English Policy

2025-26

Approval and Review

Committee to Approve Policy	Trust Board Committee
Date of Board / Academy Committee Approval	May 2026
Chair of Board / Academy Committee	
Signature	
Accounting Officer	
Signature	
Policy Review Period	Annually
Date of Policy Review	May 2027

Version	Date Approved	Changes	Reason for Alterations (from and to)
V1	May 24	Page 5	Added in new structure to end of VIPERS units of work.
	May 25	No changes	
	April 26	Page 4	Addition of working wall to classroom expectations
		Page 5	Removed fortnightly expectation of Complete Comprehension and cold comprehensions.
		Page 6	Removed Reading Squads.
		Page 6	Addition of Reading Fluency lessons.
		Page 6	Removal of staying in during break times if not reading three times at home.
		Page 7	Addition of fluency assessments at the end of each half term.
		Page 7	Removal of parent Accelerated Reader demonstration.
		Page 9/10	Added in missing marking codes.

Moorpark Junior School English Intent

English has an important place in education and society and at Moorpark Junior School, we make it our mission to immerse all children within a language-rich and engaging English curriculum, with quality texts at its heart. We believe that our high-quality education in English will teach pupils to speak, read and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them.

Reading

Our aim for reading at Moorpark Junior School is to increase the opportunities for all readers, in particular those who do not read at home. We also aim unlock a love of reading in all as we believe that all children can love reading if they are inspired and encouraged by those who love reading too. We value reading as a key life skill, and are dedicated to enabling our pupils to become lifelong readers. We believe reading is key for academic success and make it our aim to ensure that by the time children leave Moorpark, they are competent readers who can recommend books to their peers, have a thirst for reading a range of genres and participate in discussions about books that they have read or would like to read.

Writing

Writing at Moorpark Junior School is taught and celebrated in a range of ways, and is taught across the school through a range of subjects. We aim, wherever possible, to create cross-curricular writing opportunities, as we believe that in order for children to see themselves as successful writers, they need to be involved in writing for a purpose. We ensure that a range of genres are covered, including narrative, non-fiction and poetry. Genres are taught and learnt considering the purpose, structure and audience and throughout each studied, the links between reading and writing are made explicit – we read as writers and we write as readers. Vocabulary underpins our writing and children are taught higher-level vocabulary explicitly to strengthen their writing and to enable them to read with more understanding.

Reading

Our aim for reading at Moorpark is to increase the opportunities for all readers, in particular those who do not read at home. We aim to do this through improving their fluency, oracy and comprehension, growing them into life-long readers.

Within the school we believe pupils need the opportunity to:

- Experience exciting and enthralling books as soon as they enter our school.
- Know how well they are achieving in reading and be supported towards their targets.
- Experience text through interactive and challenging activities.
- Be challenged to develop their reading potential and aim high in the complexity of text and stamina of their reading.
- Read in a stimulating, happy and secure environment.
- Access high quality reading resources in classrooms, libraries and using ICT.
- Experience a variety of creative teaching methods and approaches to develop their comprehension of text.

Each classroom reading environment will contain:

- Vocabulary suitable to age group
- A range of well-chosen book genres
- VIPERS display
- A range of good non-fiction and fiction texts related to topic
- A print-rich environment
- A themed reading corner linked to the current topic, with topic-related fiction and non-fiction books
- An English working wall

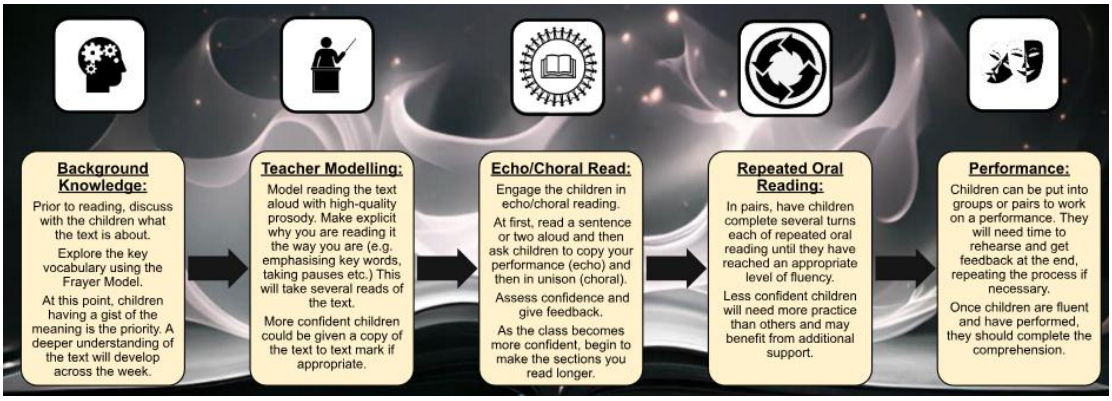
Teaching of Reading Approach:

- Guided Reading will occur at least three times per week for all children using a range of media deemed appropriate by the teacher.
- Guided Reading is taught through a whole class skills-based approach at Moorpark, with the aim to allow all children access to the end of Key Stage 2 key objectives throughout the year.
  These key objectives are:

a) **give / explain the meaning of words in context**
b) **retrieve and record information / identify key details from fiction and non-fiction**
c) **summarise main ideas from more than one paragraph**
d) **make inferences from the text / explain and justify inferences with evidence from the text**
e) **predict what might happen from details stated and implied**
f) **identify / explain how information / narrative content is related and contributes to meaning as a whole**
g) **identify / explain how meaning is enhanced through choice of words and phrases**
h) **make comparisons within the text**

- Through our skills-based approach, children will be taught each of the eight strands for reading throughout the academic year through the use of VIPERS (vocabulary, infer, predict, explain, retrieve and summarise/sequence).
- At the end of each VIPERS unit of work, a three-day unit of work will be taught. This will consist of:
  Day one- analysis of the text. Vocab discussion and in-depth study of the text.
  Day two- comprehension questions based upon this text.
  Day three- skills based questions based upon this text. This will link to the VIPERS unit just finished.
  This may be done for one to three weeks, depending upon teacher discretion and will give the children an opportunity to apply what they have learned to an age-appropriate, longer text.
- Each of these skills will be repeated through each year group at an age-appropriate level, meaning that by the end of Year 6, all children will have visited these key objectives four times.
- During Guided Reading sessions, children will take part in a number of activities to develop and improve their knowledge and understanding of the specific skill that they are working on. This could be through games, reading texts, discussions with adults or through written work in their books. Children will be provided with work appropriate to their reading age.
- Throughout the week, the class teacher will work with each group and will listen to each child read aloud a part of the text that they are working on.
- As well as a skills-based approach, children will also take part in cold comprehensions at their teacher's discretion, which will test their understanding of an unfamiliar text at their reading level, featuring a selection of VIPERS questions.
- Children may also take part in a Complete Comprehension lesson, where the teacher models and guides the children through an age-appropriate text extract.

- During Guided Reading lessons, teachers will ‘live mark’ and address errors and misconceptions as they are spotted.
- Phonics will be taught three times per week to those children who did not pass the Phonics Check in KS1.
- Children will also take part in Reading Fluency lessons three times per week. These will be structured as follows:



Proposed Monitoring of Reading:

- Accelerated Reader (AR) tests will be completed before each assessment point, to fit in with DC Pro data entry. Afterwards, all children’s results will be monitored and appropriate discussions will take place to discuss what action is being taken by the class teacher and what support is required.
- All early readers (including EAL students and those not sharing reading at home) must be heard daily, individually.
- Children identified as needing intervention after completing AR tests will have interventions as appropriate.
- Children who do not read at home will receive up to 3 requests written in their diaries. If home reading is still not happening, parents/carers will be contacted to discuss the importance of reading.
- If parents require help, they are supported in teaching children how to read, through reading workshops for parents at KS2 and by the development of support leaflets available from the main reception.
- Enunciation is to be considered, appraised and consistently taught within each school. Head teacher and SLT must ensure secure monitoring of speech.
- Any new pupils who are EAL must receive phonics daily, irrespective of their year group.

Assessment & Recording:

- Termly Star Reader tests will be completed to provide teachers with a reading age for each child.
- Those children who are working below expectation will be assessed using the British Picture Vocabulary Scale (BPVS) and where necessary, Renfrew, to assess and indicate understanding of language and expressive language with comprehension.
- Ongoing, weekly assessment of Guided Reading in books.
- Daily reading records kept with teacher assessments, recording book, level and Accelerated Reader test score.
- Teachers must ensure that Guided Reading texts are matched appropriately to reading levels and should always be stretching children to the next level.
- At the end of every term, fluency assessments will be completed with every child to measure their fluency on a rubric and their words read per minute. The outcomes of these will be reported to the English leader.

Reporting to parents:

- Parents will be informed termly of their child's reading age, and targets for reading through parents' evenings.
- Termly

Interventions for children working below expectation:

- Target phonic groups – working on their phonics for reading at least three times per week.
- Talking Partners – this programme links to speaking & listening and reading and writing. This is delivered in small groups.
- One:one reading: daily 10 mins.

Parents will be informed of any extra support that their child needs and invited to discuss and contribute towards their child's support.

For children who are on track or above:

- Listened to once weekly by adult which could be part of a Guided Reading session.
- Access to Accelerated Reader programme at school and at home.

Guided Reading Books:

- All children will receive a Guided Reading book to collect their work in at the beginning of each academic year.
- These books are to be marked as per the school's marking policy, drawing on misconceptions, grammar and spelling errors.

Monitoring:

Senior leaders and the subject leader for English will monitor the quality of reading through the following methods over the course of each term via:

- Drop-in sessions/observations of Guided Reading teaching & learning
- Observation of lessons termly
- Book monitoring as per school curriculum diary

Additional Support for Reading:

- Children on the SEN register for reading will have additional, adult-led interventions to help them to make accelerated progress.
- Throughout the year, children may have a visit from an author and a workshop based upon this.
- Reading interventions will be planning and carried out for those who need additional support with their reading.
- Children in Year 6 may take part in reading boosters to help them reach the SATs age-related standard.
- Other subjects may be taught through reading, eg: Humanities and Science.
- Cross-curricular comprehension activities will be undertaken to acquire knowledge.
- 'Watch Me Learn' days will take place with a focus on reading skills.
- Specific vocabulary lessons will be taught as part of weekly English lessons.
- Vocabulary parade days will occur at least once in the year to encourage children to learn to read and understand new and unfamiliar words.
- Year 6 strong readers/GDS will be trained by the subject leader to be 'Reading Buddies'. These children will listen to lower ability children in Year 3/4 read three times per week.
- Children are expected to read three times at home during the week and will be supported by the school if this is not taking place.

Spelling, Punctuation and Grammar

The Importance of Grammar and Punctuation to the Curriculum:

The purpose of grammar teaching is to enable pupils to become conscious of patterns of language which they can apply in their own work to enhance meaning. The purpose of punctuation is to clarify the meaning of texts. Readers use punctuation to help make sense of written texts while writers use punctuation to help communicate intended meaning to the reader.

Strategy for Implementation:

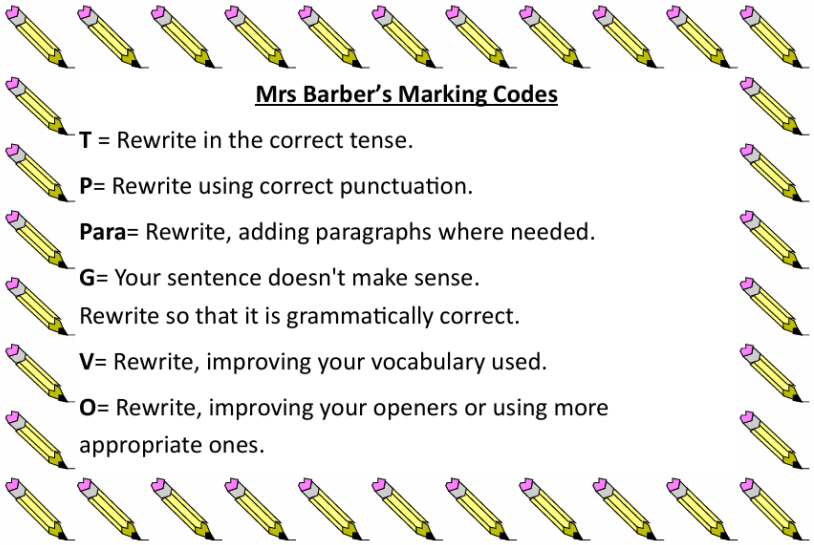
The National Curriculum gives a clear developmental programme for the introduction and acquisition of knowledge about grammar and punctuation. Grammar and punctuation will be taught during the English lesson weekly and should be explicitly referred to during direct teaching. Children will then be given opportunities to apply their knowledge and throughout the week, include this in their writing.

Marking:

During marking, spelling, punctuation and grammar will be marked using the following codes:

Error	Code	Outcome
Spelling	Highlighted in orange in book	Use dictionary Use electronic spellcheckers Write correct spelling in books (Depending on level of the child)
Missing paragraphs	//	Children to place this sign where they consider the new paragraph to begin //
Missing capital letter	Letter circled in red	Children to correct
Missing full stops	A circle	Children to correct
Grammatical error	G	Children will correct their sentence(s) in their books
Missing punctuation	P	Children will correct their sentence(s) in their books
Tense	T	Children will correct their sentence(s) in their books
Opener	O	Children will correct their sentence(s) in their books
Vocabulary	V	Children will correct their sentence(s) in their books

An example of the marking codes that children will see in their books:



The Monitoring of Punctuation and Grammar:

- English writing books will be monitored to demonstrate a regular focus upon one aspect of the punctuation and grammar expectations as set out in the National Curriculum appendices.
- The results of spelling assessment will be available in teacher's files for analysis and comparison with spelling ages.
- A standardised spelling age test will be taken by children twice each year and results discussed with parents.
- Regular assessments using work in books, spelling tests, grammar tests and spelling scores will enable teachers to make an informed assessment of their pupil's ability to:
    1. Recognise the use of punctuation and grammar.
    2. Recognise grammatical terminology and apply that knowledge.
    3. Apply taught spellings within written work.
    4. Apply explicit and implicit grammatical knowledge in an assessed situation.

Continuity and Progression:

In Years 3 and 4, pupils are introduced to the grammatical functions of different types of word and they begin to explore how sentences are constructed. The emphasis will be on the grammatical labelling (eg: the naming of parts of speech) and on discovering and experimenting with their function (eg: what words can be made to do.
Explicit teaching of a wider range of punctuation marks occurs later on in these years and this is reflected by their use in pupils' writing. However, care is taken that punctuation is taught within the context of what is being read and what the pupils need to use in their own writing. Therefore, children will be

introduced to an explicit use of punctuation and then guided to see its use in action in text.

In Years 5 and 6, this basic knowledge is extended through the close reading and discussion of carefully chosen examples from a range of text-types. In their writing pupils are encouraged to draw on this understanding to develop a sense of individual, ambitious style, to experiment with the construction of complex sentences and to restructure their own and others' sentences for clarity and effect.

Spelling: Our Aims at Moorpark:

To enable pupils how to become natural and accurate spellers, we approach this in three ways:

1. Firstly, by using a structured approach as outlined in the National Curriculum.
2. Secondly, by ensuring that pupils learn and practise those words which they most frequently misspell as individuals.
3. Thirdly, by increasing their spelling vocabulary by learning how to spell and by using the technical and subject-specific words which are specified for year groups within the National Curriculum.

Active Spelling at Moorpark:

- All children will take part in 30-minute spelling lessons, which occur weekly, following the Spelling Shed scheme of work.
- In these sessions, the rule or words will be taught explicitly with examples.
- Spellings will be tailored to individual spelling ages and levels of all children.
- Children will have the opportunity to access deep learning using a range of activities and games, both online and offline, to secure learning.
- Children will receive a sheet to take home with their spellings for the week which will include words they have been looking at that week, from Spelling Shed.
- Statutory spellings will be taught in line with the curriculum.
- Standardised spelling age tests will be used twice per year from Year 3 to Year 6. These results will be used to monitor progress and inform interventions.
- Precision teaching will be delivered as needed within each classroom decided upon by the classroom teacher using the data available from the spelling age test taken in September and February.

Spelling Activities

It has been found that children learn to spell better, quicker and more easily if they are given short but fun activities on a daily basis. Tasks that are interactive and can be undertaken collaboratively are more effective than worksheets and will lead to pupils becoming more independent and focused learners.
Below are some suggestions for spelling activities that may be used at Moorpark. Some are more suited to one particular age but others can be used in every class from Year 3 to Year 6.

Spelling Strategies:

Pupils should be given **strategies** to help them learn to spell. A number of examples are below and specific games/activities are in the appendix at the end of this policy

- **Rhyme** – if they can spell mouse, they should be able to spell house
- Write the word with **different coloured pens** to break it into sections. This will help to teach the pupils to learn to spell in 'chunks' rather than 'letter by letter'
- Use **different coloured post- its**, one for each word. This will help pupils visualise the word when they are trying to recall it.
- Write the word in **sand, finger paint** etc –helps form memory hooks.
- Use **big paper and big felt pens** – not always a jotter.
- **Chant the syllables** eg Wed-**nes**-day, emphasising the tricky bit. Use actions for each syllable.
- **Draw a picture** to help with a word eg big elephants can always understand small elephants = because
- **Make the word into a picture** eg bed could be drawn to look like a bed

Appendix 1- Spelling Games and Activities

1. Look, Cover, Write, Check - TRIOS

This is often the basic method used in classes but the expectation is that the pupil will be motivated and be able to self-teach. Mistakes are often written out three times and become embedded.

Children may be put in same ability trios where they check each others' lists and then swap around again so the checkers are checked!

Alternatively, the teacher shows the pupils the word, covers it and then the pupils write the word. The teacher would then show the word again for the pupils to check. Again this method has a higher success rate than when the pupils work as individuals.

2. Look, Cover, Write, Check – 'SHOW ME'

Pupils work in pairs. Both pupils look at the same word. It is then covered and both pupils write the word on an individual whiteboard. They then reveal their word - 'one two three, show me' - and check that they both have the same spelling. This is repeated with every word on their list. A quick activity that is very effective which can also be done in trios or quartets.

3. Flashcards

This is similar to the 'show me' activity above. Pupils quickly write out words on flashcards, making sure that they have the correct spellings. One reads aloud from a card and the other pupil writes the word on a whiteboard. This time when they say 'show me', one shows the correct spelling on the card and the other shows their attempt on the whiteboard. Pupils take turns reading or spelling.

4. Definitions

This exercise is a more worthwhile learning experience by asking pupils to work in pairs. Pupils are given one dictionary to share and work together to find and write the definition of each word. By using a selection of dictionaries, pairs can then share and compare their definitions with another pair.

5. Spelling Aloud

Using flashcards, as above, one pupil reads a word aloud. Their partner spells the word out loud. If they spell correctly, they 'win' the card. If they are incorrect, the card is put to the bottom of the pile. Pupils take turns and the 'winner' is the one who has most cards at the end of the game.

6. Spelling Tennis

Pupils work in trios. One takes on the role of both 'reader' and 'checker'. The other two pupils spell the word by saying alternative letters until the whole word is spelt. If a mistake is made, the checker stops the game and shows them the correct spelling. The word is then spelt again and then put to the bottom of the pile. Correct words are discarded. Pupils take turns to be the checker.

7. Alphabetical Order
Pupils write out their spelling list in alphabetical order.

8. Muddled Letters
Pupils rewrite each of their spelling words in a muddled up fashion eg '**b**eautiful' could be written ' **b**efitualu'. It is better if they always put the initial letter in the correct place. These muddled lists are then swapped with someone with same spelling words. Without looking at the correct list, pupils have to rewrite each word correctly.

9. Dictionary Race
Pupils work in threes using a dictionary each. They take turns to call out one of their spelling words which is then hidden. The idea is to be the first to locate the word in the dictionary. This not only helps them to remember how to spell, it is also excellent for practising dictionary skills.

10. Syllables
Working in twos, pupils split their spelling words into syllables eg beau-ti-ful. Again close attention to details is needed so it helps them to retain more difficult spellings.

11. Words within Words
Pupils try to find smaller words inside each of their spelling words without rearranging the letters. Eg using the word 'practising' , you could find – 'act' 'sing' 'in' 'is'. Set a time limit, say 10 minutes, for them to work individually to find as many as possible using all their spelling words. Finish off with an oral feedback session to pull all their suggestions together.

12. Silly Story
Working in pairs, pupils write a short story (about a paragraph) using as many of their spelling words as possible. Again, set a time limit of about 10 minutes. Stories can be shared with another pair or with the whole class – the stories are usually very silly so children enjoy this activity.

13. Kim's Game
This game can be played in groups of 4 to 6. Spelling words are written on cards and laid out on the table. The pupils study the words. They then look away and a nominated person removes *one* of the cards. Pupils turn back, look at the remaining cards and have 2 minutes (use an egg timer) to write the missing word on a whiteboard which they keep hidden. All the guesses are then revealed at the same time. If they are correct, they win a point, but only if it is spelt correctly!

14. Magnetic Letters
Working with a partner, younger pupils would first look at a word from their list or from a flash card, cover it and then make their word using magnetic letters. This would continue until all the words are displayed. Another pair would then be asked to check their spellings.

15. Wordsearch

Using squared paper, pupils make a wordsearch with their spelling words. Words are NOT written out underneath. They need to look really closely to make sure that they haven't made a mistake and that they have included all their words.

For the next spelling session, wordsearches are swapped with another member of the same spelling group. Words are ringed and then written out underneath. How many can they find?

They are then swapped back and marked by the original owner of the wordsearch.

16. Mnemonics

Show the children an example of a mnemonic and explain why they are used eg **b**ig **e**lephants **c**an **a**lways **u**nderstand **s**mall **e**lephants **because**

Working with a partner, pupils try to make up a mnemonic for one or two of their trickiest spelling words. A time limit should be set – again about 10 minutes. Their mnemonics can then be shared with another pair, the whole group or displayed on the wall for everyone to use.

17. Lucky Dip

This is a game best played in twos or threes. Pupils take turns to pick out 12 plastic letters from a bag. They mustn't look into the bag, as it is 'lucky dip'. The picked letters are placed in front of them and the rest of the letters are left in the bag. The idea is to make one of their spelling words out of the letters. The pupils take turns to pick one new letter out of the bag and discard one that they don't want any more. This carries on until someone has the right letters to make one of their spelling words. The others check that it is indeed spelt correctly. The game then starts over again.

18. Guess the Word

Pupils work in pairs. One pupil chooses one of their spelling words, and then writes one letter on a whiteboard at a time. They can begin *anywhere* in the word – it does not have to be at the beginning. The other pupil tries to guess the word after each letter is added. If they guess correctly, they must spell the whole word to win the points. The fewer letters that have been given – the more points to be won.

19. Crossword

Using squared paper, pupils make a crossword using their spelling words. Definitions are written below to form the clues. The children may have already written the definitions during a previous spelling session.

During a further session, crosswords are swapped and completed by another member of the group. These would then be checked by the pupil who created the crossword.

20. Noughts and Crosses

This is a very simple activity where pupils can work within mixed or same ability pairings. Pupils swap lists and ask their partner to spell one of the words. If the word is spelt correctly, the appropriate mark is placed on a noughts and crosses grid. If wrong, no mark is written but their mistake explained and the correct spelling shown. A 10-15 minute time limit is probably long enough to play several games.

21. Dragon's Dinner

Pupils have counters, one for each of their target words. They take turns in spelling. If they make a misspelling, they lose a counter to the dragon. The dragon can be a pupil with a list of the words or all other pupils can have a list to check the words and the dragon can be a picture/model.

22. Find the Word

This is a good activity for younger pupils who are learning how to spell High Frequency words. Each pair is given a highlighter pen and piece of text, for example a newspaper or advert. The teacher writes a few common words on the blackboard and the children highlight as many as they can find. Younger children may need to be given a highlighter each or you may ask that each common word is highlighted using a different colour.

This activity can also be used to highlight a spelling pattern in older classes eg 'ight' , 'ei/ie'.

Once highlighted, the words could be written in a list to share with another group.

23. The Weakest Link

Just like the TV programme. Pupils work in groups of 4-8. Each person has a whiteboard. The 'presenter' has a list of words and displays a timer. Each person is asked a spelling in turn. They either write the spelling on the whiteboard or say it aloud. At the end of each 'round' each person uses their whiteboard to 'vote' off who they think is the 'weakest link' and a new round begins with a shorter time limit.

24. Spell, Spell, Trade

Each member of the group has one word on a piece of paper. The walk about until they meet another member of their group. They then ask each other to spell their word. If they get it wrong, they are shown the word and then try again. Once they have both spelled the word, they trade and go off to meet another person. All groups can play this at the same time just by colour coding the paper ie the pupils with the yellow cards only meet up with yellow cards.

Reviewed May 2025