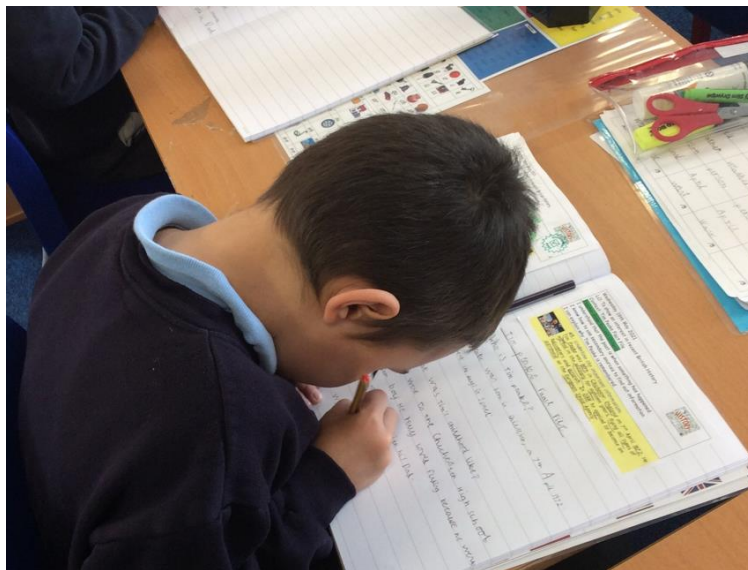




English Policy



Date of policy creation:	June 2022
Date of policy review:	June 2024
Governing body signature:	

Information Page

These documents are referred to or link to this policy

Marking and Feedback Policy

SEND Policy

Curriculum Maps

Spelling document

Genre Progression documents

Equal Opportunities policy

Teaching, Learning and Assessment Policy

Reading Policy

School Development Plan

Child Protection and Safeguarding Policy

Rationale

At William Reynolds Primary school we recognise the importance of English. By the end of Year 6, we intend our children to have developed a love of writing and to be able to write effectively for purpose.

Our principle aims - from the National Curriculum in England - for Writing are to:

- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for writing
- Appreciate our rich and varied literary heritage
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas

The core of our writing curriculum is the National Curriculum for England, which is supported by Read, Write, Inc, Nelson Handwriting and Nelson Spelling schemes. A variety of approaches to support delivery of the writing curriculum across the school were researched by our subject leader who provides regular CPD for staff. Read, Write Inc, which supports our reading curriculum, is a systematic, synthetic phonics scheme that is validated by the Department for Education. This foundation ensures that pupils can apply the phonics code required for them to become confident writers.

Expectations

By the time pupils leave our school, we expect them to communicate through speaking and listening, reading and writing, with confidence, fluency and understanding and in a range of situations. We want every pupil to take pleasure in reading across a range of genres and have a strong motivation to read and write for a variety of purposes.

Foundation Stage

We teach literacy skills in our Reception year as an integral part of the EYFS curriculum. Progressive skill development is outlined in Communication and Language Development which is one of the seven areas of learning in the EYFS curriculum. Opportunities to practice literacy skills, for example, reading labels, responding to written instructions, mark-making and early writing as part of play based learning will be provided throughout the learning environment indoors and outdoors. For the first half term or nursery focus is given to language skills are developed through songs, games, toys, stories and rhymes

Teachers plan the teaching and development of literacy skills to the objectives set in the Early Learning Goals and Development Matters, which underpin the curriculum planning for children aged 0-5. Children have the opportunity to talk and communicate in a widening range of situations, to respond to adults and each other, listen carefully and to practice and extend their vocabulary and communication skills.

Children have daily phonics lesson as a crucial element in developing their early reading and writing skills. The focus for phonics starts with a daily session of Read, Write Inc. Ditty books, and the scheme's phonetically decodable books are used to support these sessions. Phonic skills are taught in a very engaging and practical way, taking the children through a sequence of phases of phonic development ensuring that the given books match the sounds already learned so far. Following on from this, children will learn to write a range of letters, short vowels and double letters following the planned scheme.

Children get to know a set core books well each half term, and a wide range of resources stimulate interest in reading and writing. Literacy work is extended through imaginative role play.

Key Stage One and Two.

Every year group has a yearly Curriculum Map that outlines where narrative or non-narrative are taught and links to other curriculum areas such as reading and humanities. This ensures that adequate amount of time and coverage is allocated to different genres. Key skills from the National Curriculum are taught using interesting stimulus to insure that children are able to build on prior learning and use grammar and punctuation appropriate to their key stage. Children get to know core texts each half term, and extend their understanding of composition using these texts as good working models. Children have the opportunity to study poetry in various forms each term, including composition, comprehension and to learn off by heart and recite poetry.

Using the Curriculum Maps, teachers plan for contextual writing. Where ever possible the non-narrative units are linked to report, explanation or historical writing linked to other Foundation Subjects. Fiction units are also linked across the curriculum.

There is a high expectation for pupils to write at length accurately and with good presentation. Every lesson has a learning objective and success criteria for pupils to achieve. In the majority of literacy lessons aspects of grammar and punctuation are taught through genre writing, however there are occasions where a stand-alone lesson is required e.g. when teaching apostrophes. Spelling is taught daily as a separate lesson although then there is an expectation for pupils to apply the taught skills in to their everyday writing.

A "[Genre progression](#)" document has been written for narrative, discursive, explanation, instructions, non-chronological report, persuasive and recount writing. This ensures that there is a progression in pupils' writing throughout the years; it also builds on the planning frames the children become familiar with.

Pupils will have the opportunity to write 'A Chance to Shine' approximately every 3 weeks. This gives pupils the opportunity to showcase their progress in their learning. The Chance to Shine can come at the end of a unit or work or can be given about something learnt the previous term.

Pupils will not be given a learning objective or success criteria for this lesson and will choose 3 success criteria of their own which they think appropriate for that particular genre. These are marked by the teacher in accordance with the [Marking and feedback Policy](#) and individual feedback given.

During the week, pupils will be given the opportunity to self-evaluate their writing against their success criteria. Refer to the [Teaching, Learning and Assessment Policy](#) for further information on this.

Medium Term Planning

The new National Curriculum 2014 forms the basis of teaching, learning and assessment. Teachers use the National Curriculum 2014 and our school's assessment grids as a starting point for creating their medium term literacy plans. These medium term plans follow the five key aspects of Literacy teaching: familiarisation with the genre and text type; capturing ideas; teacher demonstration; teacher scribing through supported and guided writing and finally, independent writing to create a teaching sequence. This is used as a basis for short term planning and adapted according to the needs of the children. The length of a unit may vary. Teachers plan closely with year group partners to ensure consistency of opportunity for all children.

Clear learning objectives and success criteria are set for each session and are shared with pupils. Teachers differentiate according to the needs of the pupils and use intervention programmes for targeted support. Literacy is encouraged and developed across our curriculum and strong links are made with Science, Geography and History.

Spoken Language

Aims

Pupils need to be able to:

- Communicate effectively, speaking with increasing confidence, clarity and fluency
- Participate in discussions and debate in a variety of contexts
- Listen to the views, opinions and ideas of others with increased interest
- Articulate ideas and thoughts clearly with appropriate tone and vocabulary recognising audience
- Respond to questions and opinions appropriately
- Retell stories and poems which are known by heart
- Ask questions with increasing relevance and insight

Pupils have access to a wide range of speaking and listening opportunities that include:

- Talking about their own experiences, recounting events
- Participating in discussion and debate
- Discussions with talk partners
- Retelling stories and poems

- Expressing opinions and justifying ideas
- Listening to stories read aloud
- Presenting ideas to different audiences
- Taking part in school performances
- Responding to different kinds of texts
- Talking to visitors in school
- Listening to ideas and opinions of adults and peers
- Role-play and other drama activities across the curriculum.
- Use dramatic techniques, including work in role to explore ideas and texts
- Create, share and evaluate ideas and understanding through drama

Teachers provide a wide range of contexts for spoken language throughout the school day. Teachers and other adults in school model speaking clearly. This includes clear diction, reasoned argument, using imaginative and challenging language and use of Standard English.

Listening is modelled, as is the appropriate use of non-verbal communication, respecting the views of others. Teachers are also sensitive in encouraging the participation of retiring or reticent children.

Spoken Language outcomes are planned for in all areas of the curriculum. Roles are shared amongst pupils: sometimes a pupil will be the questioner, presenter, etc. Learning takes place in a variety of situations and group settings. For example, these could include reading aloud as an individual, working collaboratively on an investigation, reporting findings as a newscaster, interviewing people as part of a research project, acting as a guide for a visitor to school or responding to a text in shared or guided reading.

Spelling

Spelling is taught daily through Phonics in Nursery to Year 1 and as spelling lessons from Year 2 to Year 6. Pupils in Year 2 who did not pass the phonics test receive phonics intervention. This continues in to Key Stage 2 if a pupil did not pass the test in Year 2 Daily spelling lessons, taken from Nelson Spellings, follow the same programme throughout the week:

Day one - revisit, explain, use

- Discussion of the meaning of the words
- Pupils orally say and discuss the words
- Look, cover, write, check initial assessments

Day two and three - teach, model, define, practise, explore, investigate

- Pairs game
- Matching
- Jumbled words

- Alphabetical order
- Dictionary definitions

Day Four - Apply

- Teacher dictated sentences

Day Five - Assess and Reflect

- revise new learning;
- assessment

For more information look at the [Spelling Programme](#).

Spelling Homework

Reception pupils to Year 6 will have up to 10 spellings a week to learn, with a particular focus. Spellings may be taken from the Letters and Sounds Document, the differentiated lists from Weekly Spelling Lists or based on spelling patterns being learnt in class. It must be stressed that spellings should be based on prior attainment and phonological need and children's learning should be tested regularly to ensure that spellings are fit for purpose.

Handwriting

The school uses the Nelson Handwriting scheme to support the delivery of teaching of handwriting. This is in the context of whole class teaching leading to independent writing and is developed through:

- Vocabulary for talking about letter formation and joining
- Strong links between letter strings and handwriting practice
- Efficient pencil/pen hold and good posture
- An emphasis on developing legibility, speed and fluency
- Consideration of different styles of writing for different purposes
- Awareness of presentational issues.

Pupils are taught:

- the correct orientation of patterns and letters
- the correct letter heights
- which letters to join and not to join.
- different types of letter joins

Handwriting practice exercises will be completed in the child's lined literacy book. We feel that this supports pupils and is a reference point and a reminder about presentation and letter formations.

Role of the Subject Leader:

The role of the subject leader is to;

- Advise and support staff in planning, teaching and learning of English
- Monitor teachers' planning as part of on-going subject monitoring and evaluation of practice
- Use feedback from monitoring to develop an action plan for English with realistic and developmental targets
- Audit, identify, purchase and organise all design and English resources, ensuring they are readily available and well maintained
- Document and review the agreed ways of working through a written policy document
- Keep up to date on the use of English within the curriculum
- Promote English throughout the school

Use of I.C.T

Information and communication technology enhances the teaching of English, wherever appropriate, in all key stages. ICT may be used to present information in a required format, for example, a Newspaper article or Report. Pupils may also use ICT to collect research to support non-fiction writing as well as producing an edited, final draft.

Online Safety

As part of our commitment to Safeguarding, online access during lessons is carefully planned for and monitored.

To support children's learning in English, pupils may use specific online content or models and images on the computer. These will be carefully selected by the teacher to ensure that they add value or consolidate the learning and that they are age appropriate and safe. Independent research, where necessary, will be monitored by the class teacher or teaching assistant and will be conducted using a child safe search engine such as 'KidRex.org.'

Resources

A comprehensive range of resources is available in school. Every class has a selection of reference books e.g. dictionaries, thesaurus and a class library area. Teacher resources and guided reading books are located in classrooms. These books are colour banded appropriately for each year group. Throughout the school there are areas of non-fiction books available for the classes to use for RE, Science, History, Geography and DT. As a school we also have a 'GOLD' membership with the Shropshire Library Services to support our contextual learning.

From Year 3 to 6, they have a range of whole class text books to support their literacy lessons.

Inclusion and Equal Opportunities.

All pupils receive quality first literacy teaching on a daily basis and activities are differentiated accordingly although all children are accessing the National Standard curriculum for their year group. In addition, where identified pupils are considered to require targeted support to enable

them to work towards age appropriate objectives, intervention programs will be implemented. In order to show the progress of pupils with SEND or EHCP Individual Provision Maps have specific targets to enable them to show how they are progressing. [For further information about how our pupils with SEND are supported within literacy see the SEND Policy.](#)

Pupils that are more able are planned for considering Mastery elements of the [reading and writing assessment document](#).

Equal opportunities are considered when we decide upon the resources we provide and the teaching strategies we employ. In our curriculum planning, we ensure that all children, with due respect to their culture, religion and background, have equal access to all areas of the curriculum, extra-curricular activities, all areas of the grounds, equipment and resources, the staff, and time to contribute to the whole class and group work.

The needs of pupils with English as an Additional Language will be met through planning with support from the Multicultural Support Agency where appropriate. This is supported by our [Equal Opportunities Policy](#).

The impact of our curriculum is that pupils are:

- prepared for the next stage of education.
- can write effectively for a range of audiences
- able to apply spelling patterns
- write legibly for a range of purposes
- able to identify and use grammatical structures along with effective vocabulary

Our pupils know that writing is a vital life skill that they will rely on in many areas of their daily life. They have a positive view of writing which is evident throughout the high standards of work which pupils clearly take pride with.