



English Policy

General Language

AIMS

- a) To give children a rich variety of written, spoken, seen and heard language experiences
- b) To give pupils the basic language skills they will need throughout their lives and develop the skills of each child to the highest level.
- c) To provide children with the language ability they need to think, communicate, understand and learn in all curriculum areas.
- d) To give children confidence in, and enjoyment from, all aspects of language.

GENERAL CONTEXT

- a) We recognise that language skills extend across the whole curriculum and that many skills can be developed through language skills.
- b) Long and medium term plans use a common format and are monitored by the English Subject Leaders.
- c) We work towards appropriate, yet challenging, targets for classes, groups and individuals.
- d) Parental involvement in language development is encouraged through in-class support, reading records, shared/paired reading, performances, visits and visitors.
- e) Displays of written work throughout school are well presented and represent the best standard of work that the child is capable of.
- f) We receive support from within our academy, Ebor, to support staff.
- g) There will be an annual English enrichment day which is World Book Day.

Planning

All planning is based on the National Curriculum and the Early Years Foundation Stage. The core objectives from the curriculum are purposefully integrated by the class teachers into medium term plans, which will reflect the needs of a particular class. During our Key Stage planning meetings, staff discuss high quality texts which would be relevant to covering these objectives. These are carefully selected and often link to topics being studied, with some links to topics previously studied to promote a cross curricular approach to teaching and learning. Teaching staff also have access to 'Take One Book', a flexible, literature based framework for teaching English.

Assessment & Recording

Teacher assessment is an integral part of teaching English and is used to inform planning. Independent writing takes place regularly, within Week 3 of our writing teaching sequence (please refer to 'Writing' for further information about this). Children's assessment data will be recorded on our school tracking system (for writing - Ebor writing assessment trackers, for reading - evidence collected within whole class reading lessons and NTS reading paper data on MARK).

Reporting

Parents are informed of children's progress in English through

- informal discussions
- reading records in KS1 for our 'Rising Reader' children
- parents' evenings
- annual reports

Marking/Presentation

Whenever possible, work should be marked with children to facilitate useful discussion. The school has an updated Marking and Expectations Policy. This incorporates using highlighters to mark work (green and think pink). These comments should include opportunities for children to edit and improve their work, e.g. a task-based activity for the 'think pink'. Free Writing Friday work will be positively acknowledged with a sticker, rather than formal marking.

Handwriting

AIMS

- a) To promote the development of fine motor skills, teaching children to have a comfortable pencil grip and the skills of correct letter formation.
- b) To teach the children to write using lead in lines.

GUIDELINES

- a) In the Foundation Stage, children develop their fine motor skills through 'Funky Fingers' activities to ensure the correct pencil grip ready for writing. Children are exposed to and are taught cursive letter formation and they are expected to begin using this from the start of the year. In phonics lessons, Reception and Year 1 children are not exposed to cursive handwriting in line with our Little Wandle Letters and Sounds Revised phonics policy.

- b) Explicit and direct teaching of handwriting skills regularly each week, which cater for children with individual needs. Teachers' use 'Letter Join' to support the teaching of handwriting.
- c) We provide opportunities to develop presentational skills throughout the curriculum; while taking care that the importance of presentation, which may inhibit some children's creative skills, is not over emphasised.
- d) Left-handed children are encouraged to sit on the left side of right-handed children so that their elbows don't bump. They are encouraged to find a comfortable orientation for their paper, usually slightly to the left of centre of their body.
- e) Children in EYFS and KS1 will use pencils for writing and KS2 will use handwriting pens.
- f) Pen Licences (a badge, a certificate and a handwriting pen) will be given to children in Years 3 and 4 who meet Lower Key Stage 2 handwriting expectations as assessed by the class teacher (legible, consistently joined handwriting with letters evenly spaced and sized). Such handwriting should be used by the child and seen by the teacher across the curriculum, not just in writing and handwriting lessons.
 - a. Children in Year 3 will receive their Pen Licence as soon as they are ready but all by the end of the Spring Term; children in Year 4 children will receive their Pen Licence when they are ready but all by the start of the Spring Term. This includes SEN children to help with their motivation and self esteem in writing.
 - b. Children in Year 4 will be reassessed by their next teacher and re-earn their Pen Licence when the next teacher feels this is appropriate.
 - c. Children in Years 5 and 6 will receive their pen as soon as their teacher feels they are ready (after summer digression - a minority of children) or automatically (in the majority of cases) at the start of the academic year.
- g) When modelling, marking or writing comments, members of staff should use the school handwriting policy.
- h) Displays throughout the school include evidence of children's writing as well as computer generated writing - both joined up and printed.

Early Reading (Phonics)

We teach phonics using Little Wandle Letters and Sounds Revised. Please see the attached policy which gives further detail about this.

Little Wandle Phonics and Early Reading Policy: [LW Policy.docx](#)

Spelling

Children in Year 2 who have mastered all of the Phase 5 GPCs will then be taught the Year 2 National Curriculum spelling Programme of Study. Any child in Year 2, who did not pass the Phonics Screening Check in Year 1, or is not fully fluent in reading words with the Phase 5 GPCs should continue to be taught phonics daily.

Spelling in other year groups is taught within the SPaG element of writing lessons. Children are encouraged to practise their spellings and are regularly assessed on how well they have

learnt them. Spelling is taught by year group although within cohorts some groups of children receive differentiated spellings at the teacher's discretion.

Reading

AIMS

- a) To encourage all children to be enthusiastic and critical readers and to read all genres for enjoyment and information.
- b) o enable all children to read with confidence, fluency and understanding.
- c) o teach children a range of strategies to access texts as required by the National Curriculum; and to identify cross curricular links to teach reading skills in a meaningful context.
- d) o provide the opportunity for all children to experience a wide range of fiction, non-fiction and poetry (which will reflect other cultures).
- e) o create a print rich reading environment to foster learning and enjoyment.
- f) o teach children to value reading and reading materials
- g) o ensure that children with special reading needs are identified and supported or extended through materials and teaching provision.
- h) o ensure all children have equal opportunities when reading.

GUIDELINES

- a) Reading fluency will be developed using a range of teaching methods according to the needs of the individual child. This primarily starts with daily phonics teaching in EYFS and Key Stage 1 with matched decodable reading books. We will teach phonic skills systematically to develop reading, writing and speaking and listening skills in an interactive way. Phonics teaching is used in lower Key Stage Two to help children with unfamiliar words. Phonics intervention is continued in Lower Key Stage 2 for children who did not meet the standard in Key Stage 1. Please refer to the phonics policy for further detail on this.
- b) Everyone Reads in Class (ERIC) regularly. This is silent reading for pleasure. During this time, the teacher and other additional adults in class hear children read on a 1:1 basis, particularly focusing on our 'Rising Readers' (the lowest 20% readers). Evidence of these sessions will be recorded within their reading record which is kept within school along with their reading book.
- c) In development of reading, parents will be actively encouraged to participate and share their child's reading experiences.
- d) Children have access to the school library when they and their class can choose two genre, thematic or author boxes to take back to their class. Children then 'borrow' a book from the current class boxes which they can keep at home until they are ready to swap it for

another book. Boxes are then rotated to help expose the children to a wider range of books to read for pleasure.

- e) Each classroom has its own, unique reading corner. This is personal to each classroom and is an inviting, creative and attractive place that celebrates reading in each room. Staff will provide signs and labels with a clear purpose to help the children find the books they'd like to read, as well as attractive displays which share and celebrate achievement in reading.
- f) We will teach children to care for and value books in the classroom. Teachers and teaching assistants being good role models.
- g) Teaching staff in EYFS (Red and Yellow class) will regularly hear children read. In Red class, groups of children will be read with during free-flow sessions. Yellow class will use a more structured whole class carousel approach to guided reading, whereby some children will be reading with an adult and some children will be independently accessing reading related activities.
- h) We will follow the guidelines of the National Curriculum in our reading teaching. In Key Stage 1 and 2, a structured approach to whole class reading is used.
 - a. Every day, a whole class novel is read for pleasure. This is 15 minutes of uninterrupted reading by the class teacher. On Mondays and Fridays, the whole class novel is read and discussion is had around the book so far, for example: predictions are made, there is discussion about characters and plot, questions are discussed. This is non-recorded.
 - b. On Tuesdays, Wednesdays and Thursdays children will be exposed to a wide range of shorter texts, selected thematically, both fiction and non fiction including poems, songs, science, geography texts. This follows the 'Ashley Booth' approach to whole class teaching. All children read aloud using a variety of reading aloud techniques such as choral or echo reading. In lessons on these days, children will take part in activities to include: vocab check, quick quiz, partner talk, individual or partner thinking and solo work. Children's thoughts can be recorded on whiteboards or in their English book. During these sessions, the teacher will model high quality examples to aid the children's thought process.

Writing

AIMS

- a) To ensure that literacy, language and graphic development is central to the whole curriculum.
- b) o teach children a range of writing skills and strategies as required by the National Curriculum for English and in line with the EYFS. T
- c) o enable all children to communicate their ideas in written form. T
- d) o enable children to write for different purposes and audiences. T
- e) o provide close links with reading and use texts read as models. T
- f) o encourage children to enjoy writing and present work that demonstrates thought, care and pride. T

- g) o create a print rich environment which shares and celebrates achievement, including early mark making.
- h) o ensure that children with special writing needs are identified and supported or extended through materials and teaching provision such as scaffolding, the use of literacy software such as 'Clicker 7' and Google tools such as 'Read & Write'.
- i) o ensure all children have equal opportunities when writing.

GUIDELINES

- a) We will follow the guidelines of the National Curriculum with flexibility according to age and ability.
- b) We will teach phonic skills systematically to develop reading, writing and speaking and listening skills in an interactive way (please refer to Phonics section for more detail).
- c) We will provide opportunities to use ICT for writing e.g. word processing, publishing, editing and improving.
- d) Teaching staff in EYFS (Red and Yellow class) will teach writing through texts chosen that reflect the current class topic or the interests of the children. Writing genres are selected that are relevant to the text or topic, for example postcards when writing about the 7 Wonders of the World.
- e) We will follow the guidelines of the National Curriculum in our writing teaching. In Key Stage 1 and 2, a structured approach to writing is used:
 - a. Writing is taught in a 3 week cycle.
 - b. In weeks 1 and 2, the following structure may involve:
 - i. Day 1 - immerse in the genre
 - ii. Day 2 - teacher modelling and dictation
 - iii. Day 3 - Up leveling
 - iv. Day 4 - Replacing words and sentences
 - v. Day 5 - Recap of the week. Children have a go at writing the genre looked at.
 - vi. This will be repeated in week 2, with the same genre but with a different 'hook'.
 - c. In week 3, children then apply these ideas to plan and write their own piece of work. The genre will not be exactly the same as weeks one and two to allow for more independent thinking, but will be similar enough to allow them to apply their knowledge and skills effectively to still produce a high quality piece of work.
 - d. Whilst we are ensuring consistency of teaching and learning across classes, teachers are able to adapt accordingly for their class and can enhance each step with creative ideas, incorporating a variety of techniques, such as drama, so lessons inspire children's ideas. Also, differentiation is used in the form of scaffolds or altered dictations for example to ensure that all children are able to succeed when writing.
 - e. Free Writing Friday (full 'free' writing, linked to a whole school theme) will occur every 6 weeks. This work will be acknowledged positively with a sticker rather than using pink and green as on our marking policy. One piece of writing from each class will be chosen for our display to celebrate progression of writing across the school.

Speaking and Listening

AIMS

- a) o plan for and teach speaking and listening skills and incorporate these in cross-curricular planning and through the teaching of reading and writing. T
- b) o create a secure environment in which children feel confident to express their feelings, thoughts and ideas, recognising the individuality and personality of each child. T
- c) o teach children to listen carefully and respond to others appropriately. T
- d) o be sensitive to children’s language use, but teach them about the structure of Standard English through reading, writing and appropriate intervention. T
- e) o monitor children’s language development and listening skills contacting parents and outside agencies where necessary. T

GUIDELINES

- a) We will encourage dialogue to be used by children, especially when planning a piece of writing, to help them explain and justify their choices and organise and rehearse their ideas before setting them down on paper.
- b) Plan for and use a range of teaching strategies and contexts, including drama techniques, across the curriculum, see the reading and writing sections above.
- c) Provide opportunities to listen in different contexts and use speech for different purposes e.g. planning, evaluating, narrating and questioning.
- d) Provide opportunities for children to discuss subjects and feelings which are personal to them and teaching them to represent the views of others.
- e) Use talk partners to encourage all children to verbalise their ideas without the pressure of speaking in front of the class and allowing all children the opportunity to speak.
- f) Identify speaking and listening opportunities on weekly term plans.
- g) Create an effective learning environment, securing motivation and concentration, and provide equality of opportunity through teaching approaches, target setting, assessment and differentiation of tasks and materials.

MONITORING & EVALUATION

Implementation of this policy will be monitored by the English Subject Leaders.

LINKED POLICIES

‘Little Wandle Phonics and Early Reading Policy’

Marking and Expectations Policy

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