



Seamer and Irton CP School

English Policy



Policy name	English Policy
Frequency of review	Biennial
Link governor	Mrs Hannah Griffiths
Reviewed on	May 2024
Reviewed by	Governing Board
Next review	May 2026

Curriculum

In Reception we use the Statutory Framework for the Early Years Foundation Stage to plan our English teaching and provision. In Key Stages 1 and 2 we use The National Curriculum for English as the basis for our English planning.

Implementation Teachers:

1. Follow the long-term overview and use well-chosen, high-quality texts as the starting point for teaching.
2. Use the Progression through Genres or Poetry Progression document to determine which key skills and knowledge will be taught using the current text.
3. Refer pupils to the punctuation and grammar knowledge organiser, focusing on the features which need to be applied within the current piece of writing.
4. Use the marking and feedback symbols to scaffold and guide pupils' writing to be the best it can be.

Where appropriate, texts link with class themes. Where cross curricular links cannot purposefully be made, we teach discrete English lessons. By Upper Key Stage Two, pupils will have read and written in a wide variety of genres.

We offer our pupils varied learning opportunities in English incorporating drama, Talk 4 Writing methods, wide reading and discussion of texts and the use of moving and still film images. We take opportunities to use ICT to research, plan and present English work. The outdoors is used as a stimulus where appropriate, often in our Forest School classroom. We encourage learning across year groups e.g., book buddies. We enjoy themed writing weeks in school and on occasions all year groups explore the same text at the level appropriate to their reading and writing development.

Reading

We promote reading at every opportunity, and aim for our pupils to experience the joy of getting lost in a good book. Staff act as role models and share their love of books with pupils.

We follow a systematic, synthetic phonics approach to teaching reading. Children in Key Stage 2 who are not yet secure up to Phase 6 benefit from an individually tailored programme of phonics support. See *Phonics and Early Reading Policy*

Pupils in Years 2-6 take part in daily reading sessions (two days whole class and two days in groups) using the Reading Explorers skills-based model. There are also frequent cross curricular reading opportunities and class story times are an essential part of the school day. We explicitly teach fluency and stamina reading techniques and pupils' learn how to skim and scan and answer literal, predictive, deduction and inference questions.

Pupils choose from colour banded reading books for their personal, structured reading. These colour banded books are a mixture of scheme books (e.g., Bug Club, Big Cat for Letters and Sounds, Songbirds, Project X) and 'real' books. Each classroom has a book/reading area tailored to the interests of the pupils.

We are incredibly proud of our school library. All classes enjoy a visit to our library each week and are offered extra opportunities to use the library during lunch and playtimes. The school librarian promotes reading for pleasure through well-chosen titles based on pupils' reading habits and keeps staff, pupils and parents informed about new literature and competitions.

Writing

Pupils are given many and varied opportunities to write. On entering Reception pupils are encouraged to make marks and write their names if they cannot already do so. As they become introduced to letter shapes and sounds through phonics session, pupils are taught to apply this knowledge to write simple captions and sentences. This early writing is built upon through Key Stage 1 and 2 in line with the National Curriculum. Writing with an English focus mostly takes place in one (Learning Journey) book and we put high expectations on the children to produce their best writing in all subject areas. We plan for pupils to write for audiences other than the teacher, e.g., peers in other classes, local councillors and authors.

Handwriting

EYFS and Key Stage One

Day to day classroom provision supports the development of gross and fine motor skills in EYFS. Pupils are given the opportunity to experiment with a range of writing materials and implements; a multi-sensory approach is used. There is a 'fiddly finger' exercise area to support the development of fine motor control. Pupils are taught to write their names using correct letter formation in Reception.

Pupils are taught how to form and practise specific letter shapes as part of phonics sessions but also in discreet, small group and one to one teaching sessions. Letter shapes are practised in the order that we teach phonics. We also teach letters in their handwriting families (curly caterpillar, one armed robot, long ladder and zig zag monster letter families). Pupils are supported to use the tripod grip in most cases. Pupils also practise handwriting in conjunction with spelling and independent writing. Explicit attention is given to pencil grip, correct posture, the positioning of the paper and the organisation of the writing space.

We teach a printed font in Reception, based on the Sassoon Primary Font. Once pupils master the use of controlled, well-formed printed letters by Year Two, they will be assessed for their readiness to be taught to use pre-cursive lead in strokes to letters and then to join their letters using a cursive font.

Key Stage Two

Most pupils are expected to use a cursive font in Key Stage Two. Children are taught through discreet handwriting sessions where necessary. Children write with pencils until the class teacher assesses that they are joining competently and consistently. They will then be offered a handwriting pen. All children in Key Stage Two will practise their letter formation when practising spellings, through English written work and cross-curricular writing activities.

Example of our agreed letter formation:

The quick brown fox jumps over the lazy dog.

Marking & feedback

We have a simple marking policy for both key stages and believe that the most effective feedback is given by teachers at the point of teaching, often verbally. Pupils are given time to respond to feedback, using green pen to edit and improve their writing. Key Stage 2 pupils regularly provide feedback to their peers about their writing. The use of individual target sheets, introduced in Year 2, supports pupils in identifying key areas for improvement across their writing.

Appendix 1 – EYFS and KS1 marking policy

Appendix 2 – KS2 marking policy

Spelling, Punctuation and Grammar

We take an investigative approach to learning spellings where possible. Pupils are taught techniques for learning spellings (for example using mnemonics, splitting into syllables, looking for words within words, investigating root words). Pupils from Year 2 to Year 6 have individual spelling journals in which they practise their current personal and class spellings in ways they find most useful. Pupils in Reception and Year 1 firstly learn to read, then write, non-decodable and high frequency words from Phase One to Phase Six and common exception words in school and at home. Pupils have weekly spelling homework and are encouraged to investigate the rules and patterns in their words and make links between them, in order to better remember them. We use the Twinkl PlanIt Spelling Overview from Years 2-6 <https://www.twinkl.co.uk/resource/tp2-e064-year-1-6-planit-spelling-overview> as our long-term overview, which is then broken down into termly and weekly focused spelling lists. We aim for the children to learn their spellings in order to use them in their day-to-day writing, not just for tests. We use a 'Steps to Spelling' approach (Appendix 3) in which pupils are expected to become more independent in identifying and correcting their own spelling errors as they develop as spellers.

Vocabulary, punctuation and grammar knowledge organisers detail the key vocabulary and grammatical knowledge needed per year group and include examples of the correct use of grammatical features. These are designed to be used with pupils and parents as well as to support teachers' planning.

Speaking & listening

We recognise that without strong speaking and listening skills, pupils find it hard to access any of the curriculum. Therefore, we plan for many opportunities for them to practise the skills of speaking and listening within and beyond lessons. Within class, pupils discuss ideas and listen to those of others on a daily basis, learn and recite poems and take part in debates. Every classroom learns and displays tiered vocabulary linked to themes and books read. Pupils benefit from drama sessions with The Stephen Joseph Theatre outreach programme, pupils take part in local debating competitions and work with visiting poets and authors. Learning journey boosts and destinations provide all pupils with speaking and listening opportunities. Pupils are encouraged to share their views and ideas with the School Council, who then represent these views at regular meetings. The school librarian runs a book club, in which pupils from across Key Stage Two meet to read and discuss a shared text. We employ Chatterbug speech and language service to assess and deliver individual therapy programmes to pupils who have difficulty with both pronouncing speech sounds and cognition of language.

Impact:Assessment

EYFS Baseline assessments in communication, language and literacy are carried out in October, to provide a starting point for future analysis of progress. We use the Reception Baseline Assessment as a basis for our judgements. We use the Nuffield Early Language Intervention assessments during the Autumn Term then deliver sessions to identified pupils.

Teachers carry out short term assessments on a day-to-day basis, which enables them to adjust their daily teaching plans to support all learners. Teachers make summative assessments in December, March/April and June/July following completion of Rising Stars PIRA and GAPS tests from Year 1-6. Reception pupils take the PIRA and PUMA tests in the summer term. Results are used to target set and analyse pupil progress with members of the SLT, including the Assessment Leader. Governor link visits monitor the impact of the curriculum and findings are reported back to the full governing body.

Inclusion

Pupils are given quality first English teaching within classrooms and provided with the necessary resources and adult support to help them to achieve curriculum objectives. Where interventions are felt necessary, groups of learners are provided with additional support. Examples of this additional support include Talk Boost, Rapid Writing, additional phonics, spelling and reading practise in small groups and one to one booster groups.

Parental Involvement

We use our website and Twitter to keep parents informed about learning and events related to English within classes and the library, and about how they can best support their child's home learning. Where possible, we invite parents into school to support with reading and writing activities and to attend information sessions and class performances.

Resources

We use a variety of carefully chosen resources to support our planning and delivery of the English curriculum. Such resources include Purple Mash, Phonics Bug, Bug Club and Phonics Play. Children can also access most of these resources for reading, writing and spelling at home.



Monitoring

The English subject leader, SLT and link governor are responsible for the monitoring of standards in pupils' work, the quality of teaching in English and pupil outcomes. This involves looking at books, pupil conferencing, lesson drop ins and termly pupil progress meetings. The subject leader role involves providing a direction for the subject across the school (in line with the school development plan), supporting colleagues by leading CPD sessions and sharing up to date developments. The subject leader also manages the English budget.

APPENDICES

Appendix 1

EYFS and KS1 Marking Key

 <p>I understand this work.</p>	 <p>I am not quite sure about this work.</p>
--	--

OM objective met

I have achieved the objective for a piece of work

NS next steps

I need to do this in my current or next piece of writing

TA Worked with a teaching assistant

TF Worked with a teacher

ST Worked with a supply/student teacher

I Worked independently

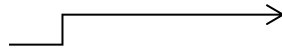
Appendix 2

KS2 Marking Key

- OM objective met** I have achieved the objective for a piece of work
- NS next steps** I need to do this in my current or next piece of writing
- T target** I need to remember this in **all** my writing
- V** Verbal feedback given
- TA** Worked with teaching assistant **TF**
Worked with teacher
- ST** Worked with a supply/student teacher
- P** Peer work

Appendix 3

Steps to Spelling



Step 1 My teacher writes down an incorrect spelling for me to practise.

Step 2 My teacher underlines a spelling for me to find out how to correct.



Step 3 My teacher shows me which line a spelling mistake is in and I have to find it and correct it.

Step 4 I find my own spelling mistakes and use resources around the classroom to find out how to spell them.

becos



I can draw a wobbly line under words that I think may be spelt wrongly and check the spelling as I edit my writing.