



The Forest CE Federation

'Small enough to care. Large enough to inspire

Valuing all God's children '

All things are possible for one who believes' Mark 9 v 23

English Policy

Vision

The Forest CE Federation aims to provide children with an exciting, broad and balanced curriculum that will instil a love of learning. Our approach enables all children to become lifelong learners by developing transferable skills to equip them to succeed in a competitive world. A strong **Christian** ethos permeates through our daily lives ensuring our pupils are cared for in a safe, nurturing environment within our small **community**.

Everyone is valued as an individual and helped to develop and progress in their own unique way within a Christian environment. Our vision, **‘Small enough to care, Large enough to inspire, Valuing All God’s children’** is at the core of everything we do. The curriculum we offer is not merely academic, but embraces the spiritual, moral, social and cultural development of all pupils and is deeply rooted in our vision that: **‘All things are possible for one who believes’ Mark 9 v23**.

We believe in the “whole child” and are committed to children’s wider well-being through our **creative** inclusive curriculum, which is driven by our spiritual values. Our curriculum is designed to spark **curiosity** in young minds through carefully planned opportunities for pupils to acquire, apply and master their knowledge and skills in a unique learning environment. We know that a child who feels happy, safe and secure will have the **confidence** to try their best and achieve in all that they do. We endeavour to provide all children with the knowledge, skills and environment in which to thrive.

Our curriculum is underpinned by two main threads:

- **For ALL our children to develop high levels of oracy. To have a rich and broad vocabulary, to be confident and literate within society.**
- **To know about the world: to know what it has to offer, how it differs from their locality and how others experience the world.**

We define progress as the widening and deepening of essential knowledge, skills, understanding and behaviours. This is done through how we deliver our curriculum and continuous provision.

Aims

This policy aims to ensure that all children at the Forest Federation are offered a broad and balanced curriculum which embeds the application of English with opportunities to consolidate and reinforce taught skills. We strive for all children to reach their full potential, ensuring progression from individual starting points.

By the time children finish their education in Year 6, we aim for them to be able to:

- take pleasure in all aspects of English;
- read and write with confidence, fluency and understanding- developing a range of independent strategies to self-monitor and correct;
- develop the powers of imagination, inventiveness and critical awareness;
- have an interest in books and read for enjoyment;
- have an interest in words and their meanings- allowing them to develop a growing vocabulary in spoken and written forms;
- understand a range of text types and genres allowing them to write in a variety of styles and forms appropriate to the situation;
- have an extended technical vocabulary to articulate their responses.
- Be confident and skilled orators: able to speak engagingly and at length about topics and engage in responsive and productive dialogue with peers.

Planning:

- Teachers plan using the Talk4Writing model of imitate, innovate and invent. All planning is completed using a template which outlines the key stages in the learning process
- High quality model texts are carefully chosen as a basis for rich learning experiences and to provide opportunities for writing with a purpose.
- Plans are monitored by the English subject leaders, Senior Leadership team and the Executive Headteacher.

Pupils with special educational needs and individual education plans

Teachers aim to include all pupils fully in their daily English lessons. All children benefit from participating in modelled, shared and guided sessions. However, a pupil whose difficulties are severe or complex may need to be supported with an individualised programme in the main part of the lesson.

Speaking and Listening Aims:

- To listen, evaluate and respect the opinion of others
- To speak expressively and confidently about a range of topics through class discussions and debates
- To provide a range of opportunities for children to talk and listen in formal and informal settings
- To use drama and role play to develop confidence when addressing an audience
- To use discussion during shared and guided reading and writing sessions
- To create an environment in which children feel safe when speaking about their thoughts and feelings.

Teaching and Learning of Speaking and Listening

- Use of learning partners
- Class discussions and debates
- Retelling stories and reciting poetry
- Talk4Writing opportunities
- Role play and drama activities
- Listening to a range of text/stories
- News sharing
- Listening, responding to, and evaluating their own and others' contributions.

Reading Aims:

- To create a reading culture that celebrates a love and enjoyment of books
- To help children become critical readers to give them greater understanding of the wider world
- To provide a wide range of reading materials, e.g. big books, graphic novels and comics, newspapers, encyclopaedias, posters, electronic readers, etc.
- To develop children's reading skills through using books matched to individual children's abilities
- To develop retrieval skills through a range of information texts, including those related to the class topic.

Teaching and Learning of Reading

- Experiences of hearing high quality texts – daily class reading time
- Use of big books and digital books for class reading and the teaching of reading strategies.
- Modelled and shared reading including fiction, non-fiction and poetry.
- Use of 'Talk Through Stories' in EYFS and KS1 to ensure reading skills and strategies are being taught to a high standard.
- Guided reading sessions using texts appropriate to level.
- Regular opportunities to share books with the class.
- Interventions when appropriate, including reading volunteers
- Opportunities for independent reading, both at school and at home
- Studying texts by significant authors and poets
- Use of Book Talk

Writing Aims:

- To understand the importance of audience and purpose
- To develop strategies to communicate effectively through the written word
- To write in a variety of forms
- To recognise that writing can be a collaborative effort

- To recognise that drafting and redrafting is an essential part of the writing process
- To recognise that spelling and grammar are important skills and ensure that children have a range of strategies to move towards the conventions of the written word

Teaching and Learning of Writing:

- Use of Talk4Writing.
- Modelled, shared and guided writing.
- Using dictionaries and thesauri to support the use of interesting vocabulary.
- The use of model texts to develop key skills in writing.
- Children need to know and apply the steps taken in the drafting and editing process.
- Opportunities to write from real life experiences.
- Opportunities to write in a variety of forms and for different audiences, using high quality model texts as a stimulus.
- Grammar skills are taught in the context of writing for real purposes.
- Opportunities to publish work through a variety of media.
- Through marking, children are required to make improvements from teachers' comments.
- Peer marking against Learning Objectives and Toolkits.

Spelling:

Is taught daily through a bespoke spelling scheme developed for the Forest Federation by our English Leads and linked closely to the National Curriculum. This scheme uses phonics and syllables to help children grasp key spelling rules and word families as outlined in the National Curriculum. In addition, children use mnemonics and other strategies to learn commonly misspelt words. A range of strategies are used to ensure retention of spellings and the opportunity for spelling dictated sentences allows recall of key words and continued practise of spelling commonly misspelt words.

Teaching and Learning of Spelling:

- Daily teaching of spelling strategies.
- A range of strategies taught through interactive activities.
- The use of a range of strategies (rainbow words, cascades, mnemonics) to aid in retention of spellings.
- Use of dictated sentences to ensure a high level of spelling proficiency.
- Encouragement of dictionary/thesaurus use.

Handwriting:

We place a high value on the presentation of all children's work. We use Kinetic Letters from Reception upwards. Daily handwriting lessons are taught in KS1 and then two to three times a week in KS2. All children write in pencil until they receive their pen licence and then move onto handwriting pens.

Assessment:

The children's progress in English is monitored closely by the class teacher. Within each unit of work, the children complete a 'cold' and 'hot' task so that progress can be measured. Termly assessments in reading and writing are reported to the English subject leaders and the Executive Headteacher, which then form a basis for monitoring. The children are involved in discussions around their work and help set targets for future work.

The English subject leaders, Executive Headteacher and Governors work closely together analysing school data to identify trends and areas for improvement. See curriculum and standards governors meeting minutes for more information.

This policy will be reviewed in January 2026.

Signed:  _____