



English Curriculum Policy

Date Reviewed:	01.09.2025
Next Review Date:	01.09.2026
Policy Owner:	Faye Dance and Emma Harbott
Ratified @ FGB/Committee Name & Date:	School Policy

Mission Statement

We are committed to providing a supportive, enjoyable and family style environment in which every child is nurtured and encouraged to achieve their potential through a broad-based curriculum and opportunities for developing sporting, dramatic, artistic and musical talents.

Statement of Aims & Objectives

- To enable each child to fulfil their own academic and personal potential.
- To instil in every child the importance of developing personal initiative and to foster in them a belief that they can fulfil their potential in any area of school life.
- To provide a broad based academic and extra-curricular education that is delivered in such a way as to satisfy the learning needs of each and every pupil.
- To help each pupil to develop both a set of Christian values and an understanding and appreciation of other religious beliefs.
- To learn the difference between right and wrong and to appreciate that rights and responsibilities are equally balanced.
- To develop and promote a sense of caring and community between the pupils within the school and the wider community as a whole.
- To instil in each pupil a high degree of self-respect and respect for their fellow pupils, teachers and other adults.
- To prepare each child for the transition to the next stage of their education and to be able to take advantage of any opportunities as they present themselves.

Safeguarding

Oakhyrst Grange School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. At this school we respect and value all children and are committed to providing a caring, friendly and safe environment for our pupils so that they can learn in a relaxed and secure atmosphere. We believe that every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Oakhyrst Grange School. We recognise our responsibility to safeguard all who access school and promote the welfare of all of our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying. This should be read in conjunction with the Safeguarding Policy.



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All staff will be asked to complete training annually following KCSIE updates. Further safeguard training will take place throughout the year. All staff must wear their lanyards at all times.

The Safeguarding governor is: Pauline Clark Pauline.clark@oakhyrstgrangeschool.co.uk

DSL: Roxann Dowling (Head of EYFS)

DDSL: Gemma Mitchell (Headteacher)

DDSL: Faye Dance (Deputy Headteacher)

Telephone: 01883 343344

Safeguarding Team: DSL@oakhyrstgrangeschool.co.uk



Health and Safety

All activities undertaken as part of our English curriculum whether in school or on trips (theatre trips, visits to other schools, library visits etc) will be assessed according to the school's Risk Assessment procedures and completed prior to all events taking place.

Equal Opportunities

All children have an entitlement to participate fully in English, regardless of gender, race, age or ability, in accordance with the school's Equal Opportunities Policy. Children whose second language is English receive appropriate support as necessary.

Additional Support and Intervention

The needs of children requiring additional support for their English will be discussed by the English Coordinator, SENDCO and the class teacher. Children with a Specific Learning Disability and/or language difficulties may receive support as part of the school's support programme where appropriate (see SEND Policy). Opportunities will also be given to those children identified as 'Gifted and Talented' to extend their skills and access a broader curriculum. Activities to enrich and enhance the school's usual curriculum are available and reviewed regularly to meet the needs of individual children.

Teaching and Learning

Overview

The teaching and learning of English are seen as an integral and seamless part of school life and the whole school curriculum. The skills taught in our English lessons underpin the whole curriculum and in turn are extended and supported by the teaching and learning in all subjects. It is, therefore, understood that the children will be given the opportunity to apply and extend their skills in speaking, listening, reading, comprehension and writing in all areas of the curriculum and these links are highlighted in our Long- and Medium-Term planning documents.

The teaching of English supports the personal and social development of our children by building their confidence and self-esteem. The children are actively encouraged to become independent learners and are given opportunities to engage in reading and writing activities beyond the classroom (library visits, theatre visits, visits from writers), class discussions, debates, speaking and listening activities, cooperative learning experiences and speech and drama work.

English at Oakhyrst Grange School is taught through daily English lessons of at least 35 minutes. Homework in English or using English skills in other areas of the curriculum is given regularly. Reading also forms part of every child's daily homework.



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It has been agreed that additional time is given to spelling, handwriting, independent reading and individual reading. The exact time allocation for this will vary.

In the Early Years' Foundation Stage, Communication and Language Development (CL), as well as Literacy Development (L) is covered and assessed through our online observation portal, Tapestry and permeates all aspects of the child's day. CL and L forms an integral part of the Long- and Medium-Term planning in Pre-Reception and Reception, using the Early Year Foundation Stage document as guidance.

Teachers work towards independent learning and plan for different working groups e.g. whole class/small group/paired/individual. Teachers employ a range of teaching strategies: instructing/directing; modelling/demonstrating/scribing; explaining; questioning; analysing, synthesizing, discussing; consolidating; evaluating and summarising. Attention is paid to new ways of using language through computers and mobile devices, teaching children about appropriate use of language and the problems that can arise in the use of such devices. (see Online Safety policy) Clear learning objectives are set for each session and are shared with pupils. Teachers differentiate according to the needs of the pupils.

IT is used to enhance, extend and complement the teaching and learning of English. For example, opportunities are provided to develop writing skills where the children can explore different genres and styles and review, edit, redraft and produce items for display.

Speaking, Listening, Group Discussion and Drama

Our objectives are to enable our children:

- to communicate effectively
- to speak confidently and to express themselves clearly in a variety of situations: in pairs, groups and individual presentations
- to listen attentively and respond to others, having respect for the different opinions of others
- to develop the skills needed for group discussion
- to participate in and respond to drama related activities as outlined by teachers in their planning and as part of class assemblies and whole school events such as Harvest festival, Remembrance Day, Nativity plays, Carol concerts, musical/drama concerts, whole school drama productions, ISA competitions
- to annually enter the Epsom College Public Speaking Competition, prepared for by the English Co-ordinator.

Speaking, listening, group discussion and drama activities are integrated into our teaching across all subject areas including PSHE. The development of these skills is regarded as fundamental to all teaching and learning within our school curriculum.

Reading

Our objectives are to enable our children:

- to read independently, fluently and expressively, with understanding and enjoyment
- to develop their knowledge of language through reading a variety of genres and texts from a range of authors
- to read a wide range of texts, both fiction and non-fiction, including text on screen, both for pleasure and for information



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- to engage with and respond to what they read.

We encourage a love of books and of reading by providing a rich reading environment as a whole school, in our classrooms and in our school libraries. Throughout the school, teachers read aloud to children on a regular basis. We read a wide range of good quality fiction, non-fiction and poetry, including texts from different cultures and faiths. Daily reading opportunities is provided in all year groups.

Reading to an adult is of high importance within our school and we strive to provide these opportunities as often as possible within our week. A silent independent reading period for years 3 to 6 takes place for about 15 minutes at some point at least 3 times a week. Children in the upper school with learning difficulties continue to read individually to their teachers or teaching assistants as appropriate. Once the children can read independently, they are encouraged to explore and evaluate books from a range of genres and to use a Reading Record book/Journal to record what they read. These records are monitored by both parents and teachers.

The Summer Reading Challenge, based on Surrey Libraries suggestion, run on an annual basis. Over half the children in school have partaken in this in previous years, but there is always a good take-up and it is always encouraged by the school staff.

We understand that different cognitive approaches are involved in the development of accurate word recognition and in the development of language comprehension and different kinds of teaching are required to ensure that the children have both the skills necessary to decode text and also the language comprehension skills needed to understand what they read.

Word recognition skills are developed systematically in the early years through the teaching of phonics. We follow the Floppy's Phonics Scheme (Reception and Year 1) with Pre-phonics being taught in Pre-Reception and children who still need phonics training revising the scheme in Year 2 where necessary. There is a dedicated Phonics session on the timetable for these year groups.

Language comprehension skills are developed through a variety of reading and comprehension activities using a wide range of resources. The children are guided and taught to analyse a text at a literal, inferential, deductive and evaluative level. In years 5 and 6, children are given practice papers in Comprehension in order to prepare them for senior school entrance examinations.

Writing

Our objectives are to enable our children:

- to write imaginative, interesting and thoughtful texts
- to write clearly, accurately and confidently for a variety of purposes and audiences, including word processing with IT
- to develop a consistent, clear, fluent and joined handwriting style and to be aware of the importance of the presentation in order to communicate meaning effectively
- to understand the conventions of writing, including structure, grammar, punctuation and spelling
- to plan, draft and edit their writing
- to feel valued as writers and to appreciate the writing of others.



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We provide a wide variety of reasons and purposes for writing. Our expectations are that by the time they leave year 6, most children will be able to plan and write the following text types with confidence: recount, report, instructions, explanations, persuasive writing, discursive writing and a variety of poems. The children are encouraged to enter competitions local and nationally. Some children may run their own class competitions.

We teach a fully cursive handwriting style in year 2 and beyond. Where appropriate, cursive writing may be introduced at a younger age; this will be at the discretion of the class teacher. Writing in ink is introduced in Year 4. We also teach children the keyboard skills necessary for word processing.

We understand that the acquisition of the grammar and language rules of standard English is an integral part of teaching writing, and time is allocated in all year groups to the teaching and practice of these skills. Writing itself is taught as a process beginning with a familiarisation with a genre or text type through reading; a brainstorming and discussion of thoughts and ideas; teacher demonstration of the text type; guided writing/supported writing as appropriate, independent writing and evaluation. We provide regular opportunities for children's writing to be shared, displayed, published and celebrated.

Writing Feedback

Feedback is an essential to help children move forward as writers. With younger children, feedback on writing will usually be verbal and immediate. With older children, feedback may be verbal and/or written. Children are also encouraged to evaluate their own work and older children develop skills by working in pairs to edit their work.

Teachers mark writing in accordance with our Marking and Assessment policy.

Planning

Long term and medium-term planning are based on the National Curriculum. Teachers are encouraged to plan their lessons in a way that supports good cross-curricular links and develops higher level thinking skills to ensure that we meet the needs of our G and T children. Teachers in Years 5 and 6 also cover work required for the entrance examinations set by the ISEB and local senior schools.

Short term plans are written by teachers on a weekly/daily basis that show lesson objectives and differentiation where appropriate, and progression over the week in specific areas. Teachers plan to include a range of teaching strategies ensuring that they meet the learning needs of all the children. Plans are shared with teaching assistants where appropriate. Plans are annotated and adapted by class teachers in response to on-going assessments. Each week evaluation takes place to inform further planning and teaching.

Assessment and Recording

Assessment is at the heart of the teaching and learning process. In the EYFS, teachers assess children's learning using the Foundation Stage Profile and Learning Journeys. Most of the



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observations for assessment are based on those activities that children initiate and engage with independently across the range of provision.

As children move on through the school, teachers continue to observe and note children's progress on a day-to-day basis. Formal class assessments including Reading and Comprehension, Grammar and Creative Writing are completed throughout the year. Formal GL Assessments in spelling, reading and comprehension are completed twice a year, once in the Autumn Term and once in the Summer Term.

Teachers in Years 2 - 6 meet regularly to moderate the marking of writing. Checklists of criteria for both narrative and non-narrative writing are used to help consistency in marking through the school.

Writing Assessment folders are kept for each child in the school and are built upon as the child progresses through the school. Writing assessments take place half termly and children are assessed according to National Curriculum expectations for their year group (or EYFS). One narrative assessment is undertaken every term and one non-fiction piece. Children are then tracked and monitored, particularly for End of Year achievements, so that any interventions can be put in place going into their new year groups, if necessary.

Reporting to Parents

Parents receive regular informal or verbal feedback as to their children's progress in English. Each child has a Reading Record Book to record progress in reading at home and school. The practising of spellings and other written work may be set in accordance with the Homework Policy. In addition, twice a year, parents also have an opportunity, to meet with the staff formally to discuss progress.

Parents receive an annual written report each term. The Summer Term report contains a detailed account of the child's progress, highlighting achievements, areas for development and any concerns. Where appropriate, test results are reported.

Monitoring and Evaluation

In order to monitor standards and progress, the following systems are in place:

- the children's progress in English is discussed between class teachers at changeover at the end of each academic year
- the English coordinator discusses the curriculum, matters arising from it and the progress of classes and individuals as appropriate with all class teachers.
- staff meet regularly to moderate marking.
- the progress of pupils with Special Educational Needs and Disability (SEND) is reviewed with the Special Needs Co-ordinator (SENDCO)
- the English policy and the English curriculum are reviewed annually by the English coordinator
- reading and spelling are tracked through annual testing
- each term, each child completes an independent written task in both fiction and non-fiction, which is then assessed according to NC age related expectations. This can then be tracked termly by the class teachers and English co-ordinator.

The Role of the Subject Coordinator



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The subject coordinator leads the subject's development within the school and aims to do the following:

- develop their own practice in planning, teaching, managing and assessing
- ensure that the English curriculum is implemented appropriately throughout the school. This is to include a half termly observation of the teaching of English in the school
- update and rewrite the policy documents and schemes of work
- organise and review the resources needed to support the curriculum
- liaise with parents to inform them about issues relating to English
- keep up to date with current curriculum information
- encourage colleagues in their delivery of the English curriculum

Resources

The English Coordinator, with the Headteacher, is responsible for the ordering, costing and allocation of resources to support the teaching of English. A review of resources is carried out periodically which leads to a prioritised list of requirements. This is funded within the school's budget plan for the financial year.

This Policy is subject to regular review.