MARSTON MORETEYNE VC SCHOOL

ENGLISH POLICY

September 2026



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RATIONALE

At Marston Moreteyne School we believe that the teaching of English is essential to participating fully as a member of society. Our English curriculum is ambitious, coherently planned and sequenced and will teach our pupils to read, write and speak fluently so that they can communicate their ideas and emotions to others. Our curriculum and teaching encourage our children to become enthusiastic and engaged in all of our exciting topics. Our cross-curricular approach allows skills and knowledge to be embedded within the daily lessons taught, this enables children to make meaningful links with their learning and offers rich and varied learning opportunities.

At Marston Moreteyne School we believe that language and vocabulary is the crucial vehicle for learning in every area of the curriculum. We make sense of our world through language; we communicate through listening, talking, reading and writing.

On entry to school each child brings a diversity of language skills. As teachers we facilitate the development of these skills. Children must feel secure, happy and motivated to learn in ways that directly and actively involve them.

INTENT

Our purpose in the teaching of English is the development of language skills. We aim to enable each child to communicate clearly and confidently in both speech and writing, and to read for both pleasure and information.

OUTCOMES

Through our teaching children will:

- communicate orally with a variety of audiences, confidently and fluently
- listen attentively for pleasure, information and instruction and appreciate the contribution of others
- be part of a language rich environment where words and vocabulary are given the highest of importance
- read with confidence, fluency, expression and understanding, developing a life-long love of books
- receive daily phonics lessons (Reception-Y2) using 'Jolly Phonics', a rigorous and progressive programme, ensuring success for all.
- access daily spelling support through 'Spelling Shed' (Key Stage 2) a comprehensive programme

to ensure mastery of the National Curriculum word lists
- communicate their ideas and thoughts in writing with a growing independence and creativity, demonstrating a knowledge of language structure, grammar and punctuation
- demonstrate understanding of how words are spelt in the English language
- present their work legibly, with handwriting that is formed and joined correctly

IMPLEMENTATION OF ENGLISH

Planning

In the Early Years Foundation Stage, English is planned as part of the Prime area of learning - 'Communication and Language'. This area is made up of Listening and Attention, Understanding and Speaking. English is also planned for in the Specific area of learning - 'Literacy'. This is made up of the Reading and Writing Early Learning Goals. In KS1 and KS2 it is planned in accordance with the requirements of the National Curriculum, with cross-curricular work in line with Cornerstones topics.

TEACHING & LEARNING

Speaking and Listening

We believe that spoken language is the foundation for almost all children's language development and is a basic mode of communication. It is crucial to the development of thought. Talking plays a vital role in the process of organising thinking, reflection and response.

Our task is to help each child to speak clearly and fluently, converse with increasing confidence and complexity of language, eliciting information with open-ended questioning. We strive to ensure that good spoken Standard English is modelled, adopted and maintained.

Children listen with concentration and understanding for increasing periods of time. Good listening habits are encouraged to enhance learning activities and social skills.

We put a huge emphasis on developing and extending children's vocabulary and provide many opportunities to teach new and ambitious vocabulary. This is planned for carefully within each new topic and children are given many opportunities to practise their newly acquired bank of words.

Reading

Reading should be pleasurable, meaningful and enjoyable for all our pupils, and we aim to help each child to acquire the requisite skills, by whatever means are appropriate. At Marston Moreteyne School, we strive to ensure all our pupils become readers for life; enjoying literature in all its forms, developing fluency, vocabulary, comprehension and the ability to access other areas of the curriculum.

We are determined that every pupil will learn to read, regardless of their background, needs or abilities.

Skills are taught using a variety of different methods which develop strategies to help the children to make sense of print, and to read with accuracy, fluency, intonation and expression.

There is an initial emphasis on a synthetic approach to phonics and spelling. This is taught across the school using the "Jolly Phonics" programme throughout Early Years and Key Stage 1, including Key Stage 2 where relevant, according pupils' individual stage of development. This is enhanced with actions and songs, making it engaging, multisensory and memorable.
The relevant common sight vocabulary and exception words from the National curriculum are also taught in a variety of fun and stimulating ways. In Upper Key Stage 2 (Year 5), structured spelling lessons are delivered using the Spelling Shed scheme to support pupils in mastering the National

Curriculum statutory word lists.

Pupils learn to be phonologically aware through segmenting and blending, and rhythm and rhyme activities. They are encouraged to read for meaning using pictorial and contextual cues and to develop higher order reading skills through the use of questioning.

All pupils read with an adult regularly in school and teachers monitor this on a weekly basis. Parents are encouraged to be involved in reading at home with their child at all stages, and a record is passed between home and school for comments to be made.

A large number of published reading schemes are banded and colour-coded to ensure a wide variety of reading material is available at each level. These books have been carefully banded into groups according to their phonic content. A good selection of books by significant children's authors are available in each classroom and the school library.

We believe that there are many factors that contribute to children becoming good readers, not least being good modelling and practice. We read to the children from a wide range of texts, regular use of peer reading and children take part in daily whole class guided reading lessons.

As the children progress through the school they are encouraged to read for a variety of purposes and audiences, including silent reading for their own pleasure. They are given opportunities to research information using reference books, non-fiction texts, and the internet.

Comprehension

As children's reading skills develop, we believe there is a need to focus on developing their powers of inference, deduction, prediction and the many other aspects of comprehension. Through Year Two and beyond we use STAR (Standard Test for Assessment of Reading) assessments which are carried out four times a year. The outcome of these test gives children a ZPD (Zone of Proximal Development) score and enables them to choose books from a range that will match and challenge their reading attainment.

Reading comprehension is addressed in shared reading and writing and subsequent discussion and recorded work, across both key stages. Adapted groups work, at the appropriate levels, from a range of resources. These include poetry, play scripts, film and high quality fiction and non-fiction texts as well as published comprehension books.

As a school we use "Accelerated Reader" which enables our children to read a text and then take a quiz at the end. This is based on children being able to understand and comprehend the books that they have read. These quiz scores are monitored carefully by teachers as an analysis and assessment tool as well as looking at children's next steps in development.

Writing

Our aim is to enable the children to enjoy writing for a range of purposes and audiences. Pupils need to feel confident that their ideas are worth recording, that they will be helped in the process and that the outcome will be valued. Frequent opportunities are provided for pupils to write, including extended writing. Appropriate materials are always available.

Transferring thought into writing is a complex process requiring many skills, which are taught and reinforced in a variety of ways.

Outlined below are the various approaches to writing used at Marston Moreteyne School. We believe that each method has its place in helping children to become independent writers.

Emergent Writing

Our aim in using the “mark making” method, from Foundation Stage onwards, is to encourage children to express themselves on paper with confidence, and to obviate the need for other help. It allows the older writer to produce a first draft, recording ideas freely without the aid of an adult or dictionary. Such writing also provides evidence of progression and highlights the next steps for development.

Scribing and modelling

In the early years, before literacy skills are developed, scribing for children records their ideas at length, demonstrating how speech is translated into writing. This scribing is also used for collaborative group or class recording, when writing is modelled by the teacher and specific skills are being taught.

It is a valuable method of recording evidence of a pupil’s understanding in subjects other than English when different knowledge and skills are being assessed.

Writing Development

Extended writing opportunities are planned in addition to timetabled Literacy lessons, often in conjunction with other areas of the curriculum. As writing skills develop during Key Stage 1 and 2, children are encouraged to write independently, but with the use of scaffolding techniques to develop skills.

Teaching and Planning Writing

English teaching is engaging, motivating and highly structured, following the 'I Am A Clever Writer' approach to manage cognitive load and scaffold success. Writing is taught through a clear, skills-based journey where every week, pupils explore a high-quality text and create a piece of writing inspired by its content. Each unit follows a consistent structure: reading and discussing the text alongside an exemplary WAGOLL ('What A Good One Looks Like'); explicitly practising contextual grammar and punctuation skills after extensive teacher modelling; and a final independent application where pupils showcase their learning. Throughout the week, teachers build a dynamic 'working wall' filled with modelled examples, rich vocabulary and individual 'Clever Writer Checklists' that pupils refer to in every lesson to guide their progress.

Assessment for Learning is used across the school, with the marking of writing focussing on success criteria. Verbal feedback is the most powerful means of feedback and teachers make use of this in every lesson to discuss children’s next steps. Whole class feedback is used to address excellent work, encourage peer feedback and for all children to focus on common misconceptions or areas of development.

In KS2 children are taught to re-draft and edit their work. This creates a working dialogue between pupil and teacher and provides excellent evidence of progress and response to targets. As well as paper and pencil, PC word processing packages such as ‘Word’ and ‘PowerPoint’ are also used for writing.

Handwriting

Our aim is to teach the children how to write fluently, legibly and with increasing speed in a joined hand.

Orientation, positioning and letter formation are taught formally from the Foundation Stage and each letter is learned individually.

Considerable emphasis is placed on achieving neat, correctly formed letters in KS1, achieved through regular short handwriting sessions. The frequency is reduced as the children progress to KS2 where greater emphasis is placed on presentation and joined handwriting. The use of ink is introduced for selected work where children have been awarded a “Pen Licence”

Spelling

Our aim is to develop competent and independent spellers. We teach spelling systematically across the school, building on the early teaching of synthetic phonics. Pupils are taught developmentally, with a focus on identifying the consonant and vowel phonemes in words and segmenting and blending them to aid the selection of sensible spelling choices. Adapted spellings are given weekly for pupils to learn and assessed through dictation.

In Upper Key Stage 2, structured spelling lessons are delivered using the Spelling Shed scheme to support pupils in mastering the National Curriculum statutory word lists. Explicit spelling sessions focus on phonics, etymology and morphology, which are reinforced through targeted online assignments and games. Pupils are expected to complete weekly digital practice sessions via the EdShed platform (app or website) to build fluency and retention. Progress and engagement are monitored by class teachers to inform future teaching and provide tailored interventions where necessary.

The children are encouraged to use a variety of methods to support spelling across the age ranges. Examples of these include whiteboards for 'best try' spellings to be checked, reinforced by the 'look, say, cover, write, check' method to consolidate learning. Spelling lists, word banks, 'wordmats' and dictionaries are all provided at the appropriate stages of development. All pupils are encouraged to note and learn unknown spellings chosen as target spellings.

Drama

We believe that the use of drama enhances understanding as well as providing children with a means of expression. In addition to dance which is covered within the P.E. curriculum, drama is introduced in several different areas of the curriculum through role-play and re-enactment. We provide regular opportunities for class assemblies, concerts and school productions, "Express" days in the Cornerstone Cycle where dramatic skills may be developed and shared.

ICT

The school is well-resourced with word-processing and publishing programs for PCs in the ICT suite and all classrooms. Children also have access to i-pads. We have networked Broadband access to the Internet and pupils communicate using email and programs, including Word and PowerPoint. Children are taught to write directly onto the computer; they save, retrieve, revise and correct work. Occasionally, previously written work is typed up for printing.

EdShed is used to support spelling in Upper Key Stage 2. Reading is, of course, involved in the writing and spelling programs and is a pre-requisite of the games used across the curriculum. The internet provides further opportunities for reading development and research.

The use of i-pads is incorporated into language activities throughout the school, including activities such as phonic and listening games. Children are taught how to record, and opportunities are provided to use the facility in a variety of ways. All these devices afford opportunities for review and evaluation of pupils' own work and provide useful evidence of speaking and listening and drama activities.

MEETING INDIVIDUAL NEEDS

We aim to identify at an early stage those children who have need of particular help with any aspect of language, and individual plans, or SEND (Special Educational Need or Disability Plans), are devised accordingly.

Teaching in clearly adapted smaller groups also enhances our ability to meet individual needs. Additional intervention programmes are used to support identified pupils at the appropriate

developmental stage. Speech and Language therapy is provided in school for a number of pupils.

EQUAL OPPORTUNITIES

The school is committed to equality of opportunity and aims to adopt positive strategies to achieve this in the teaching of English. Regardless of race, gender or creed we believe all children should be given ready access to a variety of resources.
Similarly, we aim to provide a range of reading materials providing information on disabilities and different religions and cultural backgrounds. For further information please refer to the Equal Opportunities Policy.

IMPACT OF ENGLISH

In accordance with our Assessment, Recording and Reporting Policy we implement formative, diagnostic, summative and evaluative types of assessment in the monitoring of each child's progress in English.

- We providing high quality, consistent feedback relevant to the child's reading and writing ability – both verbal and written and pictorial, to ensure rapid progress.
- Assessment of phonic recognition and spelling is continued across the school using specific Word Lists from the National Curriculum and Jolly Phonic word banks.
- Annotated samples of written work are retained termly for assessment of spelling, handwriting, and content
- SATs are administered at the end of Key Stage 2, as required by the National Curriculum, and results reported to parents
- Year 1 phonics screening (and retest for some Year 2)

Recording
Data is recorded in a variety of ways from all forms of assessment undertaken.
- Individual pupil attainment for reading and writing are considered by the teacher using Insight Tracking.
- Individual reading records are kept and reading stages tracked and monitored across all year groups.
- Accelerated Reader tracks and records children's reading attainment from Year 2 – Year 6.
- Individual reading record books are given to each pupil for home-school communication.

Reporting
Consultation evenings in the Autumn and Spring Terms and an Open Evening in the summer term, together with termly written summative reports are the principal ways in which we report to parents. Information about the English curriculum and pupil progress is reported to parents and colleagues in other ways outlined below.

- Parents of children in the Reception are invited to attend an introductory meeting which includes an outline of how English is taught
- All parents receive information each term about the English coverage, skills and content their child's year group via year group newsletters
- English policy and curriculum information is available on the school website
- Targets and progress of children with SEND are discussed with parents
- Annual Reviews take place for pupils with an EHCP as outlined in the Code of Practice
- Staff meetings, key stage meetings and planning sessions are used as an opportunity to report to colleagues
- All relevant documentation and records are passed to colleagues and discussed with them

MONITORING & EVALUATION

The rolling programme of the School Development Plan allows for periodic in-depth monitoring and evaluation of our English Policy. Frequent changes to the NC ensure that aspects of practice are under regular review.

Results from standardised testing are collated and scrutinised for a longer-term overview of performance trends. These results are discussed with the School's Improvement Partner and with Governors.

The Subject leaders have access to all timetables and planning to monitor coverage and balance. Work is cross-referenced to planning, and samples of writing are moderated and judged with staff.

Annual agreement trials are undertaken with other schools to assist consistency of assessment and marking of writing. Periodic external LA moderation confirms that standards remain consistent.

Regular CPD opportunities are provided where necessary, and members of staff are kept informed of recent thinking, with new ideas and strategies shared with colleagues.

Opportunities are included in staff meetings for discussion on matters arising from the implementation of the policy.

Policy Reviewed by
Kayleigh Hancock
English Lead
September 2026

MARSTON MORETEYNE SCHOOL LIBRARY POLICY

We believe that our library should be an attractive and stimulating area offering a wide range of reading material, both fiction and non-fiction, in order to encourage children to read for pleasure and information.

An EYFS and Year 1 "picture book library" enhances our younger children's opportunities for reading for pleasure.

Children are taught to respect and care for books, learn how to access information and how to be independent users. They are introduced to the general layout of all libraries and systems of classification. They are encouraged to use reference books to expand their topic work, thereby learning the skills to use contents and index pages efficiently.

These skills are developed each year, with instruction given as outlined below.

4+

- Encourage free choice individually/with other children/ with adult help
- Care of books
- Sharing of books
- Informal introduction to fiction and non-fiction
- Author, title, cover discussions

5+

- Introduction to library layout
- Introduction to fiction and non-fiction in the library
- Colour-coding awareness
- Introduction to issuing systems (scanned issues & returns)

6+

- Develop critical skills (likes/dislikes)

- Alphabetical order; first letter
- Match colour/picture/number
- Introduction to parts of book: index/glossary/publisher/date/contents
- Introduction to reference section:- dictionaries, encyclopaedias, directories, atlases

7+

- Alphabetical order; second/third letter
- Full use of subject index
- Using numbers
- Sorting and shelving books
- Selective retrieval of information (not copying)
- Apprentice librarians

8+

- Full retrieval skills for specific information
- Preferences for authors in fiction, lives of authors and author index for fiction
- Redefining search terms :- synonyms, general and specific
- Act as librarians
- Work independently in library, using books

9+

- Independent use of library catalogue and classification system
- Refine searches using keywords, synonyms and related terms
- Use contents, index, glossary and reference books independently
- Retrieve and record relevant information from different sources
- Summarise information in own words
- Recommend and discuss books with others

10+

- Select appropriate books and resources independently
- Use a range of search and retrieval strategies
- Compare information from different sources
- Evaluate information for relevance and reliability
- Summarise and organise information effectively
- Support younger children in using the library