



Inspiring All to Excellence



Heathfields Infant & Wilnecote Junior Academy

English Policy

Document Control

Document Title	Heathfields Infant and Wilnecote Junior School English Policy
Effective Date	May 2022
Review Date	June 2023
Policy Owner	Emma Hulley and Alison Lincoln
Policy Approver	

Version Control

Version	Date	Amended by	Comments

Section	Changes Made

Aims:

We aim to develop in our pupils the ability to communicate effectively in speech, writing and to listen with understanding.

We aim to make them enthusiastic, fluent and responsive readers who can learn and gain pleasure from the written word.

By the end of Key Stage 1 we aim for children to be able to:

Have a love of books and reading.

Be able to decode unfamiliar words using their phonics knowledge.

Be able to communicate effectively in the written form.

Understand that writing is done for an audience and purpose.

By the end of Key Stage 2 we aim for children to have:

Developed a rich vocabulary.

The ability to read fluently and understand books written for different purposes.

The confidence to participate confidently within speaking and listening activities.

The ability to write well-structured texts with a clear purpose and audience in mind.

The ability to write legibly using the cursive script at speed and at length.

The ability to suggest improvements they can make to their own writing and the writing of others.

Organisation

Children will be taught in mixed ability classes and will have the opportunity to work as an individual, in pairs and as a member of a small group.

A buddy system will be used within class. Children will learn to read to each other, ask questions about what their buddy has read and discuss their writing with their buddy.

Planning

Planning for English is done at three levels:

1. **Long Term Plan** – A whole year overview ensuring every object on the National Curriculum is covered.

2. **Medium Term Plan**

A unit will be based on a specific genre and will last approximately 3 weeks.

3. **Short Term Plan** – A detailed and fully resourced SMART board will be used to teach the weeks lessons.

Planning is completed using the guidance of the new National Curriculum and assessment of children's prior knowledge and a focus on **audience** and giving the children a **purpose** to write.

In KS2:

Medium Term Plan:

A medium-term plan will be focused on a genre and will last approximately 3 weeks.

Week 1 part 1: Children will **Read as a Reader** in order to gain a good understanding of the model text being used within the unit.

Children will:

- 1) Look at the **vocabulary** for comprehension.
- 2) **Summarise** to support comprehension, processing information into manageable chunks as readers and gaining an understanding of the structure of the text specific to its genre.
- 3) Answer questions relating to **retrieval** and **inference**.

Week 1 part 2: Children will **Read as a Writer** in order to understand the text as a model for their own writing.

Children will:

- 1) Explore words that build cohesion across paragraphs within the text.
- 2) Explore genre specific language.
- 3) Explore genre specific features.
- 4) Explore age related writing skills.
- 5) Text mark or annotate.

Week 2: Children will focus on learning the **skills** they need to apply to their own piece of writing successfully. Teachers will do the following:

- 1) Teach skills explicitly and relate them back to the genre, audience and purpose.
- 2) Be creative and provide children with many different activities and games e.g. sorting and matching, smart lab, group activities.
- 3) Focus lessons around talk and discussion, using many drama activities, which give the children plenty of time to orally practise what they may write.

Week 3: Children will engage in the writing process by completing the following:

- 1) **Plan** what they want to write. This will include exploring vocabulary.
- 2) **Draft** their writing using the StS identified when text marking the model text. Teacher's will model the writing drafting process and activity show children how to use a plan and incorporate resources, such as word mats and the StS.
- 3) **Edit** their writing. Teachers will explicitly teach the editing skills one by one throughout the year. Children will build independence when editing their writing. During Autumn editing may be heavily scaffolded through teacher feedback. In the Spring term there will be more reliance on peer feedback through group and paired reflection, with teacher guidance. By the Summer term children should be editing using peer support and their own knowledge.

- 4) **Publish** their writing. Children will be given the opportunity to publish their learning, ensuring that the correct format is used to suit the genre. This is a time to focus on presentation and handwriting. The teacher will not provide and written feedback onto published learning and no further corrections will be made. It is an opportunity for children to realise the end result of all their hard work and feel proud. Children can also share their writing with their intended audience at this point.

Writing

To develop our pupils as writers we do the following:

- Ensure that there is a fiction, non-fiction and poetry opportunity each term.
- We encourage children to understand that writing needs an audience and purpose.
- Teach children to write effectively for a range of purposes and a range of readers, adapting their vocabulary and style as appropriate.
- Encourage children to write with interest, commitment and enjoyment.
- Show children how to write in a variety of forms such as stories, poems, reports and letters.
- Show children how to evaluate and improve their own writing, using editing stations.
- Show children how to use punctuation to make meaning clear to their reader.

Teacher expectations are high. Children are given opportunities to evaluate and reflect on their own work in order that they may develop their own sense of achievement. Children are made aware of their year group targets from the National Curriculum and their writing is assessed against these. Teachers take part in regular moderation sessions using the Fierte Expectations in Writing Grids. Teachers give clear feedback to children so they know whether they have achieved the Big Question and discuss their next steps. Teachers must model good writing to children during the English lesson, using a writerly voice to demonstrate the thought processes behind constructing their own texts.

Within in UKS2 children are encouraged to make significant links between reading and their own writing. This is done through a structured approach.

Children will:

- First read as a reader. This will entail
- Reading a model text (paired reading, choral reading or echo reading) looking identifying and exploring unfamiliar vocabulary.
- Summarise the text identifying the main point in each paragraph. Children will be taught to do this by either boxing up the text, or using a planning frame to summarise the text in.
- Answer comprehension questions focusing on specific areas of the curriculum as identified by the teacher's assessments.

Next children will read as a writer.

Children will use the 'boxed' or 'expanding' success criteria to do this:

<https://jamesdurran.blog/2019/01/24/re-thinking-success-criteria-a-simple-device-to-support-pupils-writing/>

Look back at the model text.

- Identifying significant examples, which have had an effect on the reader. Write them into the box/grid.
- Identifying what this specific feature is.
- Think about the effect this example/feature has on the reader.
- Link the example/feature and effect to the purpose and audience.

This approach aims to give children a deeper understanding of how to write to suit specific audience and purposes effectively.

The boxed features are then used to support children's own writing by giving them success criteria with examples.

It is important to note that children will need to see rich examples of writing, not just the model text. A variety of examples of the text type can be used during the teaching of the skills and during reading lessons.

Phonics and Spelling

Phonics in EYFS and KS1 will be taught discreetly during morning sessions (9.00 – 9.25am).

Pupils in Foundation Stage will be prepared for Key Stage 1 by being taught phonics daily, following the Little Wandle Letters and Sounds.

In Key Stage 1, the emphasis will be on phonics (**see separate Phonics policy**). Year 2 will also teach spelling rules from Phase 6 (Letters and Sounds) All year groups need to ensure coverage of the Year Group specific spelling objectives.

In Key Stage 2, children are taught statutory spelling words and rules through phonics following a four-part lesson format.

Across the Key Stages dedicated SPaG/phonics/spelling displays will be visible in all learning spaces in which spelling sessions are taught, including references to learning taking place across the spelling/phonics groups.

An investigative approach will be used in both spelling and phonics where applicable in order to engage children (specifically boys) in learning to spell.

Children will be sent home with a list of spellings each half term. In Key Stage 1 these will include 'common exception' words and words linked to phonics. In Key Stage 2 these will include spelling rules/statutory spelling words and vocabulary linked to their topics.

Grammar and Punctuation

Grammar and punctuation will be taught as part of daily English lessons in both Key Stage 1 and Key Stage 2. These skills must be transferrable and therefore teaching of such skills must not be discrete but instead be discussed and modelled through the teaching of both writing and reading.

Children will be taught both the terminology and the skills relating to the use of grammar and punctuation within sentences. The terminology used must reflect the most recent National Curriculum guidance.

Through their writing pupils will be encouraged to practise the application of the taught grammar skills. This in turn will impact on children's ability to write using correct punctuation and grammar and is intended to develop the 'writing voice' of all children throughout school.

A dedicated English display must be visible in every classroom. This will include evidence of children's learning and reminders/tips for the correct use of grammar and punctuation.

Handwriting

We seek to fulfil the requirements of the Primary Framework and EYFS Curriculum.

We teach children the different handwriting families so that they can identify tall, short, letters with tails etc. to support the teaching of cursive letter formation and to ensure joining is consistent across the classes.

Handwriting is taught regularly as part of the English lesson in KS1 groups and a focus of publishing lessons in KS2. Teachers use a range of teaching strategies which include photocopied sheets and interactive whiteboard resources in EYFS and KS1.

In addition to the development of their handwriting children are expected to apply their learning in their exercise books and to show care for the presentation of their work. Regular opportunities for children to produce presentation work are also planned, for example in topic books, when publishing final drafts of writing in English or producing writing for display. All boards and resources should have the Twinkl cursive handwriting font. All adults should model cursive handwriting at all times. It is important for teachers to set a good example to children by modelling good handwriting when writing on the board, IWB or when marking children's learning. Teachers strive to model the cursive style and use the appropriate joins, demonstrating the fluency and legibility of the style. Children are expected to show care for their workbooks, present their work with care, date work, underline where necessary and not make any marks on the covers.

Reading (See separate Reading policy)

Speaking and Listening

To develop our pupils as speakers and listeners we:

- Teach EYFS and KS1 to retell short texts in order to build up a bank of vocabulary and text structures.
- Give them opportunities to express their ideas to a range of audiences.

- Give them opportunities to take part in group discussion and drama activities.
- Encourage them to listen and respond appropriately to others.
- Help them to understand the need to adapt their speech to different situations.
- Encourage them to use the vocabulary and grammar of standard English whenever appropriate.
- Model the correct way of speaking as well as correcting errors in speech e.g. verb inflections.

Teachers provide opportunities for children to talk, both formally and informally within the classroom across the whole curriculum. Children are taught that different modes of expression, as well as language, may be appropriate in different situations.

Assessment

Evidence of progress in English can be found on the FFT system, where teacher assessments are uploaded on a half-termly basis - this contains:

Termly Teacher assessments for reading and writing.

Termly Accelerated Reader test results.

Termly Cornerstones SPaG results.

This helps to give a clear idea of each child's progress, helps us to assess pupils' progress towards the level expected at that point against national expectations and set new learning targets as appropriate. Informal assessments in all areas of English are continuous.

Entitlement and Equal Opportunities

The school has an equal opportunities Policy; in addition to applying this, we will ensure that:

- All children cover the content made statutory by the programmes of study within the National Curriculum.
- Children access the curriculum at the appropriate level, thus ensuring progression and differentiation.
- Suitable resources and learning environments are available.

SEN and Inclusion

We will ensure that:

- Differentiated activities are available to support less able and extend more able children.
- Challenges are linear, ensuring that children can progress onto the next activity once one is complete.
- Children with learning difficulties are diagnosed and provision is made for individual needs.

- Where necessary outside agencies are involved (SEND policy).
- Parents are kept informed and are encouraged to support their child's learning.
- Adult support is used in school to support groups/individual children.