



# English Policy

Signed: ----- Date: -----

Chair of Governors

Signed: ----- Date: -----

Headteacher

Adopted and Approved by the Governing Body: **October 2023**

Review Date: **October 2027**

## English Policy

### **Intent**

At Singlewell Primary School, we passionately care about the teaching and learning of Reading. We aim to inspire a deep love for Reading through a broad and balanced curriculum. We understand that for children to become resilient, independent readers who go on to become confident writers, we must deliver an engaging curriculum. Our Reading curriculum has been carefully planned to spark curiosity, enabling our pupils to build on their knowledge, skills and understanding of different texts. This gives our pupils equal opportunities to grow culturally, emotionally, intellectually, socially and spiritually, gaining a wealth of reading for pleasure.

Writing is at the heart of our school. We believe that writing should be purposeful, rich and enjoyable for all. Thus, we aim to ensure that writing is meaningful and enjoyable through a carefully sequenced, engaging and inclusive curriculum. We acknowledge that spoken language is key for writing and we understand how an embedded reading culture impacts the process. Therefore, through well-chosen, quality texts, pupils learn to develop a strong language for writing.

### **Aims of the policy**

To encourage children to:

- Be effective, competent communicators and good listeners;
- Express opinions, articulate feelings and formulate responses to a range of texts both fiction and non-fiction using appropriate technical vocabulary;
- Foster an interest in words and their meanings and develop a growing vocabulary in both spoken and written form;
- Enjoy, engage with and understand a range of text types and genres;
- Be able to write in a variety of styles and forms showing awareness of audience and purpose;
- Develop powers of imagination, inventiveness and critical awareness in all areas of literacy;
- Use grammar and punctuation effectively and accurately;
- Understand spelling conventions;
- Produce effective, well-presented written work.

### **Expectations**

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

In addition, it is expected that cross-curricular links will contribute to pupils' effective learning in speaking and listening, reading and writing. This is reinforced through our delivery of the curriculum. Children will also benefit from daily story sessions.

### **Teaching and Learning**

#### **Planning**

The National Curriculum forms the basis for teaching and learning. All children receive at least the minimum entitlement of a daily English lesson.

Teachers work towards independent learning and plan for different working groups. Teachers employ quality first teaching strategies and use the National Curriculum as a starting point for creating their long and medium term plans. These plans follow the five key aspects of Literacy teaching; familiarisation with the guided genre and text type; capturing ideas; teacher demonstration; teacher scribing through supported and guided writing and finally, independent writing to create a teaching sequence.

Teachers adapt learning according to the needs of the pupils and use intervention programmes for targeted support.

ICT threads through the different areas of the curriculum to further enhance pupils' learning and it is reflective of its use in our modern day.

### **Inclusion**

All children receive literacy teaching daily and activities are adapted accordingly. Where identified pupils are considered to require targeted support to enable them to work towards age-appropriate objectives. Intervention programmes will be implemented such as Language Link, Colourful Semantics, Speech and Language Therapy. Teachers and teaching assistants plan programmes and monitor progress of these pupils. There will be a third wave of support for pupils who are SEN registered that will be additional and different, such as RWI 1:1 tutoring.

Teachers need to refer to our policy to extend and motivate our exceeding pupils. The needs of EAL children will be met through planning and support from the SENCO and English Leader.

### **Assessment, Recording and Reporting**

Assessments are made in line with school assessment policy.

Teachers use effective assessment for learning to ensure planning is based on prior attainment and that pupils know what they need to do to achieve their next steps. Marking is in line with the school marking and feedback policy.

Analysis of assessment data is used to set targets. Where applicable, school issues are addressed through targets linked to Appraisal.

Children are informed of their own targets for learning and supported to make progress towards them. Children are also involved in setting their own targets and encouraged to review their progress towards these through reflective self, peer and teacher assessment.

Formative assessment is used termly to track and monitor pupil progress, including formal moderations, assessments for Y1 Phonic Screening, and end of KS2 SATS.

### **Monitoring and Evaluation**

The Head Teacher, Deputy Head, the English Lead, Assessment Lead and teachers all monitor English. Having identified priorities, the English Co-ordinator may construct an action plan that forms part of the School Improvement Plan. This forms the basis for any monitoring activities and will clearly identify when, who and what is to be monitored and how this will take place.

### **Phonic Aims**

Children will be taught:

- Set 1 (initial sounds), Set 2 and Set 3 sounds
- Letter names which will be introduced with Set 3
- 'Pure' sounds eg: /b/, not 'buh', /m/ not /muh/.
- To segment and blend words accurately and progressively
- That segmenting words into their constituent phonemes for spellings is the reverse of blending phonemes into words for reading
- To spell words accurately by combining the use of grapheme-phoneme correspondence knowledge as the prime approach, and morphological knowledge (roots and affixes) and etymological (historical derivation) information
- Use a range of approaches to learn and spell irregular words.

### **Provision**

Pupils have access to a wide range of reading opportunities that include:

- Trained Reading teachers
- Whole class teaching of specific spelling patterns
- Daily discrete phonics teaching using the RWI scheme
- Applying skills in cross curricular contexts
- Phonics intervention and 1:1 tuition is provided for children with gaps in their phonological knowledge
- Whole class teaching of specific spelling conventions and rules using 'Spelling Shed' programme
- Using phonological knowledge in real life contexts

### **Teaching and Learning**

Teachers provide a wide range of contexts for reinforcing spelling patterns and 'red' words throughout the school day. All teachers and teaching assistants are trained to use RWI (Read Write Inc), a synthetic phonics programme. Teachers know and explain the rules and conventions of morphological (roots and affixes) and etymological (historical derivation) strategies for spelling.

Learning takes place in a structured and stimulating environment to enhance the acquisition of sound knowledge. Pupils are assessed termly and grouped accordingly. There are opportunities within lessons to develop phonological knowledge and their comprehension skills.

### **Reading Aims**

Children will be taught to:

- Develop positive attitudes towards reading so that it is a pleasurable and meaningful activity;
- Use reading skills as an integral part of learning throughout the curriculum including foundation subjects;
- Read and respond to a variety of texts whilst gaining increased level of fluency, accuracy, independence and understanding;
- To be widely read to enable the children to read for pleasure and appreciate a range of genres and authors.
- Develop different strategies for approaching reading (VIPERS) and put these into practice.

### **Provision:**

Pupils have access to a wide range of reading opportunities that include:

- Guided reading
- Shared reading
- Regular opportunities for independent reading to develop reading for pleasure and stamina
- Home/school reading
- Children hearing books being read to them from an adult through daily story-time (from EYFS-Y6) and during some reading celebration assemblies.
- Selecting own choice of texts from a wide variety
- Reading in other subjects
- Using the local library at Marling Cross
- Listening to whole class stories and research linked to other subjects.
- Where possible, books will be used to begin a topic in our foundation subjects to engage children and create opportunities for cross curricular writing.

### **Teaching and Learning**

Teachers promote and value reading as an enjoyable activity and a life skill. Our reading curriculum has been carefully planned to spark curiosity enabling our pupils to build on their knowledge, skills and understanding of different texts. Teachers believe that having an engaging diet of reading will encourage children to enjoy what they read and build on what they already know. Comprehension is planned with a variety of activities including independent task around VIPERS skills of; vocabulary, inference, prediction, evidence and explanation, retrieval and summarising. Guided Reading also offers a variety of texts to explore and stretch pupil's abilities. Teachers are proud of the ambitious reading opportunities that they provide children daily, through purposeful reading lessons, a highly structured RWI Phonics programme and a safe reading environment. From EYFS through to the end of Key Stage 2, children embark on an enriched reading journey, full of opportunities to build their fluency progressively. Further opportunities are provided for pupils to embed their reading skills in other subjects. Reading at home, with the support of their parents is regarded as an integral part of pupils' reading journey. Teachers monitor independent reading and discuss progress with individual pupils on a regular basis. Termly, we monitor and celebrate children's effort in our Reading Celebration Assemblies.

### **Writing Aims**

Children will be taught to:

- Develop a strong curiosity for writing through studying a range of genres.
- Write in different contexts and for different purposes and audiences
- Understand the importance of how to structure a piece of writing, including the focus on grammar, punctuation and spelling
- Effectively plan, draft and edit their writing to suit the purpose
- Become independent in editing their own work and proactive in seeking out advice and next steps.
- Use ICT as a medium for presenting work and manipulating text
- Form letters correctly, leading to a fluent joined and legible continuous cursive handwriting style, giving increasing regard to presentation

### **Provision:**

Pupils have access to a wide range of writing opportunities that include:

- Shared writing
- Guided writing

- Big Writing
- Independent writing
- Writing different text types and narrative styles
- Writing in different curriculum areas
- Handwriting practice
- Collaborative writing
- Writing related to own experiences and enjoyment
- Writing from a variety of stimuli
- Planning, drafting, editing and presenting
- Using ICT

## **Teaching and Learning**

We aim to ensure that writing is purposeful and enjoyable through a carefully sequenced, engaging and inclusive curriculum. Therefore, through well-chosen, quality texts, pupils learn to develop a strong language for writing. Thus, our inspiring teachers provide opportunities for pupils to immerse in a range of genres to feed their curiosity and to further develop their self-expression through writing. Pupils engage their working memory by linking previous learning whilst providing equal opportunities for them to engage with exciting hooks and new experiences. Our writing process involves thoughtful planning; where pupils capture their ideas and orally rehearse through drama. Teachers engage pupils in debates, discussions and self-reflections, building resilience as we edit to improve before publishing our masterpieces. We support pupils at every stage to develop themselves as ambitious writers. We are confident that as pupils go through their learning journey at our School, they would have thrived, flourished and would have been adequately prepared in a safe and well-stimulating environment.

## **Handwriting**

It is paramount that children are rigorously taught correct letter formation from the very beginning of their time in school. As soon as the children are ready, they should be taught to sit properly in order to have their correct posture for writing, hold a pencil in the correct tripod grip and develop a legible and continuous cursive handwriting style. The school follows the twinkl handwriting programme. The children follow short sessions designed to develop gross and fine motor skills to build strength and stability, and visual perception skills. Teachers will use the resources to teach correct letter formation using engaging PowerPoint presentations with an aim to increase legibility, quality and consistency.

It is expected that all members of staff, class teachers and teaching assistants, model the school handwriting style at all times i.e. when writing on the board or in children's books. By the end of key stage 2, all children should be displaying an efficient, quick, neat and continuous cursive handwriting style that is effective in recording their ideas. Some children may need additional support using intervention programmes like the twinkl scheme.

## **Spelling and Grammar**

Spelling skills are introduced through direct teaching, investigations, studies of spelling patterns and conventions, homework and weekly spellings. Children are expected to spell high frequency words correctly and the word lists for their particular year group. They may need an additional intervention using 'Precision Teaching'. There are weekly spelling tests from Y1 – Y6 which are linked to an area of phonics or spelling pattern focus, taught and built upon previously, using RWI and Spelling Shed. Spelling Shed provides an online platform for children to learn their spellings through a variety of engaging activities.

Children are taught to spell and write grammatically correctly by:

### **Spelling:**

- Developing dictionary skills to support their spelling;
- Attempt words for themselves using a range of strategies;
- Write an increasingly wide range of age appropriate words from memory as specified in the English Curriculum;
- Use a variety of resources to help with spelling e.g. dictionaries, word banks, classroom environment, computer spell-check etc.
- To develop a deep understanding of word formation by exploring etymology and morphology
- The spelling of necessary technical vocabulary is introduced throughout the curriculum.
- Marking supports self-correction and learning of correct spelling.

**Grammar:**

- Weekly discrete grammar lessons and practise; lesson starters; homework; marking; Guided Reading foci; text based discussions and analysis.
- Staff modelling of correct grammar within speech and writing and sensitively correcting children's oral and written mistakes.
- Use of class displays as a teaching tool.

**Spoken Language Aims**

Children will be taught 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 question and opinions appropriately
- Recite stories and poems which are known by heart
- Ask questions with increasing relevance and insight

**Provision:**

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
- Reciting stories and poems
- Expressing opinions and justifying ideas
- Listening to stories read aloud
- Presenting ideas 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 drama techniques, including work in role to explore ideas and texts
- Create, share and evaluate ideas and understanding through drama

**Teaching and Learning**

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.

All children in Year R and KS1 will be assessed on the programme 'Speech and Language Link' to allow any needs to be addressed early on. Some children in KS2 will be identified as needing an intervention programme in the form of 'Speech and Language Link',