

# MICKLEY VILLAGE PRIMARY AND NURSERY SCHOOL

## ENGLISH POLICY



### Revision History

REVISION	DATE	NAME	DESCRIPTION
1.0	02.02.24	Juliette Whitby	New policy

### Approval History

REVISION	APPROVAL DATE	APPROVED BY	SIGNED

Review date: 02.02.2026

## Overview

At Mickley Village Primary and Nursery School, we aim to deliver a high-quality English curriculum that gives children the best possible opportunities to become confident, literate, successful members of society with a deep love and understanding of English language and literature. We believe the development of English skills is central to improving a child's life chances. Teachers have high expectations for all children to achieve and enjoy English and to be able to use the skills they have acquired in a range of contexts. We strive to ensure all children can communicate clearly in spoken and written form and become masters of language. Rich texts are at the heart of our teaching and a love for reading is promoted throughout the school.

## Intent

Our aim is for all our children to be independent, resilient and confident readers and writers who enjoy the writing process. Through The Literacy Tree Scheme, our lessons are carefully developed around challenging, quality texts. Vocabulary is developed through the whole curriculum and pupils are encouraged and shown how to effectively use interesting and adventurous language in their writing. At Mickley Village Primary and Nursery School, we want children to leave the primary phase of their education able to;

- read easily, fluently and with good understanding;
- develop the habit of reading widely and often, for both pleasure and information;
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language;
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences;
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas;
- be competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate;
- develop an understanding, enjoyment and confidence in all areas of English;

## Implementation

The Literacy Tree is a complete, book-based scheme. The chosen books help children to grow ideas and expand their minds. The Writing Roots embed complete curriculum coverage and engage children to write with clear audience and purpose. Our 'teach through the text' pedagogy is the backbone of each sequence.

Throughout each Writing Root sequence, the children produce written outcomes across different genres. Modelled writing and shared writing allow the children to see the writing process being demonstrated, including the live editing of mistakes and word choices and this provides them with a model text to emulate. Grammar and spelling objectives are embedded into each English lesson, and in addition, every lesson begins with a short grammar task. Children have many opportunities to practise taught writing skills throughout the Writing Root sequence and apply their skills with independence at the end of the unit, by writing a longer piece.

Progression of skills click [here](#).

Skills are built on and revisited throughout the learning journey from EYFS to Year 3/4 , as appropriate. Where appropriate, links are made with other areas of the curriculum. English is taught in time slots totalling 1 hour and 45 minutes per day from Years 1-4. In EYFS children have daily phonics and Reception children also have a daily Literacy Tree lesson and Reading Practice sessions three times a week. Developing literacy skills is also a central part of the continuous provision in EYFS.

Care is taken to give each child the opportunity to learn regardless of race, religion, language or gender, which links closely to our work on protected characteristics.

We use the [Little Wandle](#) scheme for phonics and early reading and then progress onto Spelling Seeds and Reading Roots from the [Literacy Tree scheme](#).

### Impact

Assessment in writing is ongoing throughout every lesson. This allows teachers to adapt their planning in order to target pupils for support, as well as ensure that all children are challenged appropriately. Children are given regular opportunities to edit and improve their own writing. Independent writing is moderated regularly as a staff.

## **HANDWRITING**

### Implementation

In EYFS and KS1, children are taught letter formation in conjunction with the phonics scheme using the Little Wandle letter formation phrases. In KS2 children progress from pre-cursive to cursive writing focussing on joining skills. Handwriting is taught during all modelled and shared writing and children practise their handwriting skills daily. Correct letter formation is also modelled to children in their writing feedback.

Children who have an established handwriting style which does not follow our taught approach (for example children who have come from a different school) will not be expected to change their style as long as it is neat, joined and legible.

### **EYFS**

Good handwriting relies on secure motor control and hand-eye coordination. Children in the Foundation Stage should learn handwriting through movement with the actual writing of recognisable letters as the ultimate aim. Children take part in activities to support this including activities requiring hand-eye coordination, using one-handed tools and equipment, drawing lines and circles using gross motor movement, manipulating objects, using anticlockwise movement and retracing vertical lines. In Nursery, to support their formation of letters and increase their fine and gross motor skills, the

children take part in 'Squiggle While You Wiggle.' Children in EYFS practise writing their name daily. Once children are confident writing their own names, they practise handwriting linked to the letter formation taught in phonic sessions. They are taught to begin to form recognisable letters, use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.

### Impact

Handwriting is assessed as a component part of writing assessments.

Children who are working below national expectations are supported in a variety of ways;

- Children should be encouraged to use the correct pencil grip and sit with a good posture.
- Left-handed children should sit to the left of right-handed children to avoid their writing arms from bumping each other.
- Some children with specific difficulties may benefit from using a sloping surface and special equipment e.g. triangular pencil grip for a short period of time.

## SPEAKING AND LISTENING

### Implementation

Speaking and listening skills are taught throughout EYFS to KS2. The skills are taught specifically, where appropriate, during English lessons. In EYFS, the children learn stories with actions, retell using puppets, small world characters or masks. Additionally, speaking and listening skills are embedded throughout the curriculum through teacher expectations and activities.

### Impact

Children are not formally assessed for speaking and listening. Staff assess through observation.

Children who are working below national expectations are considered for referral to Speech and Language Therapy and/or Nurture Group, where they have the opportunities for small group speaking and listening skills to be developed.

### Curriculum Impact (all strands)

Children complete Reading and GaPs NFER assessments termly. The results of these assessments are then used by the teachers, subject leader and Headteacher to monitor progress, identify children for extra support, and look for patterns in progress that need addressing. Meetings are held with each teacher to discuss progress and provisions made to support children for the next period.

Phonics assessments take place half-termly to inform planning and targeted groupings. Children who are working below national expectations benefit from a range of tailored interventions, including Little Wandle Catch Up and precision teaching.

Attainment is reported to the Governors at governing board meetings and to parents in the end-of-year report and at parents' evenings.

Provision is monitored in all areas by the English Leader. This is done through a variety of

methods such as book looks, learning walks, and pupil interviews. Areas that need addressing are met through the provision of staff meetings or training as necessary.