

English Policy

'Together we unlock potential and learn for life'



**Moor
First School**

This policy was approved by the Governing Body of Moor First School at their meeting on:

Signed Chair of Governors

Signed Co-Head Teacher

Signed Co-Head Teacher/Writing Lead

Signed Reading Lead

Review Frequency
Every 3 years

Next review
June 2025

Revisions made between June 2022 and June 2025:

All learning takes place through the use of language. This gives English a special place in the National Curriculum. This policy outlines the purpose, aims and management of English in our school. The overarching aim for English in the National Curriculum is for staff to promote high standards of literacy, by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

Aims

We aim to develop pupils' abilities within an integrated programme of Speaking & Listening, Reading & Writing. Pupils will be given opportunities to practise and apply the requirements of English within a broad and balanced approach to the teaching of English across the curriculum, with opportunities to consolidate and reinforce taught literacy skills.

At Moor First School we aim:

- To develop pupils' interest and enjoyment in reading and writing, so they can read and write independently and understand the value of it.
- To provide stimulating opportunities/writing and reading for pleasure opportunities, for pupils to be creative writers/readers and to express themselves with confidence.
- To develop the habit of reading widely and often, for both pleasure and information.
- To help children to read and write with confidence, fluency and understanding; and to develop a range of independent strategies to self - monitor and correct.
- To ensure that pupils read across a range of genres and study the stylistic methods of well-known authors.
- To enable pupils to research and use a wide range of sources in order to access information independently.
- To develop pupils understanding that reading and writing is essential to thinking and learning across the whole curriculum.
- To enable pupils to write clearly, accurately and coherently and ensure pupils have time to plan, draft and improve their written work.
- To enable pupils to develop quality handwriting; in both joined and printed styles with increasing fluency and speed.
- To use discussion in order to learn and ensure pupils are able to elaborate and explain their understanding and ideas clearly.
- To develop a sense of pride in children's' ability to spell words accurately and be able to draw on a range of strategies.
- To embed grammar rules.
- To provide opportunities for children to write in a variety of styles and forms appropriate to the situation.
- To support children with speaking, so that they develop confidence in a range of different situations and take on different roles. Talk can differ depending on the

- situation and the person. (E.g. reciting poetry, making presentations, participating in debates, drama activities etc.)
- To review current practice in the use of existing phonic programmes and resources and compare with national expectations and, as a result consider next steps.
 - To include relevant training for school staff, as required.
 - To embed outdoor writing and links with local area
 - To improve the writing stamina of children.

Inclusion

At Moor First, we do our utmost to ensure that all pupils, regardless of race, gender, religious beliefs, disability or sexual orientation, have equal access to all aspects of the curriculum. Our materials and resources are chosen to avoid stereotyping of any sort. Diversity is not portrayed as a problem to be overcome but as a rich resource to support the learning of all. Intervention groups will be used to target children with specific handwriting difficulties and where the class teacher deems it necessary to support with presentation.

Statutory Requirements

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Document (2014), Statutory Framework for the Early Years Foundation Stage (2021) and the DfE Reading Framework (July 2021).

In the Foundation Stage, Nursery and Reception will access the following seven prime areas of learning: communication and language, physical development and personal, social and emotional development. Alongside this the children will access the following specific areas: literacy, mathematics, understanding the world and expressive arts and design.

The three primes are important when developing early literacy skills. First and foremost, learners need to learn to effectively communicate with each other and use language in different contexts. They need to develop gross and fine motor skills for mark making and writing and they need to develop the emotional maturity so that they are ready to read and write.

Four specific areas are focussed upon and these include Literacy.

Literacy development involves encouraging learners to link sounds and letters and to begin to read and write. Learners have access to a wide range of reading materials (books, poems, and other written materials) to develop their curiosity and interest. Children are exposed to lots of different conversations to model language and listening skills. Children are given the opportunity to explore a wide range of texts and have the opportunity to revisit these and re-read texts.

At Key Stage One (Years 1 and 2) learners are supported to develop their language skills, to speak confidently and listen to what others say. They read and write independently developing their knowledge of stories and an increasing range of non-fiction genres. They learn to develop phonetical spelling, spelling of common exception words and suffix rules as outlined in the National Curriculum 2014. They develop handwriting through

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shape, relative size and then through taught joins. They use language to explore their own experiences, imaginary worlds and to communicate for a purpose.

At Key Stage Two (Years 3 - 4), learners learn to adapt their language for different situations, purposes and audiences. They read a wide range of texts and respond to different layers of meaning in them. They continue to develop their knowledge of suffixes, prefixes and common words as outlined in the National Curriculum 2014. They explore the use of language and purpose of texts in greater detail.

Within all classrooms, there is an inviting and well-structured reading corner. In these reading corners are a range of different styles of texts and genres, for example; newspapers, reports and information texts. The reading corners are regularly assessed and updated to ensure that the children are accessing different books. Books are changed regularly within the corners. In addition to free reading choice, children are also exposed to a range of text genres during whole-class story time.

Reading Objectives:

- To understand texts
- To read words accurately

Writing Objectives

Transcription

- To present neatly
- To spell correctly
- To punctuate accurately

Composition

- To write with purpose
- To use imaginative description
- To organise writing appropriately

Analysis and Presentation

- To analyse writing
- To present writing

Phonics

Phonic skills are taught through the 'Twinkl Phonics' programme. The programme is a DfE approved systematic synthetic phonics programme which includes a structured, multi-sensory, incremental and code-orientated approach to teaching children to read and spell. It teaches all key areas of phonics outlined in the 2014 National Curriculum and EYFS Framework. The scheme offers a direct, multi-sensory approach to teaching phonics that promotes active engagement for all children. It ensures a structured approach to learning grapheme-phoneme correspondences (GPCs), progressing from simple to more complex knowledge and skills. The scheme is centred on teaching GPCs, common exception words, blending to read and segmenting to spell. Children have daily phonic sessions tailored to their individual needs and reading ability. Daily sessions

enable children practice word segmenting and blending, word reading, dictation and phoneme manipulation exercises. Twinkl Phonics enables children to start learning phonic knowledge and skills in the Foundation Stage.

Garnet, Sapphire and Amethyst class have a spelling test weekly based on their Twinkl Phonics level or Twinkl Spellings. Staff use a range of strategies to teach spelling in fun ways and which help to build working memory. Children are also exposed to a wider range of topic related vocabulary within their lessons.

Early Literacy Support programmes are available for small group teaching and are used when appropriate. Teachers plan for targeted intervention groups throughout the year to assist and enhance pupils' progress.

The Talking Partners programmes are available and used when needed. Author focus weeks/scholastic author days and author visits, 'World Book Day', and various cross curricular activities are planned to promote and enthuse pupils about reading and writing.

Implementation

Children at Moor First School are taught 5 English lessons per week. This may consist of daily 1 hour lessons or can be a combination of three 1 hour lessons and one full morning of English.

EYFS

The Early learning Goals are followed to ensure continuity and progression from the Foundation Stage through to the National Curriculum. Pupil provision is related to attainment, not age.

- Children begin by having 10 minute Twinkl phonics lessons but this builds gradually throughout the year to an hour a day.
- Two pieces of writing per week – 1 guided piece and 1 independent piece.
- Guided reading every day.
- Continuous free-writing/reading provision both indoors and outdoors throughout the week.
- All children are heard reading at school at least once per week 1:1
- Squiggle Whilst you Wiggle – This scheme helps the children to develop their fine motor skills and letter formation. The children take part in these sessions 3 times a week.

Learners working within KS1

- A daily 20 minute lesson of Twinkl Phonics. A minimum of five hours of literacy per week; incorporating personalised genre specific and cross- curricular opportunities to develop and apply presentation, grammar, spelling and genre skills.
- 1 hour of guided reading per week but also includes small group guided writing.
- All children are heard reading at school at least once per week 1:1
- Writing and reading for pleasure opportunities.

- Weekly 30 minutes handwriting lesson but also embedded into all lessons.

Learners working within KS2

- 1 guided reading and 1 guided writing task per week.
- Weekly 30 minutes handwriting lesson but also embedded into all lessons.
- 5 hours a week of English lessons incorporating personalised genre specific and cross curricular opportunities to develop and apply presentation, grammar, spelling and genre skills.
- All children are heard reading at school at least once a week on a 1:1 basis.
- Writing and reading for pleasure opportunities.

All children are encouraged to visit the school library weekly.

At Moor First School, all staff have high expectations for all pupils. Staff encourage all pupils to read, write, speak and listen for a wide range of purposes and in different contexts, including the use of word processing, multi-media packages and other forms of technology. We aim to develop these skills further with imagination and accuracy through stories, poetry, drama and role-play. We offer a range of opportunities for all pupils to develop as fluent, enthusiastic and critical readers and writers.

We track pupils' progress and have clear strategies in place to ensure every child reaches their potential. This includes; sharing the skills each pupil needs to achieve with both pupils and parents. The learning objectives and success criteria for each lesson are shared with pupils.

For our children, the purpose of guided reading sessions is to learn how to understand what they read, to extend their range of reading strategies, to apply new learning in order to read critically and to evaluate a range of texts. For teachers, the purpose of our guided reading sessions is to focus on and teach specific objectives, to monitor progress, to assess, set targets and plan further development for reading. Children are grouped according to reading ability and the teacher will select an unknown text that provides just the right balance of support and challenge.

Talking partners are encouraged and used as an assessment tool. Pupils are taught to evaluate their own and others' work. This ensures that pupils have a clear understanding of what needs to be done in order to achieve skills and progress.

Assessment and Recording

The assessment process is ongoing and if any teacher is concerned, help or advice may be sought from the Subject Leader.

Children are regularly assessed throughout the year in Reception. A baseline national, statutory assessment is completed within the first 6 weeks. This is then used to identify starting points in learning. Regular assessment takes place throughout the year (recorded

on 'Tapestry'), which contributes to each child's learning journey. The information is then used to inform planning, teaching and learning.

Pupils are formally assessed in the Standard Attainment Tasks at the end of Key Stage 1 (SATS). PIRA (reading) assessments are used at the end of each term to also help teachers make an accurate judgement about attainment and progress. Year 1 children take the Phonics screening assessment in June. We follow government guidance on assessment and reporting to parents.

Each term all pupils are assessed in reading, writing and phonics during whole school 'Star Weeks'. Six pieces of writing are moderated using skills grids for year 1 -4 but year 2 children are also assessed using the national 'Teacher Assessment Framework.' These pieces consist of a mixture of creative writing tasks, including poetry and non-fiction. Skills grids are then highlighted termly to show that the targets have been met.

All children receive verbal or written feedback/comments on how to improve their work. 'Close the gap' marking is used throughout the school to highlight success and give each child the opportunity to make specific improvements to their writing. Success checklists are often used from Year 1 onwards to encourage self and peer assessment.

Learning objectives are therefore carefully planned in response to assessment; enabling teachers to personalise the learning experience and to meet children's' individual needs.

Intervention:

Intervention sessions are delivered as an additional tool to develop learning. This could be for the following reasons:

- A misconception with a given task needs correcting.
- A child is finding a task particularly difficult.
- Motor skills need developing to enhance writing
- A child has a Personal learning Plan
- A child needs further stretch and challenge (additional to his/her peers)
- To build stamina
- To focus on individual targets to help close the gap

Occasionally a child may work within another classroom for reading, writing or phonics, if the objective is relevant to the stage of their learning. Sometimes pre-teaching may be offered to small groups to help children become more prepared for their lesson with other peers.

Parents will be informed if children require intensive intervention sessions for reading, writing or phonics.

Learning Enrichment

All families sign up to the home school agreement at the start of the year. Pupils will have at least one reading book that is matched to their phonics level or reading age and one

book chosen from the library as their reading for pleasure book to share at home. Parents are encouraged to read with their child at home regularly. Through learning enrichment letters, we recommend to parents that hearing their child read three times a week will help them to develop fluency and understanding of texts. Teachers often send home 'tips and ideas', flash cards, common exception words, high frequency words, letter cards, word games etc., to support reading at home. They also send home termly reading and writing challenges; whereby rewards can be won. Pupils are also encouraged to read other things such as newspapers, instruction leaflets and everyday signs. Teachers ensure that learning enrichment activities support and extend learning in the classroom. All reading activities should be recorded in the child's reading diary which is a two-way form of communication supporting reading completed both at home and school. Termly reading and writing challenges are provided and rewards given for all those who complete.

Each year, parents across the whole school are invited to phonics, reading and writing workshops. An overview of reading, writing and phonics in Early Years, is shared with parents during the New Parents Evening which is held in the summer term. In the spring term, information is given to parents about the Year 1 Phonic Screening Check and ideas on how to support their child's progress throughout phonics, particularly within phase 3 – 5. Parents also have access to SAT's workshops.

Transition

Children in year 4 have opportunities to complete reading and writing tasks to aid with their transition to their chosen middle schools. Through completion of these tasks, the middle schools are also able to see the standard of writing the children are completing. Children also have the opportunity to visit the middle schools for English taster sessions during the summer term.

Role of the subject leader:

The Subject Leader should be responsible for improving the standards of teaching and learning in Literacy through:

- Monitoring and evaluating Literacy - pupil progress and attainment
- Provision of Literacy (including Intervention and Support programmes)
- The quality of the Learning Environment.
- The deployment and provision of support staff.
- The strategic improvement within Literacy throughout the school.
- Taking the lead in policy development.
- Auditing, disseminating and supporting colleagues in their CPD.
- Purchasing and organising resources.
- Keeping up to date with recent Literacy development.
- Analysis of Quality Mark Audits (Last achieved 2021)

The Governing Body

Regular reports are made to the governors on the progress of English provision and to our English governor. This policy will be reviewed regularly or in the light of changes to legal requirements.