



English and Phonics Policy

Mere Brow CE Primary School

English and Phonics Policy

Introduction

At Mere Brow CE Primary School, we are committed to providing a rich and stimulating English curriculum that enables all our pupils to let their light shine and achieve their full potential in: reading, writing, and spoken language. This English policy outlines our approach to teaching English, including reading, writing, and spoken language, in alignment with the 2014 National Curriculum in England. This policy reflects current research, particularly: The Reading Framework (DfE, 2023); Research Review Series (Ofsted, 2022) and Improving Literacy in Key Stage 1 and Key Stage 2 (EEF, 2021).

Aims

- To develop a love for reading and writing in all our pupils.
- To ensure that all pupils are proficient in reading, writing, and spoken language.
- To provide a supportive and inclusive learning environment that fosters communication, creativity, and critical thinking.
- To cultivate transferable literacy skills that are essential for lifelong learning and success.

Reading

- **Phonics:** Implement systematic synthetic phonics teaching using a structured programme.
- **Reading Fluency:** Encourage regular reading at home and school through reading schemes, class libraries, and reading for pleasure initiatives.
- **Comprehension:** Develop pupils' comprehension skills through guided reading sessions, questioning techniques, and comprehension strategies.

At Mere Brow CE Primary School we deliver the Red Rose Phonics Scheme to all pupils in EYFS, Year 1 and intervention groups. All staff delivering the teaching of reading and phonics have been provided CPD.

For children accessing the phonics scheme; reading books are sent home and closely matched to phonics learning. Three books are sent home weekly to children (one book including new learning, one book including recapped learning and one book to be shared with an adult).



English and Phonics Policy Mere Brow CE Primary School

We identify children in need of intervention as early as possible, even offering same-day sessions. Some pupils may require a more individualised learning approach, which could involve 1:1 sessions with adults. These tailored strategies will be carefully crafted using the Red Rose progression documents to enhance the learning process.

Reading Spine and Vocabulary

To enhance reading, writing, and spoken language skills at Mere Brow CE, we have introduced a Reading Spine for all classes. Each term features key "Lighthouse Texts".

"Lighthouse Texts" serve as exemplary reading materials aimed at fostering class discussions, writing activities, and a broader grasp of various topics. They are predominantly read aloud by adults in class to exemplify effective reading practices, and subsequently, these texts are comprehensively studied and analysed by the students. The selection of "Lighthouse Texts" is based on aligning with learning objectives in other curriculum subjects, relating to the children's personal experiences, and advancing diversity.

Writing

- **Spelling and Handwriting:** Teach spelling rules and patterns systematically, and develop neat and legible handwriting through regular practice.
- **Composition:** Provide opportunities for pupils to plan, draft, edit, and revise their writing across various genres and purposes.
- **Grammar and Punctuation:** Integrate grammar and punctuation instruction within writing tasks to enhance accuracy and coherence.

At Mere Brow CE Primary School, Red Rose Phonics is used to integrate reading, spelling, and handwriting from EYFS to Year 1.

From Year 2 to Year 6, Spelling Frame is employed, following the year group rules. These rules will be reiterated over the two years and explicitly taught by teachers in class. Children can also access games on Spelling Frame both in school and at home to support their learning.

Spoken Language



English and Phonics Policy Mere Brow CE Primary School

- **Oracy Skills:** Enhance pupils' speaking and listening skills through class discussions, debates, presentations, singing, nursery-rhymes and drama activities.
- **Active Listening:** Teach pupils to listen attentively, respond appropriately, and engage in meaningful conversations.

At Mere Brow CE Primary School, we take pride in ensuring that our children develop strong relationships with adults and peers in the school. Adults model effective communication and teach specific vocabulary.

All pupils at Mere Brow CE Primary School are part of a School Council group. These groups meet to discuss, debate any current issues and then present their ideas and findings to the whole school.

Assessment

- Use a range of formative and summative assessment methods to track pupils' progress in reading, writing, and spoken language.
- Provide feedback that is specific, constructive, and timely to support pupils in their literacy development.

Teachers adhere to the marking and feedback policy when assessing English/Phonics work at Mere Brow CE Primary School. Our goal is to select the most effective form of feedback to advance the children's learning. This feedback may be provided through verbal or written means.

Inclusion and Differentiation

- Support pupils with diverse learning needs through targeted interventions, resources, and differentiated instruction.
- Foster a positive and inclusive ethos where every pupil's voice is valued and respected regardless of their background or ability.

At Mere Brow CE Primary School, our goal is to address barriers to learning in English. We achieve this by utilising resources and equipment such as: dictation tools and typed opportunities, specialised pens and paper, and making font modifications as effective adaptations for our pupils. Moreover, we collaborate



English and Phonics Policy Mere Brow CE Primary School

with external agencies, such as Occupational Therapy, to assist children with diverse needs.

Parental Involvement

- Foster strong partnerships with parents and carers to promote literacy at home, encourage reading for pleasure, and support pupils' language development.

At Mere Brow CE Primary School, we offer two opportunities per year for meetings with parents, along with providing two written reports annually. If a child needs additional support, parents will be promptly consulted.

Monitoring and Evaluation

- Regularly review the implementation of this English policy through lesson observations, work scrutiny, pupil progress data analysis, and feedback from staff, pupils, and parents.
- Continuously strive to improve the quality of English teaching and learning through professional development opportunities and sharing best practices.

At Mere Brow CE Primary School writing is moderated internally with staff and externally with a cluster of schools and/or the school advisor.

Conclusion

This English policy sets out our commitment to delivering an outstanding English curriculum that equips our pupils with the literacy skills they need to succeed in school and beyond. By following this policy, we aim to inspire a lifelong love for reading and writing in our pupils and enable them to become confident communicators and critical thinkers.