



'Let your light 'shine' before others that they may see your good works.' Matthew 5 v 16

Success – Happiness – Independence - New experiences - Engagement

English Policy

July 2023

Mission Statement

Through an ambitious curriculum and inclusive learning opportunities we expect all children to be Successful. Exciting planning of activities encourages Happiness for all and ensures children become Independent learners. Through a cohesive and well-sequenced curriculum, children will have New experiences and be fully Engaged in all areas of the English curriculum.

Our Christian Values:

Our school Christian values are embedded within the daily running of the school, and give our children a good model for learning behaviours;

- Compassion
- Responsibility
- Acceptance
- Forgiveness
- Trust

With these embedded, our children will be ready to develop their literacy skills.

Rationale:

English forms a basis for communication, and the development of a child's language acquisition contributes to their wider understanding of the real and imaginary world. Since English is integral to the learning process throughout the curriculum, whenever anything is taught or learnt there is potential for developing a child's language.

Aims:

- To develop pupils' effective communication in speech and writing.
- To develop pupils' understanding of spoken and written language so that they become enthusiastic, responsive and knowledgeable speakers.
- To help pupils understand the role of language in expressing their ideas, feelings and experiences to others.
- To help children understand the importance and function of standard English.
- To develop children's metacognitive skills and make them reflective and independent communicators.

Success Criteria:

If these aims are met, pupils can...

- Listen and respond appropriately to others.
- Express themselves and their ideas to a specific audience.
- Use the correct vocabulary and grammar in written and oral sentences with increasing confidence.
- Read a range of texts fluently, accurately and with understanding.
- Understand the difference between a range of written language.
- Identify and analyse the differences between fiction and non-fiction texts.
- Improve their ability to analyse, criticise and evaluate texts.
- Write neatly with accurate letter formation.
- Check their writing makes sense to them and edit or improve their writing independently.

Scheme of Work – The Literacy Tree

We will be using the long-term planning and coverage documents from **‘The Literacy Tree’** to aid teachers in planning a well sequenced and broad English Curriculum. This follows a text-based approach, designed to expose children to a vast range of quality literature across all genres and cultures. Through using this scheme of learning, children will be taught grammar and punctuation within their English sessions in order to show the skills in context and allow for quality modelling.

Reception will begin their English journey with **‘Drawing Club’** and will begin to access the Literacy Tree planning in preparation for entering year 1.

Year 1- 6 will use **‘Writing Roots’** teaching sequences to ensure that learning objectives are clear and are sequenced in order to build upon previous learning and knowledge. Lessons will include a wide range of approaches to learning such as role play, storytelling, oracy, guided writing and independent writing.

KS2 will use **‘Spelling Seeds’** to discretely teach spellings which are linked to the main texts used. Each year group will also focus on the High Frequency words intended for their year group.

KS2 will use **‘Literary Leaves’** to offer exposure to a complementary text, linked to the main text, for enriching whole-class reading sessions.

A wide range of resources will be used to help children discover and explore a rich variety of linguistic experiences including; picture books, story sacks, stories, fairy tales, myths, legends, poetry, nursery rhymes, songs, non-fiction books, magazines, comics, leaflets, newspapers, film clips, the internet and the outdoor environment.

All planning documents will be saved to the school network, staff documents, and TEAMS in order to allow the English lead and SLT to monitor the consistent approach to planning.

SPaG booklets:

Each week, children in year 2 or older will be given a sheet recapping spelling and grammar work from the previous term to aid mastery. In the case of SEN children, these sheets may recap previous year groups or targeted spellings. Children will be given opportunities throughout the week to complete these booklets independently and as depth, breadth and challenge work after an English task is completed.

Additional educational needs:

Careful planning will ensure that resources and approaches are appropriately matched to individual pupil needs. Assessment, pupil tracking and pupil progress meetings will highlight who requires additional support and challenge in English.

Phonics

As a school, we follow the **Little Wandle** SSP. Children in Reception and Year 1 will receive 2 daily phonics sessions, following the Little Wandle planning sequences and recapping and filling gaps from previous learning. Each child will be assessed during the sixth week and teachers will use their judgement as to whether children are able to move onto the next stage. Any children that are not able to access the whole group session (teachers and TAs to use formative assessment daily for this) or are assessed as unable to move on during week 6, will be part of a daily phonic intervention with a trained TA. Year 2 children that have not passed the phonics screening will follow the Rapid Catch-Up sessions in accordance with the Little Wandle Guidance.

Year 2 children that have completed phase 5 will begin to follow the Year 2 Little Wandle spelling programme. Term 1 they will complete the phase 5 review and then move onto the 'Bridge to Spelling' programme.

Reading

Group reading will happen three times weekly across Reception and KS1 in accordance with the Little Wandle Guidance. Children in year 3-6 will move onto whole class reading sessions, using 'Literary Leaf' planning from 'The Literacy Tree.' Year 2 move onto whole class reading as they begin to prepare for Year 3. **Daily 1:1 reading for the lowest 20%** of readers in all classes will be a priority for trained TA's.

EYFS and KS1 children will read Collins Big Cat Books which are closely matched to their phonic abilities. This will be regularly assessed as children move through the phonics programme. Children will have a group reading book in school which they will read three times per week with an adult to focus on prediction and phonic knowledge, prosody and comprehension. Children will also take home a carefully matched phonics book weekly to encourage reading at home.

KS2 children that still require phonics intervention will take home a Big Cat Collins book which is matched to their current phonics level. This will be regularly assessed as children move through the phonics intervention programme.

Once children have reached Stage 12 of the Big Cat Collins books and teachers are confident that they are securely at this level and have developed the skills to be an independent reader, they may read to the English Curriculum lead who will offer them a '**Free Reader Licence**' if deemed ready. Free Reader's book choices should be monitored by class teachers and children should be encouraged to choose books which best suits their abilities and interests.

All children will also have a weekly library slot where they are able to choose a library book to share at home for pleasure. This does not have to be matched to their own reading ability.

Each class should have a 'class reader' which they will read daily to the children during story time. We recognise that this time of the day is hugely important for children of all ages as a great model of reading with fluency and expression.

Handwriting:

Handwriting will be explicitly taught in daily sessions. The correct handwriting policy will be modelled by all staff and be displayed within each classroom. Children will progress from printing in EYFS, to pre-cursive and fully cursive writing by Key Stage 2.

We will follow Route D, Choice 3 of the 'teach handwriting' scheme.

Tripod Grip



	Print	Cursive	Joins
Route A			
Route B			
Route C	N/A		
Route D	N/A		

Choice 1	Choice 2	Choice 3	Choice 4

Beginners (KS1 cursive): Continuous cursive letters	KS2 joins: Continuous cursive letters
Straight line: i, l, t, x, z	Bottom joins: ai, ch, ck, er, ff, sh, th, but, jig
Curves to start: c, a, d, g, q, o, e, s	Bottom to c shaped letter joins: as, ea, ed, ss, igh, ing, sat
Top exit: r, v, w	Bottom e letter joins: be, ie, se, her, men
Tunnel: n, m, h, b, p, u	Top e letter joins: oe, re, ve, we, ere, ure
Hooks, Loops and Lines: j, y, f, k	Top letter joins: oa, oo, oh, oi, on, or, ou, ov, ow, oy, wh
Numbers, capitals, symbols	Numbers, capitals, symbols

EYFS: Children will learn how to form letters correctly within phonics sessions. They will have access to wider opportunities such as dough disco and warm-up activities as suggest in the 'teach handwriting' scheme. Children will be given opportunities to improve their fine motor control whilst mark making and will be encouraged to develop a 'tripod grip'. Children will be taught to print both upper-case and lower-case letters using the correct starting points. They will form recognisable letters which can be read by others.

Year 1: Children will be continuing to form their letters correctly and be able to write on the line, leaving adequate spaces between words. They will not start to write cursively until Year 2 as this is in-line with the Phonics programme and the books and resources used for this.

Year 2 onwards: Cursive handwriting is taught daily from Year 2 using the ‘**teach handwriting**’ scheme. Cursive writing should be modelled by all staff throughout the school. Cursive lettering should be clearly displayed in every classroom.

When a teacher decides that a child is presenting work carefully and consistently forming letters correctly, children are encouraged to present the English lead with a piece of writing in order to gain their ‘**pen licence**’. Once a child has earned their pen licence, they should only write in a handwriting pen provided by the school. Pencil is only used to underline or draw.

Children will need the opportunity to practise and develop their cursive handwriting. Some children with poor fine motor control may need extra provision; different pencils, pencil grips etc.

Learning Environments:

Each class has an English working wall which must be updated regularly with the current unit of work. Key words and vocabulary for each unit must be displayed on working walls within the classroom. Each classroom must have an inviting and relevant book corner which children can access regularly.

Assessment:

- Assessment in English is continuous and should inform future planning and interventions.
- In speaking and listening, this involves observation and monitoring of children’s speech and performances.
- Teachers and TAs are to follow the school's marking policy. Live marking should be used in order to give children personalised feedback and allow them opportunities to edit and improve their work.
- Pupils should be assessed termly from Years 1 to 6 using the PIRA assessment papers.
- One piece of work should be assessed per term using the writing checklist rubric. Children should be given feedback and made aware of their next steps and targets.
- Children are assessed in phonics every 6 weeks to ensure they are placed in the correct phase group for their ability. Little Wandle assessment grids are updated termly, and groupings altered appropriately.
- Reporting to parents is carried out three times a year; two parent consultation sessions and at the end of the year in written reports.

The role of the subject leader:

The subject leader will:

- Take the lead in policy development and ensure progression and continuity in English throughout the school.
- Support colleagues in their planning, assessment and CPD.
- Monitor the delivery of the English curriculum and advise the Headteacher on the action needed.
- Take responsibility for the purchase and organisation of central English resources.
- Keep up-to-date with developments in the English curriculum and assessment and disseminate information to colleagues as appropriate.

Review:

This policy document will be reviewed as appropriate in response to local or national initiatives, evaluations of monitoring within school and to reflect the current school improvement plan.

July 2023 – Completed by Leoni Harris