

The Ivory Federation

Propps Hall Junior, Infant and Nursery School Springhead Infant and Nursery School Rushcroft Primary School

ENGLISH POLICY

RATIONALE

The study of English develops children's abilities to listen, speak, read and write for a wide range of purposes, including the communication of their ideas, views and feelings. Children are enabled to express themselves creatively and imaginatively, as they become enthusiastic and critical readers of stories, poetry and drama, as well as non-fiction and media texts. Children gain an understanding of how language works by looking at its patterns, structures and origins. Children use their knowledge, skills and understanding in speaking, listening, reading and writing across a range of different situations and through cross curricular activities.

We believe that developing our children's love of the use of these skills through imaginative, structured, purposeful, well-resourced, cross curricular work tailored to the needs and learning styles of every child will provide a key resource for the rest of our children's lives.

PURPOSE

The aims of English at our school are to:

- read easily, fluently and with good understanding
- develop a love of reading and reading for enjoyment
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and punctuation and knowledge of linguistic conventions for reading, writing and spoken language
- 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; develop a suitable technical vocabulary to articulate their responses
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.
- reading and writing with confidence, fluency and understanding, using a range of independent strategies to self-monitor and correct
- develop an interest in words and their meanings; acquire a growing vocabulary in spoken and written forms
- develop listening and comprehension skills through a variety of means including reciprocal and non-reciprocal situations
- understand a range of text types, media types and genres
- improve the planning, drafting and editing of their written learning

BROAD GUIDELINES

CURRICULUM CONTENT & ORGANISATION

Our long-term plan details the overarching topic each half term, for each year group and all aspects of English are taught within it. Within each topic, the children will study a range of specific genres and it is through this that daily English lessons are taught. To aid the teaching of a variety of captivating genres, a carefully composed list of high-quality core texts has been embedded within the English curriculum. Alongside this, to reflect the importance of children's literature and to promote the wider curriculum, each year group has a selection of enhanced texts that are read to them. The learning intentions and outcomes are progressive and directly link to the overarching theme and ensure good curriculum coverage and knowledge acquisition. Our English curriculum is split into four key areas: writing, reading, phonics & spellings and handwriting. Each year group has a set of specifically selected non-negotiable objectives that children are expected to meet before the end of the school year.

- *The full and expanded version of the curriculum can be accessed via the school website.*

WRITING

The writing curriculum is progressive and builds upon skills from previous years, laying the groundwork for the following years. Teachers should follow the Federation curriculum, which creates cross-curricular units for each half-term block (see example in appendix 1). Reading, writing, speaking & listening is taught daily within English lessons and pupils will have opportunities to apply the skills taught in a range of contexts. Teachers plan and teach between two and three writing genres within each of these units and over the year and pupils should be unpicking and writing a wide range of fiction, non-fiction and poetry texts. These will either be linked to the unit, a high-quality core text, or both.

Learning objectives should be taken from the assessment framework created for each year groups and these are in line with the STA framework objectives. Writing objectives are split into: Spelling; Vocabulary, Grammar and Punctuation; Composition; Handwriting. Teachers should ensure that all objectives are taught throughout the year within their writing genres and they should have a good understanding for the objectives in the year before and year after the one they are currently teaching.

Teachers should use a variety of engaging hooks, resources, teaching styles, questions and differentiation within lessons to ensure that children progress, while consistently using and modelling aspirational writing with correct spelling, punctuation, grammar and handwriting. There will be a balance of discretely taught and applied SPaG within the teaching of writing. Pupils need a good understanding of these features to use these accurately and effectively in their writing in order to compose coherent and interesting texts. Pupils will be encouraged to edit and improve throughout the writing process. They should see their writing as constantly developing and not be afraid to make changes.

- The symbol ^ is used within writing to make small additions.
- Numbered asterisks are used for longer additions.
- Incorrect or discarded writing is crossed out with a single line (for further guidance, consult the Marking & Feedback policy).

There should be a mixture of modelled, guided and shared writing within the lesson sequence, both whole class and small groups. Pupils should also have the opportunity to discuss their writing with their peers and/or an adult to identify success and make improvements. Assessment should be used throughout lessons and the genre sequence to ensure that misconceptions are addressed and pupils are moved on to higher level learning when appropriate.

BIG WRITE

A Big Write is extended piece of writing that the children complete after each genre, where the children can showcase what they have learned. During a Big Write certain principles must be adhered to.

BIG WRITE PRINCIPLES

- Big Write books are to be wrapped before the first time they are used by the children.
- Big Write sessions to include an appropriate starter, background calming music, lighting on tables, healthy snack part way through.
- KS1 children are to use an aspirational ('sparkly') pencil if they are using the expected standard of handwriting.
- KS2 children use a blue Berol handwriting pen for Big Writes.
- Children may use their planning and draft to support their Big Write, as the final draft will have been self-assessed, and therefore considered independent learning.
- Big Write marking must include the opportunity for self-assessment, a celebration statement, two ticks and an arrow with objectives taken from the year group's assessment framework (see appendix 2), teacher's do not mark over the children's writing & success criteria is not stuck in books, to allow children to edit and self assess
- Age-appropriate language is to be used for Big Write feedback. In KS2, the whole objective is to be used e.g. 'Indicate possession by using the possessive apostrophe with plurals'. In KS1, this can be simplified whilst still using technical vocabulary e.g. 'You started your sentences with capital letters'.
- Reception children should undertake a Big Write at the end of the year, on lined paper with a page border. This is to be passed up to the Year 1 teacher.

- Big Write books are kept in school until the following Autumn term to analyse if there are any regressions and to maintain high standards from one year to the next.

READING

CORE & ENCHANCED TEXTS

Reading is a crucial skill for developing writers of every age and level of experience. As previously mentioned, a selection of high-quality core texts has been embedded within the English curriculum. These texts have been chosen based on the age, interests and current areas of learning of the children to ensure that their experiences are progressive and link subjects through a cross-curricular approach.

Teaching with the core texts offers children 'broad, memorable and positive reading experiences' that will significantly impact the quality of their writing. A varied collection of texts increases knowledge of vocabulary, grammar, style and flair; something which is emphasised in the current end of Key Stage objectives. The collection supports understanding of different genres and structures and how to present information in different ways. Children are exposed to a wide and diverse range of authors, illustrators and forms. The texts allow them to see themselves reflected in literature as well as making the children 'aware of the wider world beyond their immediate sphere'; fostering empathy and research into the unknown. Reading enhances the imagination and creativity. It provokes questions that engage deeper thinking and leads to learning opportunities across the curriculum. Texts with 'rhyme, song, poetry and traditional stories...introduce children to rhythms, patterns and structures of language'. (CLPE 2016)

GUIDED READING

Guided reading is taught for 30 minutes per day from Reception-Year 6. Teachers follow the federation guided reading structure (see appendix 3), which allows all children to access different types of reading activities throughout the week. Guided reading texts are carefully chosen to match the ability, provide challenge and aid progression of the children within the groups. A wide variety of quality fiction, non-fiction and poetry texts are accessible to ensure the reading objectives can be taught effectively. Children record any independent learning in a reading journal. Adults should ensure that the reading journals follow the handwriting and presentation policy and are marked regularly in accordance with the marking and feedback policy. Each group has a guided reading folder, which adults use for planning, assessments and activity resources.

HOME READING

Reading books are sent home to motivate children and parents to read together they enable children to practise their reading skills whilst accessing quality texts which will increase their enjoyment of reading and to emphasise the importance of reading. In Reception children are provided with suitable reading material to encourage children to read for 5 to 15 minutes depending on the age and ability of the child. This is the same for KS1 and it is recommended that children read at least 3 times a week. In KS2 children are encouraged to read for 15 to 30 minutes depending on the age and ability of the child and it is recommended that children read at least 3 times a week. Parents and carers are asked to record every time their child has read in the child's diary, and the books are checked and exchanged twice a week.

READING FOR PLEASURE

In order to promote a love of reading, children are encouraged to use our school libraries, which allows children to be exposed to a range of texts linked to a variety of genres. Children have their own reading record library card and each class has a designated weekly time slot to browse the library for texts that will captivate and instil a love of reading.

READING AREAS

To further promote children's enjoyment of reading, each classroom has a designated reading area which is themed and linked to the long term curriculum. The area is a stimulating and comfortable space where children are eager to read a range of organised texts. Teachers provide children with engaging activities to complete whilst using the reading area to ensure children are challenged whilst reading for pleasure.

PHONICS & SPELLINGS

We aim to provide high- quality phonic sessions following Letters and Sounds to ensure that all children have the best opportunities provided to them in order for them to become competent and confident readers and writers. We aim to secure skills of word recognition and decoding which will enable children in our federation to read fluently.

Planning and Organisation

Children in EYFS and KS1 are taught daily 20 minute phonic lessons following the Twinkl phonics scheme. Teachers follow the six phases within Twinkl which run from Nursery to Year two. All teachers and learning support assistants teach a group of children daily, however it is teachers responsibility to ensure high quality lessons are being taught to all children.

In KS2 children are taught daily spelling lessons, based on their spelling ability against the National Curriculum objectives. Lessons are taught for 20 minutes by either a teacher or learning support assistant. Groups are reviewed regularly to ensure that children are being challenged and gaps in learning are targeted.

Structure

All lessons are fast paced with a range of stimulating active activities, which challenge all children within a specific phase of Letters and Sounds or the KS2 spelling curriculum.

There are 4 elements to a Letters and Sounds session: review, teach, practise and apply.

- **Review** - Flashcards should be used daily to recap graphemes previously taught. Along with a reading or writing activity reviewing the previous week/days learning. This section should be very fast paced and allow children to apply their prior learning quickly.
- **Teach** – This section should have some new learning and teach reading or writing skills. It should include any songs and actions from Twinkl, to allow the teaching to be as engaging as possible.
- **Practise** – This section should allow children to practise their reading/writing skills. This could be done with words, phrases or sentences. Children should be supported where necessary and work amongst peers e.g. playing games together to apply their teach section.
- **Apply** – This section should give children the opportunity to apply their skills independently through reading/writing a range of words/phrases/sentences in games.

In KS2 children follow the review, teach, practise, apply approach over a weekly period as well as providing children with opportunities to proof read. Teachers plan high quality active, stimulating activities using a wide range of resources and teaching strategies to promote which engage and enthuse children.

HANDWRITING

Handwriting is a skill which, like reading and spelling, affects written communication across the curriculum. Children need to write with ease, speed and legibility. Cursive handwriting teaches pupils to join letters and words as a series of flowing movements and patterns.

In our schools, handwriting should be taught explicitly, in short, frequent sessions (recommend 30 minutes each week) using Pen Pals as a scheme to support our teaching. Effective teaching of handwriting can only be achieved through modelling (for further guidelines consult the Handwriting and Presentation policy). Teachers must demonstrate letter formation and joins regularly and children must practice by carefully copying and repeating. It is important to observe children writing to ensure they are forming letters correctly.

EARLY YEARS

Children take part in activities to develop their fine and gross motor-skills and recognition of patterns. Children should begin to learn how to correctly hold a pencil. Then how to use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed. They should be given the opportunities to develop their handwriting, to their full potential at that age. Those children not on track to achieve this before the end of Reception will have targeted interventions.

KEY STAGE ONE

Children will continue to develop fine and gross motor-skills with a range of multi-sensory activities. Handwriting should be discussed within and linked to phonics sessions. Teachers and support staff continue to guide children on how to write letters correctly, using a comfortable and efficient pencil grip. Children should now be leaving spaces between words accurately. By the end of Key Stage 1 children will be able to write legibly, using upper and lower-case letters appropriately and correct spacing between words, starting to use a cursive style.

In Key Stage One, children can achieve a 'pencil pal'. 'Pencil pals' are awarded by senior leaders as recognition for handwriting progress. To achieve a 'pencil pal' children must be able to show that their writing consistently follows the handwriting scheme in all books for their age and stage.

KEY STAGE TWO

During this stage the children continue to have direct teaching and regular practice of handwriting. We aim for them to develop a clear, fluent style and by the end of KS2 be able to adapt their handwriting for the for different purposes, such as: a neat, legible hand for finished, presented work, a faster script for note making and the ability to print for labelling diagrams. We actively encourage all children to be aspirational and to aim for using a pen. The criteria and stages for using a pen are detailed in the Handwriting and Presentation policy.

PLANNING

Each year group has a range of teaching materials available from which the teacher plans lessons. However, we have planned our teaching of English around our curriculum topic headings, key texts and educational visits and the planning ensures coverage of the National Curriculum. Learning is differentiated to meet the needs of the pupils and to ensure progression within each year group. Each weeks' lessons include a variety of visual, audio and interactive elements and planned open questions should be included throughout. Planning is presented on Prowise Presenter, this enables effective engagement and interaction within the classroom (see Prowise Principles for lesson structure).

PLANNING FORMATS

- Daily English Planning – Prowise Presenter (web based)
- Daily Guided Reading Planning-Federation guided reading proforma
- Daily phonics/spelling Planning- Federation phonic/spelling proforma

BOOKS

ENGLISH

All children are given a purple A4 book. Each child has a copy of the writing non-negotiables stuck in the front of their English book. Each time a child meets the objective, an adult writes the date next to the non-negotiable in the front of the book.

READING JOURNAL

Children in KS1 and KS2 use a blue A5 reading journal where they can record any learning done in guided reading or any reading-based lessons. These books also have a copy of the reading non-negotiables stuck in the front. Each time a child meets the objective, an adult writes the date next to the non-negotiable in the front of the book.

SPELLING

Children in KS1 and KS2 use a purple spelling book for recording their spellings during Friday's spelling test.

HANDWRITING

In order to record their learning from their weekly handwriting lesson, children in KS1 and KS2 use a red A5 handwriting book.

BIG WRITE

Big Write books are wrapped in special paper that the children choose themselves to allow them to have ownership over their book.

All staff will actively encourage and ensure that all children present their learning to their highest possible standard.

ASSESSMENT

WRITING

Writing in EYFS is assessed against Development Matters and in KS1 and KS2 it is assessed against the objectives written in the National Curriculum. In EYFS teacher's highlight children's progress against the Development Matters statements every half term. In KS1 & KS2 teachers complete the 'Assertive Mentoring' tracking sheet after every genre taught using the children's Big Write as evidence. In addition, children complete termly spelling and Grammar Hammer assessments.

READING

EYFS children are assessed half termly against the Development Matters objectives. KS1 & KS2 children undertake a PIRA Reading assessment which enables staff to reliably benchmark performance and track progress against national averages in reading. Years 2 and 6 complete statutory SAT's papers.

PHONICS AND SPELLING

Termly, children are assessed on the common exception words for their year group, spelling dictation and in KS1 and EYFS, children are assessed on their phonic knowledge, using the phonic phases stated in Letters & Sounds.

All this information is collated and imputed into Target Tracker for staff to access and monitor. There is a rigorous assessment structure that the Federation follows (see appendix 4).

CONCLUSION

Through the successful implementation of this policy, we strive to produce children who are fully literate and articulate, and are prepared for their secondary education and later life. Through engaging lessons, we aim to foster a love of English and language and an enjoyment of learning. We challenge children of all abilities and in order to make good progress in all areas of the English National Curriculum. They are encouraged to have a growth mind-set and to develop the skills of perseverance and resilience.

This policy revised September 2022

Linked policies

This policy should be read alongside all policies but more specifically:

Learning & Teaching

Handwriting & Presentation

Marking and Feedback

Early Years

APPENDIX

Appendix 1

Unit title: TRAGEDIES YEAR 2 Duration: 7 WEEKS AUTUMN 1	HANDWRITING		READING ENHANCEMENT
	- Form lower-case letters in the correct direction, starting and finishing in the right place. - Use spacing between words.	Form lower-case letters of the correct size relative to one another in some of the writing.	THE RED CROSS ON THE DOOR- ANN TURNBALL
GENRES			
RECOUNTS-DIARIES 3 WEEKS	EXPLANATIONS 2 WEEKS	POEMS ON A THEME 2 WEEKS	
Genre Features - First person - Accurate tense - Time adverbials - Description of places, people and events - Content taken from historical events	Genre Features - Detail points in a process - Add clarity with technical vocabulary, specific adjectives and adverbs. - Written in sequence - Introduction paragraph to outline what will be covered - Time adverbials	Genre Features - Poetic language to describe a scene - Ambitious verbs - Onomatopoeia - Alliteration - Simile	
Diary of a Killer Cat-Anne Fine - Demarcate sentences with capital letters, full stops, question marks - Use past tense - Segment spoken words into phonemes and represent these by graphemes, spelling some correctly and making phonetically-plausible attempts at others - Spell some common exception words	How to Wash a Woolly Mammoth-Michelle Robinson - Use present tense - Use conjunctions: because, if, or - Segment spoken words into phonemes and represent these by graphemes, spelling some correctly and making phonetically-plausible attempts at others - Spell some common exception words	Pleasant Sounds-John Clare - Write effectively for different purposes - Make simple additions - Segment spoken words into phonemes and represent these by graphemes, spelling some correctly and making phonetically-plausible attempts at others - Spell some common exception words	
Suggested Outcome A plague diary	Suggested Outcome An explanation text for why teeth brushing is important	Suggested Outcome Poem on the theme of Plague London	
Curriculum Links History – Genre features from Samuel Pepys' diary; enter into past lives and know what London was like at the time of the plague. RSHE – Personal hygiene and effects of the plague.	Curriculum Links RSHE – Know and explain the function and care of teeth Science – Know humans need to stay healthy	Curriculum Links History – Know what London was like at the time of the plague	
WORD READING		READING COMPREHENSION	
- Read accurately by blending, including alternative sounds for graphemes. - Read words accurately with two or more syllables. - Read words containing common suffixes, ful, ness, ly, ment, less. - Read texts with fluency and some expression.		- Predict and justify what might happen based on what they have read. - Ask and answer simple questions, making simple inferences. - Discuss and express views about fiction, non-fiction and poetry. - Comment on the structure of the text. - Comment on plot, characters and settings. - Identify themes and conventions in a range of books.	

Appendix 2

I am proud of my writing because I have used:

✓ _____

✓ _____

Next time I will:

→ _____

What a fantastic Big Write!

Thank you for allowing me to read your writing. You have written a fantastic fairy tale. Well done for:

✓ _____

✓ _____

Next time:

→ _____

From



Appendix 3

IVORY FEDERATION GUIDED READING STRUCTURE				
Activity 1- Pre-read	Activity 2- Teacher Led Group	Activity 3- Table top Responding to Text	Activity 4 Reading corner	Activity 5 Comprehension
Directly linked to the key text from the week Main essence is exposure to the text Independent activity to familiarise individuals (not the group) of the text Children identify any unknown vocabulary and use a dictionary to find the meaning (YR2-6) <i>*Children write any key questions on post-it notes / reading slip for the following day</i>	Teacher to have the knowledge of the text beforehand New and challenging vocabulary they are being exposed is explained and clarified beforehand Teacher to have prepared key questions to the session Identify how the learning objective builds on a skill from the previous year Prior learning and making links explored The context of the text is explored After all the above, set the group off and the teacher moves to each child and listen in to their reading and question them.	Children engage in a wide range of activities that enable them to respond to the text. <i>*Blooms taxonomy guided reading questions</i> <i>* See responding to text activities</i> <i>*Reciprocal Read</i> <i>*Book review</i> <i>*Reading challenge/skills cards</i>	Exposure to different genres e.g newspaper , magazines, emails, blogs, websites, QR codes. Enhancements linked to the wider curriculum <i>*Story sacks / boxes</i> <i>*Speaking and listening activity / focus</i> <i>*Listening centre</i> <i>*Reciprocal read</i> <i>*Story games</i> <i>* Skills task cards</i> This should still be a focused activity that has been thought through	Use of reading journal Teachers are to view the reading journals and mark with symbols – weekly Specific question and answer activity Presentation principles followed <i>*Reading comprehension cards</i> <i>*Teacher led questions from the scheme</i> <i>*twinkle 60 second reads</i>

Appendix 4

