phonics, reading and writing is also provided throughout school. These vary depending on the year group.

ILPs, with specific, focused English targets as appropriate are set up and maintained for individual children, with interventions to meet the targets occurring on a 1:1 basis throughout the week.

8. Resources

Resources are kept centrally and in the classroom. English teaching is enhanced through the use of ICT in the form of laptops, PCs and iPads in each classroom. Teachers are able to request additional resources through the Subject Leader and these will be granted according to school requirements and budget.

9. Professional development and training

Staff professional development is organised in line with school priorities. Training in phonics, speaking, listening, reading and writing occurs regularly in staff meetings and INSET events. External courses or internal 1:1 support is also arranged for individuals where the need arises.

10. Health and Safety

As with all Ryelands curriculum, any English activities undertaken that might be considered a risk to children (such as food tasting) should be risk assessed to ensure any potential hazards can be managed effectively.

11. Roles and Responsibilities

The class teacher will:

- Plan and deliver English, Guided Reading and Phonics lessons in accordance with the details within this policy

- Assess phonics, speaking and listening, reading and writing in accordance with the details within this policy
- Ensure that every child is heard reading regularly both at home and at school

The English subject leader in school will:

- Maintain an overview of English teaching and be aware of strengths and areas for development
- Take a strategic lead in subject review and development
- Support and advise colleagues
- Provide a model of good practice
- Keep abreast of new initiatives and disseminate appropriate information to relevant staff.
- Undertake regular monitoring of progress and standards in line with our Monitoring and Assessment policy
- Provide or organise staff professional development in line with school priorities
- Allocate available funding to areas of most need and manage resources throughout the school
- Write and evaluate an annual action plan for the subject which will become part of the school improvement plan.

12. Monitoring and Evaluation

It is the responsibility of the Subject Leader and the Head teacher to undertake regular and systematic monitoring and evaluation across the whole school, in line with our Monitoring and Assessment policy.

Monitoring will take place through:

- Classroom observation
- Planning scrutiny
- Scrutiny of work done in English and other work across the curriculum
- Pupil questionnaires
- Learning walks
- Discussions with staff about English successes and where they feel improvements need to be made
- Analysis of termly assessments and end of Key Stage SAT results

Appendix A – Handwriting Policy

At Ryelands Primary and Nursery School we are very proud of our pupil's handwriting and take particular care in our handwriting style. We use Letter-join's on-line handwriting resource and Lesson Planners as the basis of our handwriting policy as it covers all the requirements of the National Curriculum.

Objective

Handwriting is a basic skill that influences the quality of work throughout the curriculum. By the end of Key Stage 2 all pupils should have the ability to produce fluent, legible and, eventually, speedy joined-up handwriting, and to understand the different forms of handwriting used for different purposes.

Our intention is to make handwriting an automatic process that does not interfere with creative and mental thinking, as demonstrated in the Writing Framework 2025.

Aims:

- To develop a neat, legible, speedy handwriting style using continuous cursive letters, which leads to producing letters and words automatically in independent writing.
- To establish and maintain high expectations for the presentation of written work.
- For pupils to understand, by the end of Year 6, the importance of neat presentation and the need for different letterforms (cursive, printed or capital letters) to help communicate meaning clearly.



Expectations

All teaching staff are encouraged to model the printed or cursive style of handwriting chosen for each year group in our school in all their handwriting, whether on whiteboards, displays or in pupils' books.

Consistency throughout the school

Pupils should experience coherence and continuity in the learning and teaching of handwriting across all school years and be encouraged to take pride in the presentation of their work. Our objective is to help pupils enjoy learning and developing their handwriting with a sense of achievement and pride.

Handwriting frequency

Handwriting is a cross-curricular task and will be taken into consideration during all lessons. Formal teaching of handwriting will be carried out regularly and systematically to ensure Key Stage targets are met.

Pens and pencils

Children will start handwriting using a pencil. Handwriting with a pen will begin in summer term in Year 3. This will continue into autumn term of Year 4 and by spring term of Year 4 all pupils will use a pen for writing across all subjects, except mathematics.

Inclusion

For children who experience handwriting difficulties due to fine motor development, including those who are left-handed and those with special educational needs, the appropriate additional support will be put into place. Letter-join's Lesson Planners all include differentiation activities for extra practice/challenge.

Handwriting at Home

Pupils are encouraged to practise their handwriting at home by using the Pupil log-in for Letter-join. Teachers can set Home Learning Tasks which may include:

- Magic Patterns
- Magic Words
- SoundMatch
- PhonicsMatch
- LetterMatch
- LetterLotto
- Letter Families activity
- Word Search
- Word Bank
- Spelling lists
- Write it Right!

Children can also watch the word and letter animations and practice and explore other handwriting resources on Letter-join.

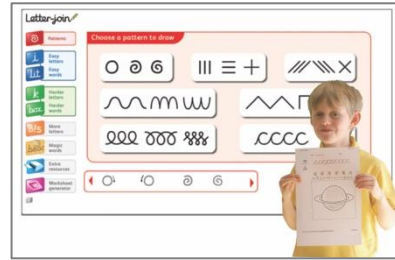


Key Stage Teaching

Early Years

For our youngest pupils we teach short handwriting lessons on a daily basis, which will include the following:

- enhancing gross motor skills such as air-writing, pattern-making and physical activities
- exercises to develop fine motor skills such as mark-making on paper, whiteboards, sensory trays, iPads, tablets, etc.
- becoming familiar with letter shapes, their sounds, formation and vocabulary
- correct sitting position and pencil grip for handwriting



Lesson Planners

Module 1 Print: Early Years teaches handwriting using the printed method. It starts with fine and gross motor skills warm-up exercises, correct sitting position and tripod pencil grip.

It is divided into three sections covering:

- pre-writing patterns
- easy letters and words
- harder letters and words



At the end of this module, children should be able to recognise and form all the printed, lowercase letters of the alphabet.

Key Stage 1: Years 1 and 2

Teaching progresses from five short, to three longer lessons per week:

- continuing with gross and fine motor skills exercises
- strengthening handwriting, learning and practice
- numerals, capitals and printed letters; where and when to use, learning and practice
- KS1 SATs SPaG exercises

Module 2 Lesson Planners – Year 1

Module 2 Print to Cursive teaches how to correctly write capital letters, uses of printed letters, numbers, punctuation, maths symbols and other symbols. Pre-cursive patterns and cursive letters are then introduced in preparation for Module 3 when children are required to start joining their handwriting.

It is divided into three sections covering:

- warm-ups, letter families and capital letters
- uses of printed letters
- numbers and symbols
- introducing pre-cursive patterns and cursive letters



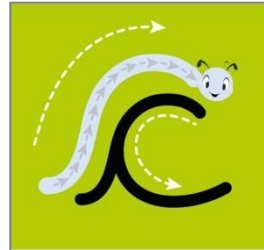
On finishing this module, children should be confident in writing all the capital and printed letters, numbers and symbols and start to become familiar with the orientation of cursive letters.

Module 3 Lesson Planners – Year 2

Module 3 – Starting Cursive introduces children to cursive letters and how to join them. They will have regular practice in letter formation and joining their handwriting.

The sections in this module cover:

- cursive letters and words
- letter families
- high frequency words
- joining techniques
- sequencing sentences
- dictation exercises
- times table facts
- SPaG practice for KS1 SATs



With the regular handwriting practice throughout this module, children should now be developing the fluency and speed of their writing.

Lower Key Stage 2: Years 3 and 4

Handwriting lessons will continue twice a week in Lower Key Stage 2.

Lesson Planner Module 4 for Year 3 is targeted at children in lower KS2 where pupils should be using a cursive style throughout their independent writing in all subjects, helping to refine their handwriting in line with the requirements of each lesson. This module covers topics such as dictation, double letters, number vocabulary, palindromes, tongue twisters, MFL (French and Spanish), onomatopoeia, simile and statutory spellings.

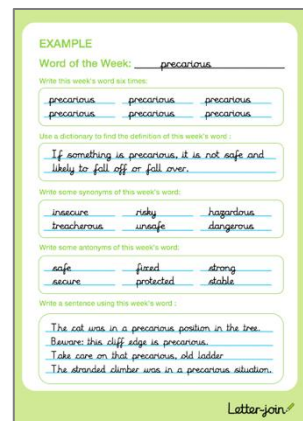


Completion of Module 4 should ensure improvement in the legibility, consistency and quality of the children’s handwriting through a variety of resources which link handwriting to other areas of the curriculum.



Lesson Planner Module 5 for Year 4 focuses on using handwriting practice to support other subjects in the curriculum and, at the same time, builds on fluency and consistency. This module aims to promote meaningful links with other subjects such as English, maths, science, geography, French and Spanish. Making such links enables children to apply the skills they are learning in context and also provides depth to the curriculum.

Learners will continue to build on producing fluent, consistent and legible handwriting through the regular practice offered in this module’s lessons.



On concluding this module, children will have practised applying size-appropriate handwriting to all areas of the curriculum whilst maintaining fluency and legibility.

Upper Key Stage 2: Years 5 and 6

More advanced handwriting techniques will be taught during two weekly lessons:

- reinforcing cursive handwriting across the curriculum
- form-filling/labelling using printed and capital letters
- dictation exercises promoting quick note-taking and speedy handwriting writing skills
- KS2 SATs SPaG practice

Lesson Planner Module 6 for Year 5 continues to build on combining fluent handwriting with other subjects across the curriculum.

In this module, learners will have plenty of opportunity to develop the stamina and skills to write at length, with accurate spelling and punctuation. With Letter-join's wide range of resources they will be able to work towards producing consistently neat and well-presented handwriting in all curriculum subjects.

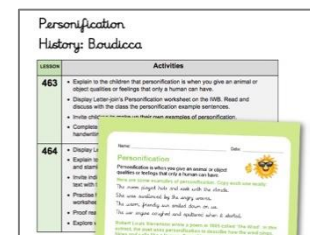
On completing this module, children should be producing cursive writing automatically, enabling them to focus on the content of their work rather than the process of writing.



Lesson Planner Module 7 Year 6 presents learners with a range of tasks where they have to decide on an appropriate style of handwriting. Promoting speedy, fluent writing continues to be a strong feature. Challenging dictation exercises will refine pupils' revising and checking skills as well as boosting their handwriting speed, stamina and fluency. A range of curriculum-based worksheets will give pupils the opportunity to practise writing at length.

Module 7 also contains a series of activities to aid KS2 SATs SPaG revision. They are designed to support year 6 pupils in meeting expected standards for spelling, punctuation and grammar, with lots of SPaG preparation and plenty of handwriting practice.

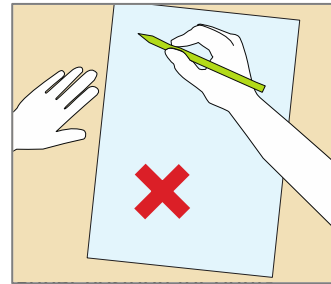
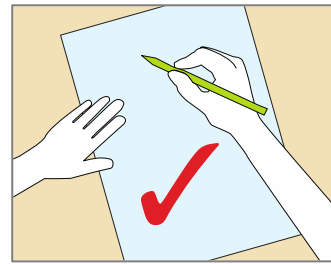
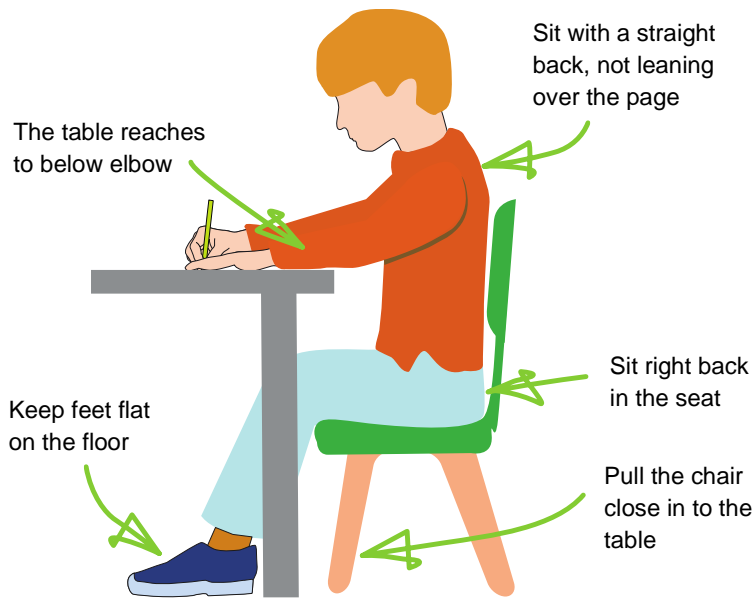
By the end of this module, children should be able to adapt their handwriting for a range of tasks and purposes and to create different effects. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes, a final handwritten version, an un-joined style or capital letters. All of these writing styles are covered in this module.



Correct posture and pencil grip for handwriting

Pupils should be taught to sit correctly at a table, holding a pencil comfortably and correctly.

SITTING POSITION

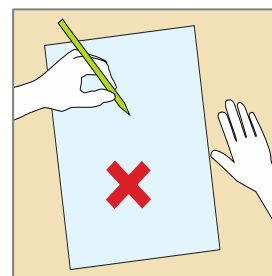
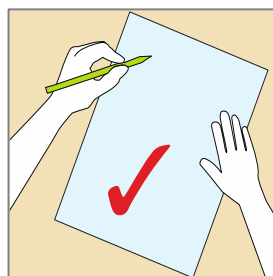
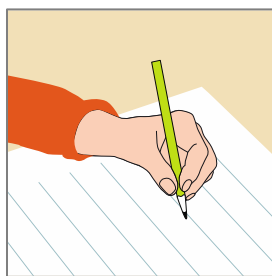
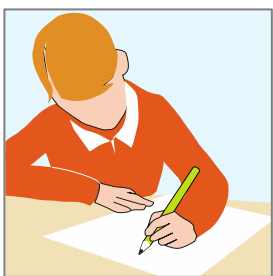


Paper position for right-handed children.

LEFT-HANDED CHILDREN

Left-handed children may find it difficult to follow the movements of right-handed teachers as they model letter formation (and vice versa). Teachers should demonstrate to left-handers on an individual or group basis.

- Left-handed pupils should sit to the left of a right-handed child so that they are not competing for space.
- Pupils should position the paper/book to their left side and slanted, as shown.
- Pencils should not be held too close to the point as this can interrupt pupils' line of vision.
- Extra practice with left-to-right exercises may be necessary before pupils write left-to-right automatically.

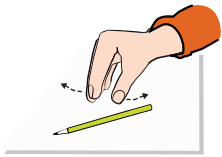


Paper position for left-handed children.

The Tripod Pencil Grip

Both right and left handed children should be encouraged to use the tripod grip which allows the pen/pencil to be held securely whilst allowing controlled movements of the pen/pencil nib. We use the Tripod Grip Rhyme:

Right-handed pencil grip



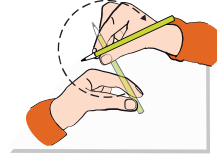
Point away the pencil,



Pinch it near the tip,



Lift it off the table,

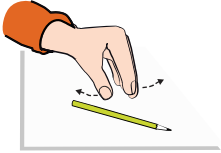


Spin it round...

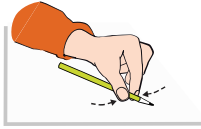


and grip.

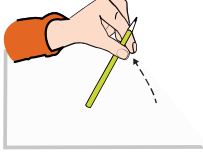
Left-handed pencil grip



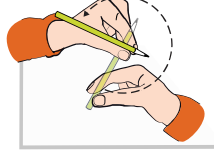
Point away the pencil,



Pinch it near the tip,



Lift it off the table,



Spin it round...



and grip.