



English Policy 2024

Updated by: N Hall **Date:** September 2024

Approved by: Simon Rowland (CoG) **Date:** 23rd October 2024

Last reviewed on: September 2024

Next review due by: September 2025

Our School Vision

Our Mission is to work together to support children in a happy and caring environment, enabling them to become successful learners and achieve their full potential.

Our **Vision** is to prepare our children for the rapidly changing world in a stimulating environment where all achievements are celebrated. We are an inclusive school that endeavours to be at the very core of our local community. We work exceptionally hard to instil a sense of pride in our school and promote high standards in all that we do.

We believe in providing children with opportunities and experiences that remain with them for a lifetime to enhance their education.

Through our bespoke curriculum, we aim to capture our children's heart in order to capture their mind.

The Aims of our English Curriculum

Our aim is to provide a broad and balanced curriculum where our pupils develop their abilities to read, write and speak clearly. Our pupils will:

- Have the confidence to produce high quality writing, using precise grammar and punctuation through their application of knowledge and skills.
- Have the ability to use their powers of imagination to write creatively through enjoyment and enthusiasm.
- Show an awareness of the audience and the need to write for a purpose.
- Have a love for reading and a broad knowledge of books they can choose to read for enjoyment.
- Be reading by age 6 where they can apply their knowledge of letter and sound correspondence.
- The ability to read fluently with good understanding and stamina.
- An interest in words and their meaning to acquire wider vocabulary.
- Experience a range of text types and genres, across different contexts to develop their understanding.
- Have good listening skills.
- Use legible cursive handwriting
- Develop knowledge and understanding of the vast English language and the spelling patterns.

Our English curriculum is split into 4 main areas:

- Reading and Phonics
- Writing, including grammar and punctuation
- Spelling
- Spoken language

We teach these core skills through our English, phonics and whole class reading lessons but our ethos for English is promoted throughout the curriculum.

National Curriculum

The National Curriculum clearly states that teaching the English language is an essential role of a Primary School.

The English programme of study is based on four areas;

- Spoken language
- Reading
- Writing
- Spelling, grammar and punctuation

The National Curriculum is divided into 3 Key stages; Key Stage 1, Lower Key Stage 2 (Years 3 and 4) and Upper Key Stage 2 (Years 5 and 6). By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Planning

It is the responsibility of the class teacher to plan work for their pupils in the year group(s) that they teach. Planning is based on

- EYFS Framework
- National Curriculum
- Range of other resources

Planning overviews/mapping a text's potential are prepared for the beginning of each writing unit. This is a medium term plan. Short term plans are completed, identifying the learning objectives, particular groups of pupils to focus on, the roles of the pupils, teachers and teaching assistants, groupings and adjustment. Overviews are followed for Writing (which links to our core texts), Reading and Spelling (cover pages in Reading and an overview of spelling rules for spelling). English is taught as a discrete subject but also within a cross curricular manner across a range of other subjects. English is at the heart of our curriculum planning so that subject matter from other curriculum areas is available as content or stimulus for speaking, listening, reading and writing. All curriculum areas will involve some aspects of English. We plan carefully in the EYFS to ensure that we provide a range of learning activities with opportunities to use a variety of resources for expressing thoughts and feelings, including mark making, drawing, modelling, reading and writing. Opportunities are given daily to share and enjoy a range of fiction and non-fiction books, rhymes, poems, songs and stories. A wide variety of writing is modelled and guided in order for children to be encouraged to develop their own literacy skills as well as their confidence.

Approach/Teaching and Learning

The National Curriculum, gives detailed guidance of what should be taught at each key stage under the following headings;

- Spoken Language

- Reading
 - Word Reading
 - Comprehension

- Writing
 - Transcription
 - Handwriting and Presentation
 - Composition
 - Grammar and Punctuation

Teaching and Learning

At Tillington Manor Primary School we use a variety of teaching and learning styles in English lessons. Our aim is to develop children's knowledge, skills, and understanding in English. We want them to become fluent writers who write for effect and for an audience to give their writing authenticity.

Writing

In EYFS and KS1 we follow the Talk for Writing programme. This follows the structure of:

- Cold task
- Creative Hook
- Model Text introduced with a story/text map to support the learning
- Vocabulary focus
- Oral retelling and immersion of the text
- Comprehension
- Identifying the underlying structure of the text
- Sentence level skills work
- Innovation
- Independent application
- Publishing and celebrating

From Y3 to Y6 we use 'Linked English' as a framework for teaching writing. This follows the 6Rs.

- 1) Relate
- 2) Read
- 3) Rip
- 4) Rehearse
- 5) Write
- 6) Review

The PAFI (purpose, audience, form and intention) are shared with the children throughout the writing unit.

Reading

In EYFS and KS1 we teach children to read using the Read Write Inc. Phonics programme, which supports children to develop their ability to decode and, as they become more confident readers, to develop their reading comprehension skills, which are then developed across school. It enables every child to become a confident and fluent reader by focusing on sounds and words at a child's own level, regardless of their age.

Once children complete the Read Write Inc. Phonics programme, they move onto whole class reading sessions. These sessions are built around high-quality texts and encourage book talk, as well as developing comprehension. We follow a reading journey where children have the opportunity to practise and apply knowledge and skills so they can confidently answer questions about and discuss texts. Children are exposed to fiction, non-fiction and poetry across reading journeys to give them a wide reading base and broaden their literary experiences.

Oracy

Oracy is the ability to articulate ideas, develop understanding and engage with others through spoken language. In school, oracy is a vital tool for learning; by teaching students to become more effective speakers and listeners we empower them to better understand themselves, each other and the world around them.

The four strands of Speaking and Listening are: Speaking, Listening, Group Discussion and Drama. Interactive teaching styles are used to raise standards in reading and writing. Children are encouraged to develop effective communication skills in readiness for later life. At Tillington Manor Primary School, we promote oracy through our use of talk partners, my turn your turn (MTYT) and group work. In addition, further oracy opportunities are provided through assemblies, performances, debating and explanations.

Handwriting and Spelling

At Tillington Manor Primary School we use the Kinetic Letters handwriting programme. Four or five times a week, children will take part in taught handwriting sessions. The children are exposed to different families of letters and learn how to correctly form these letters with correct sizing, proportion and orientation.

The key principles of the programme are:

- Building physical strength underpins handwriting and concentration. This knowledge informs the working positions that children use for writing and the strengthening targets they work on.
- Pupils are not expected to do anything before they are developmentally ready for it.
- The different components of writing are mastered individually before being used in combination.
- Letters are learnt as movements, not as visual shapes, and movement remains central to developing automaticity in letter formation, flow and fluency.
- Posture is important in developing the correct position for handwriting and so children are taught how to organise their working position and paper position to enable comfortable and fluent writing from the start.
- Correct pencil hold is taught from the start (ie as soon as a tri-pod grip is developmentally appropriate).

Spelling is taught in a few short sessions across a week. The spelling rules and words from the National Curriculum are used. In classrooms, common exceptions words are displayed so children can access them at all times. Spelling homework is set to allow a reviewing opportunity of taught words. Additionally, staff check to see if children apply these spelling into their other writing opportunities, as well as spelling tests. Termly children are assessed against a specified word list to check on progress (Y1 and Y2 common exception words and the Year 3/4 and 5/6 word lists from the National Curriculum).

Inclusion, Adaptive Teaching, Differentiation and Equal Opportunities

Some pupils experience learning difficulties, which affects their progress in English. Class teachers are responsible for trying to identify any difficulties, so that through early intervention these pupils can be helped. Adaptive teaching is encouraged and teachers will provide scaffolds or support to ensure children have the tools to meet the expectation of the lesson. Where pupils are shown to be experiencing difficulties and under-achieving over a period of time, class teachers monitor barriers closely. Parents are consulted and, if possible, support given with advice on reading at home and learning key words etc. Children with special educational needs should have full access to the English curriculum. For children with EHCPs, staff need to consider provision and classroom support for English activities. Within the framework of the National Curriculum, children of all ages and abilities are catered for. Teachers' planning takes into account adaptive teaching strategies and provides challenge for more-able children. Having determined the children's needs, by monitoring and assessing their work, we adjust our planning, varying our expectations and outcomes with the abilities of the children, thus ensuring steady progress is made. Tasks are structured to ensure success for all children, allowing more-able children to undertake work of a more challenging nature where appropriate. At Tillington Manor Primary School, we are committed to equality of opportunity.

Assessment

Reading

To check on children's reading progress, they will undertake a termly assessment paper from the end of Year 1. The results are then tracked to check on children's reading comprehension progress.

Read Write Inc. assessments are undertaken every 8-10 weeks to monitor children's progress through the Read Write Inc. phonics programme. Children are then regrouped upon the outcome of these assessments.

STAR tests are used to assess children on the Accelerated Reader programme. These take place 4 times a year (a baseline in September then carried out termly). Reading ages and Zones of Proximal Development are generated from the STAR test results.

Writing

Children are assessed in an ongoing manner in writing. Writing is checked against TAFs and the knowledge and skills set out in the National Curriculum. Teachers will take extended, independent pieces of writing and identify the knowledge and skills that have been applied. An evidence base is built up over the year and teachers can check for knowledge and skills across various pieces of writing. Moderation takes place across the year to support teachers in their judgements.

Statutory Assessment

Children in Year 6 will undertake SATs in line with government guidance. Year 2 SATs are optional from 2023 onwards.

Children in Year 1 undertake the phonics screening check.

Children in Reception complete the Baseline Assessment.

Time allocations for English

English to be taught four times a week for 1 hour.

Reading/RWI to be taught five times a week for 35 minutes in KS1 and 3 or 4 times a week in KS2.

Handwriting taught sessions 4 or 5 times a week for 20-30 minutes.

Extended writing incorporated across the curriculum.

Punctuation and grammar should be embedded in all English teaching and should be evident within planning.

Spelling lessons across a week for around 10 minutes (these can be across 2, 3 or 4 sessions).

Phonics interventions or whole class focus where needed.