



English Policy

Aims and Intent





At the Independent Jewish Day School, we believe that all children have the right to learn how to speak, listen, write and read for a wide range of purposes. We recognise that our children start our school with high levels of oracy and we aim for this to be mirrored across the English and the wider curriculum. The IJDS aims to prepare children for learning to read by developing their phonic knowledge and skills. We aim to create an environment that promotes reading for enjoyment, and our goal is that everyone is a reader. Through the study of high quality texts, we expect our learners to craft innovative writing pieces with purpose and audience in mind.

Curriculum and Delivery

- Teaching and learning will be based on the National Curriculum for English, incorporating reading, writing, speaking and listening.
- High quality texts will be used - from The Power of Reading and The Literacy Shed - to promote reading and writing enjoyment and engagement.
- All aspects of English will be taught using the correct terminology e.g. inverted commas, possessive pronouns, embedded clauses, ascenders, descenders
- Phonics is taught from Nursery following the Letters and Sounds framework; resources from Monster Phonics and Jolly Phonics may be used to supplement teaching.
- Phonics is taught using the correct terminology e.g. blending, segmenting, phonemes, grapheme



- Children are expected, in every year group, to experience writing across a range of genres from the four writing purposes (see grid below and appendix for further guidance).

	 Writing to entertain	 Writing to inform	 Writing to persuade	 Writing to discuss
Year 1 & 2 (KS1)	Story Description Poetry	Recount Letter Instruction		
Year 3 & 4 (LKS2)	Narrative Description Poetry	Explanation Recount Biography Newspaper	Advert Letter Poster	
Year 5 & 6 (UKS2)	Narrative Description Poetry	Reports Biography Newspaper Essay	Advertising Speech Campaign	Argument Newspaper Review

Guidelines and Expectations.

- Writing should be happening daily, which can include a response to reading/images/videos/character notes/vocabulary work/SPaG
- There should be a minimum of one short piece and one extended piece of writing a week.
- Further writing can take place through shared writing, whiteboard work, topic discussions or post-it notes.
- All work should be dated, with a clear learning outcome (LO).



- All work should be marked and acknowledged according to the school marking policy.
- Every lesson should start with a response to marking from the day before with every child expected to fix or improve.
- Within English lessons, the appropriate grammar, sentence level and spelling work should be covered. This should also be responsive to pupils' needs and should follow the National Curriculum for English.
- Grammar that has been taught should then applied by children in their writing.
- Punctuation and cursive handwriting should be taught, starting in Y2, and should be reinforced throughout the curriculum, using teacher modelling and other wider opportunities.
- Children can use pen from Y3 and should take pride in their written work.
- Dictionaries and word banks are available in every class.
- Links with the wider curriculum is made.
- Expectations for written work is consistent across all areas of the curriculum, and the marking is consistent with the marking policy.
- Children are encouraged to choose words that will have the best effect that the writer wants to create. It is the skill and control that will move a child on in their writing.
- Formative assessments will be as follows: one piece of independent writing collected every half term, and a reading test to determine reading age.
- Other evidence will be used such as: reading records, work sampling, book scrutiny, monitoring of planning, lesson observations, pupil voice and learning walks.