

FCJ Primary School



English Policy

Mission Statement

Teach the children with all the kindness and gentleness possible.

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Article 28 (right to education) - Every child has the right to an education.

The FCJ Governors are committed to safeguarding and promoting the welfare of children and young people at every opportunity and expect all staff and volunteers to share this commitment.



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1 Rationale

The study of English is central to the learning and development of all young people. It helps create confident communicators, imaginative thinkers, and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate with and build relationships with others around them. The study of English helps young people develop the knowledge and skills needed for education, training, and the future workplace. It helps them become ethical, thoughtful, informed, and active members of society.

Learning English is about appropriate and effective use of the language to convey and discover information, organise thought and concepts, explore and construct ideas as well as express feelings effectively. It assists students to have a better understanding of themselves, their culture and their world.

2 Aims and objectives

All of these above-mentioned skills are outlined in the Jersey Curriculum.

2.1 Reading

- 2.1.1 To develop positive attitudes towards books so that reading is a pleasurable activity.
- 2.1.2 To develop a range of reading strategies for approaching reading: using and applying phonological, contextual, grammatical and graphic knowledge.
- 2.1.3 To use reading as a means of gathering information to support their learning throughout the entire curriculum.
- 2.1.4 To learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose.

2.2 Writing

- 2.2.1 To enjoy writing in different contexts and for different purposes and audiences, including themselves.
- 2.2.2 To write with increasing awareness of the conventions of grammar, punctuation and spelling.
- 2.2.3 To form letters correctly, leading to a fluent and legible, cursive handwriting style.

2.3 Oracy

- 2.3.1 To develop interest and skills in inquiring into the aesthetic aspects of texts, developing an informed appreciation of all literary genres throughout their time at school.
- 2.3.2 To develop their spoken language skills in drama activities and as a valuable tool and progression to develop their writing skills.
- 2.3.3 To understand how Standard English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning.
- 2.3.4 To appreciate, enjoy and use the English language (oracy) and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and debate. Article 13- (freedom of expression).



- 2.3.5 To express opinions, articulate feelings and formulate appropriate responses to increasingly complex questions and instructions.

3 Roles and responsibilities

The English subject leader should:

- 3.1 Ensure coverage of the Jersey Curriculum expectations for English throughout the school.
- 3.2 Promote the integration of English within appropriate teaching and learning activities.
- 3.3 Manage the provision and deployment of resources and give guidance on classroom organisation support.
- 3.4 Inspire and encourage colleagues to deliver high quality teaching and learning opportunities.
- 3.5 Analyse data to identify strengths and weaknesses in outcomes; planning and discussing areas for improvement accordingly.
- 3.6 Write, monitor and evaluate an action plan for English for the School Improvement Plan.
- 3.7 Lead INSET within the school and investigate suitable CPD for staff.
- 3.8 Lead the evaluation and review of the school's English policy.
- 3.9 Monitor and review the English provision within the school.

4 Teaching and learning

The structure of English teaching is based upon the Jersey Curriculum guidelines and covers all the recommended objectives to ensure that a broad and balanced English curriculum is taught to all pupils at FCJ Primary School.

To ensure that there is adequate time for developing their reading, writing and grammar, oracy, punctuation and spelling skills, each class in KS2 has a dedicated English lesson each day, with a duration of approximately 60 minutes and KS1 having five lessons a week with a duration of 45-60 minutes. Phonics is taught throughout Foundation Stage and KS1. Throughout our Foundation Stage every opportunity is given to enhance oracy through verbal communication during tasks undertaken by the children. Children's spoken word will often be transferred to written by adults to introduce the children to the correlation between written and spoken word.

Opportunities for extra reading and extended writing are planned when appropriate.

Teachers provide support to all students by differentiating the curriculum to meet their learning needs, including intervention and extension programs where possible. Scaffolds are made available for children to access in all the lessons. Article 29 - (goals for education).



5 Cross curriculum opportunities

The English skills that the children develop are utilised and supported in every area of the curriculum and can be directly linked with other subjects. For example, formal letter writing within English may be developed within a history topic and instructional writing could be linked to work completed in science.

Many opportunities are given for computing skills to be used with the English lessons to aid with transferral of spoken word to written representations. This also helps those children who see spelling as a barrier to recording their ideas as spell checks assist them with editing errors.

6 Planning

Each year group has a range of teaching materials available from which the teacher plans lessons. The teachers plan lessons together over the year group and sometimes activities are also planned across the key stage. We plan our teaching of English with links to our curriculum topics, key quality texts and educational visits participated in and the planning ensures coverage of the Jersey Curriculum.

- 6.1 Weekly planning incorporates a variety of opportunities to use language in different contexts through modelling and real-life experiences.
- 6.2 The use of Jane Considine's "The Write Stuff" is incorporated within the planning and implementation of writing tasks throughout KS1 and KS2.
- 6.3 Weekly planning provides regular opportunities for students to share, reflect and articulate their learning thus developing their oracy.
- 6.4 Weekly planning includes the use of ICT to enhance and support literacy learning wherever possible – the use of e-learning books for children to track and record their learning journey throughout the year using different media.
- 6.5 During English lessons, staff provide opportunities for students to learn about the morphology and etymology of words, learn words and expand their vocabulary.
- 6.6 In our lessons we believe in exposing the children to varied language to provide them with the tools to be able to reflect, revise and evaluate the things they do, and the things others have said, written or done.
- 6.7 We provide the children with the opportunity to articulate their own beliefs, structure coherent arguments and take part in debates on social, political and moral issues. This is often linked to a visit to the Jersey States Chambers in Upper Key Stage 2. Article 13- (freedom of expression)
- 6.8 Planning covers reading, spelling, oracy and writing tasks with a focus on developing first (familiar words commonly used in conversation), second (academic vocabulary appearing across all curriculum areas) and third (subject specific) tier vocabulary and concentration skills, as well as the ability to apply their knowledge to structure complex texts (in a variety of genre) with confidence.

7 Approaches to Reading

Teachers model reading strategies during shared reading sessions, whilst children have the opportunity to develop reading strategies and to discuss texts in detail during guided/individual



reading sessions. In Foundation Stage and KS1, children have the opportunity to read 1-1 or in a small group with an adult at least twice a week. As the children move through the school, opportunities to read independently or in small groups happen at least once a week.

A range of reading scheme books are used to support early readers as well as reading comprehension cards for small group reads. Teaching assistants support reading activities to ensure that children have more frequent opportunities to read and discuss texts with adults. Many exciting and rewarding activities are arranged in school to promote the pleasure and knowledge that can be gained from books, i.e. 'World Book Day'. Where possible, visits by: published authors (Jersey Festival of Words), skilled storytellers, performances by professional theatre groups as well as workshops led by local theatre groups are organised in addition to making books and the use of drama to illustrate the texts studied.

Within each class, teachers read and discuss a range of high-quality literature texts within the setting. Using these texts, the children are exposed to modelled examples of 'APE- Answer, Prove and Explain' questions to aid with the comprehension of all texts. Through this exposure children are encouraged and taught to answer higher order questions involving inference, critical thinking skills, reasoning and inquiry, not just in English lessons but across the curriculum.

We encourage all readers to share a book at home with their grown-ups. We believe that this not only helps to develop inferential skills, but also supports a lifelong love of reading. To support this, classroom structures include individual student reading logs, teacher monitoring of home reading and reading logs, and provision of a variety of high-quality reading materials through the development and maintenance of classroom libraries and the levelled reading scheme books. Those children still learning to read or gaining confidence with reading have access to a range of scheme books up to level 30, which are at an appropriate interest age, but are at an accessible reading age. These help lower attaining and SEN children to continue to grow in confidence as readers with a text that appears appropriate for their age group. Throughout the Key Stage, children become more independent in recording what they have read in their reading diaries as well as engaging in simple tasks related to their reading books as a homework task. We recognise the value of adults (both in school and at home) reading aloud to children, in order to improve their grasp of story language; infuse them with a love of books and to inspire them to become great authors themselves.

Reading is assessed every half term. These results are then recorded on our tracking system and used to gain a secure teacher assessment as well as identify areas that need further teaching and consolidation.

8 Approaches to writing

We aim to develop the children's ability to produce well structured, detailed writing in which the meaning is made clear and which engages the interest of the reader. Attention is paid throughout the school to the formal structures of English, grammatical detail, punctuation and spelling. Our approach to teaching writing covers the 'transcription' and 'composition' requirements of The Jersey Curriculum. To support our teaching of writing, staff refer to a range of strategies from key influences such as the 'Write Stuff' approach by Jane Considine.

Teachers model writing strategies (WAGOLL) and the use of phonics and spelling strategies in shared writing sessions. Guided writing sessions are used to target specific needs of both groups and individuals, whilst children have opportunities to write at length in extended independent writing sessions at regular points during a term. The children are given frequent opportunities in school, to write in different contexts using quality texts as a model and for a variety of purposes and audiences. The text types, which are required to be covered by The Jersey Curriculum, are outlined in our



long-term plans for each year group to ensure that there is a breadth of coverage throughout the school.

We recognise the important role that computing has to play in our school in the development of English skills. Children are encouraged to use their iPad in KS2 to assist with recording their ideas, sometimes using notes dictation to help them transfer their ideas from spoken language to a written representation.

We use the 'Penpals Handwriting Scheme' in school to help children develop fluent, cursive, clear and legible joined up writing.

9 Approaches to grammar and spelling

The teaching of Grammar and Spelling is in line with the requirements of The Jersey Curriculum. Our expectations for each year groups are outlined in our progression grid. It details the expectations for the teaching of grammar and the agreed terminology (from the NC glossary) which must be used by each year group. Grammar is taught discreetly each week and embedded within English lessons where appropriate.

To be able to spell correctly is an essential life skill. When spelling becomes automatic, pupils can concentrate on the content of their writing and their writing styles. Whilst we note that spelling is not the most important aspect of writing, confidence in spelling can have a profound effect on the writer's self-image. We aim to use explicit, interactive teaching which draws children's attention to the origins, structure and meaning of words and their parts, the shape and sound of words, the letter patterns within them and the various ways they can learn these patterns.

In the Foundation Stage and KS1, daily phonics is the key to the children's learning of spelling. This is taught using the 'Phonics Play' programme. Children are taught to blend sounds to read and segment to spell. At the same time, they learn words which are not phonically regular (common exception words). From Year two and into KS2 the children move towards using their phonic knowledge to help them to understand spelling rules and patterns. We teach children to use their growing understanding of the morphology and etymology of words to support their spelling. Helping the children to understand how to use and apply known spelling patterns (and to develop strategies to tackle tricky words) is the key to helping them to become successful spellers. When marking children's work, we do not correct all spelling errors; instead, we focus on high frequency words, topic words and those studied in spelling sessions. The teaching and development of spelling is encouraged as part of the homework tasks and weekly spellings are sent home to practise, in readiness for an informal spelling and dictation test in school on Fridays.

Children will be given words according to their developmental needs, so the amount and level of difficulty will vary. Grammar and spelling are assessed every half term. These results are then recorded on our tracking system and used to gain a secure teacher assessment as well as identify areas that need further teaching and consolidation. Children are also given the opportunity should their teacher feel they are ready to sit a badge test based on their weekly spelling learning and linked to the Jersey Curriculum Appendices. There are a variety of badges that they can achieve over their time at FCJ Primary. (Phonics, Bronze, Silver, Gold and Gold Plus for Years 4, 5 and 6.)

The effective use of a dictionary is taught to find words beyond the initial letter and the use of a thesaurus is taught and encouraged to expand their vocabulary awareness and choice.



10 Assessment for learning

- 10.1 At FCJ we take a cohesive and thoroughly monitored approach with integral assessment at termly intervals (three in total at the end of Autumn and Spring and Summer terms), including PIRA/GAPS assessments.
- 10.2 Pupil progress is tracked and monitored by the teachers so that appropriate changes are made to curriculum delivery and children are identified for appropriate small group intervention sessions.
- 10.3 Targets and success criteria are set, for and with the children, to ensure understanding and progression within each topic of learning. Article 29- (goals of education)
- 10.4 We moderate pupils' work, as a whole staff regularly and levels are agreed between professionals. Work is also assessed and discussed with our own internal moderators termly.
- 10.5 Identified children who have not made expected progress across the year are targeted within intervention groups and sessions.
- 10.6 Work is assessed via marking in line with our marking policy and improvements encouraged through highlighting and recording next steps. Children get the opportunity to respond to this with Purple Pen responses.
- 10.7 Class spelling tests are carried out weekly. Phonics screening is undertaken throughout the year until the end of Year 2, should it be necessary. Reading and writing assessments are recorded as it is kept updated by the teachers who analyse the data along with the senior management team.
- 10.8 Termly assessments are tracked, and strengths and weaknesses identified by the teacher and English Leader.
- 10.9 Pupils on the SEN records are identified and monitored. Progress towards targets in their individual passport is analysed by teachers and the SENCo

11 Marking and Feedback Policy

- 11.1 Feedback is given in line with the Marking and Feedback Policy.
- 11.2 Children are encouraged to edit and improve their work using their 'Purple Pen' to show that this process has taken place. Editing can include, adding to, taking away that which does not enhance the work, and replacing words with more precise word choices.
- 11.3 Through our marking and feedback, we identify the strengths and weaknesses in students' literacy work, identifying progression in the main forms of Reading, Writing, Handwriting, Spelling and Speaking and Listening undertaken in each class or group and strengthen lesson plans accordingly.



12 Displays

- 12.1 The use of English Working Walls to promote positive literacy learning environments within the classrooms.
- 12.2 All classrooms display and use the Write Stuff writing lenses to guide and assist the children when they are formulating their ideas verbally or in written form.
- 12.3 Current texts being studied by the class are displayed and WAGOLLS as well as text features are displayed on the working walls. Children's contributions are also shared on these walls through quotes and samples of work.

13 Resources

- 13.1 All classes have a fully stocked library area where children can access books to read.
- 13.2 Scheme books/Reading comprehension cards are maintained and restocked when the need arises.
- 13.3 Phase resources for the teaching of Phonics in Foundation and KS1.
- 13.4 School libraries have a variety of books to engage all types of readers. These are added to on a regular basis when new titles or authors become available.
- 13.5 Each class has their own set of 'Writing Rainbow' lenses to use within the lessons.
- 13.6 Cards, certificates, stickers and badges for First Words/Phonics/Spellings to be kept in stock and are kept in the English Lead's classroom.
- 13.7 Penpals Handwriting scheme.
- 13.8 Benchmarking Kit.
- 13.9 Phonics Play subscription.
- 13.10 Interactive Reading Rainbows for KS1 and KS2 on Google Drive.
- 13.11 Reading Recharged PDF of book on Google Drive.
- 13.12 Genres Progression Document on Google Drive.
- 13.13 Grammar Progression Document on Google Drive.
- 13.14 Depth Writing UKS2 on Google Drive.
- 13.15 Grammarsaurus Spelling is used by the teachers to assist with the delivery of the morphology of words to assist with the retention and understanding of spellings and spelling patterns.