



English Policy

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This policy should be read in conjunction with the following policies and documents:

Phonics Policy

All other Subject policies

Marking policy

CLPE Reading and Writing Scales

Teaching and Assessment Sequence for Reading and Phonics

Nelson Handwriting Ready Reference Guide

Development Matters (2021)

Intent

Statement of Intent

English is a subject woven into everyday life within our school. Children are exposed to a wide range of subject-specific vocabulary, through reading and writing, that encompasses all subject areas of our broad and balanced curriculum. Through the use of star words and high quality literature, we have created a platform to increase children's vocabulary, their understanding of words and their ability to apply these in meaningful contexts. Progress is measured by the level of independence, resilience and confidence in the application of skills and vocabulary, this is what we call learning autonomy.

We have also created an environment that facilitates children to read and comprehend written text so that they may become independent readers and lifelong learners with a firm grasp of the written world that surrounds them. Along with this we have created a culture where reading for pleasure is modelled and encouraged.

English can be taught in two ways within our school, as subject specific skills and knowledge and through interest-based learning. Through this cross curricular approach, children are provided with a wide range of experiences to inspire their writing so that they implement their writing skills for different purposes that are meaningful to them. The curriculum is planned to captivate and uphold children's interests to promote awe and wonder. Our curriculum design allows children to be independent, self-motivated writers that are ready for the next steps in their learning.

Phonics is taught using the Letters and Sounds programme. Through this we are enabling children to develop as early readers, who are confident in using their phonics knowledge to segment and blend words. This is further outlined in our Phonics Policy.

Our reading curriculum is accurately linked to our phonics programme to ensure the children are consistently using and applying their phonic knowledge. This allows them to build up their fluency and confidence in word reading. By the end of Key Stage one our children can independently apply their phonics skills using a wide range of texts to enable them to become independent readers and lifelong learners with a firm grasp of the written world that surrounds them.

Aims of National Curriculum

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment.

The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information

- acquire a wide vocabulary, an understanding of grammar 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; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Implementation: Teaching and Learning

Curriculum Planning

Literacy skills are embedded through cross curricular lessons from EYFS to Year 2. The children need to acquire a broad range of reading, comprehension and writing skills in a range of meaningful, real and purposeful contexts.

A concise and well thought out progression of skills is used to underpin the Teaching, Learning and Assessment of reading and writing. When planning, teachers are expected to follow the school's 'Whole School English Progression of Skills' saved in the school's Targeted Improvement folder under 'Progression of Skills, Phonics'. All the English teaching and learning is accurately matched to the school's Phonics programme (Letters and Sounds) and Reading Scheme called Big Cat.

As a school we follow a range of themes throughout the year. Teachers then select high quality texts and plan which writing genres are most appropriate for these texts in line with the skills being taught. This can be found on the 'Whole School overview Joydens Wood Infant School Curriculum 2020-2021' document saved in the schools 'JWIS Curriculum 2020' folder.

Teaching

WOW Moments

Following the CLPE planning each new text should be introduced to the children using a WOW moment. This should be an exciting and intriguing experience, either in the school environment or through a trip. The use of props, visual resources, instruments and music should set the scene and immerse the children into the new text.

The Four Step Writing Process

Plan	Draft	Edit	Publish
At the planning stage children are able to brainstorm their ideas. This can be through role play, mind-mapping or group discussions. Here teachers need to focus on	At the drafting stage children are expected to record their ideas in an appropriate way determined by the genre or skill being taught. Children should use and	After both verbal and written feedback children are expected to edit their work using their purple pens. This could be correcting spellings, adding punctuation, finding	At the publishing stage children are presenting their edited work. This may be done on publishing paper (with borders/pictures) and written in the child's

vocabulary that children will be expected to use over the succession of lessons and begin to create a vocabulary grid. (See below)	continue to add to the vocabulary grid.	alternative words and phrases to perfect the piece. Children are expected to use resources such as word mats, vocabulary grids, dictionaries and thesauruses.	neatest handwriting. This piece should reflect the child's best work and show they have taken pride in their writing.
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Vocabulary

The importance of spelling and vocabulary is woven into all lessons within our school. In the planning and drafting stages of writing teachers are expected to use a vocabulary grid. This can be displayed on a large scale in the classroom or printed to use as a table resource. Each grid should be created with the children to ensure firstly that the vocabulary being used is purposeful for the context of their writing but also to ensure children see this new vocabulary spelt correctly. An example of a vocabulary grid can be found below. This can be adapted to the different genres being taught.

<u>Similes</u>	<u>Subject specific vocabulary</u>
<u>Questions</u>	<u>Adjectives</u>
<u>Conjunctions</u>	

<u>Hear</u>	<u>See</u>
<u>Smell</u>	<u>Touch</u>

Spelling of key words on display should be correct so children are able to accurately use this vocabulary in their writing. In Year Two any vocabulary written on displays should be written by the children. These can be put up during the lesson as discussions unfold.

Spellings

In Year 1 and 2 spellings should be set weekly. These should be given to children in their spelling books each Friday. Children will then have one week to practise these and be tested on the following Friday. These should include 3 words related to the Phonic phase the child is working at and 2 common exception words (Year 1 and Year 2 list - saved on Google Drive).

In cases where a child is working below the age expected Phase they should be given spellings in line with the phase they are currently working at e.g. a child working at Phase 3

(despite the whole class being taught Phase 5) will receive Phase 3 spellings and the same 2 common exception words.

Teachers should keep a record of each child's spelling score each week for assessment and monitoring as part of their class English and Phonics folder.

Recording and Assessment

Class Teachers continually monitor and evaluate the work of their pupils on a day to day basis. This informs planning, next steps and teaching.

In Reception and Year 1, assessment takes place through:

- verbal feedback and modelling in the moment
- written observations carried out by adults and examples of children's work recorded on Class Dojo Portfolios.
- Next Steps that can be explained/ modelled to the child orally and written on their Class Dojo portfolio to inform future planning and assessments. These Next Steps should be individual to each child and linked to the English Progression of Skills.

Year 1 will transition into more formal learning and their work will be recorded in lined books of 1.5cm depth. Children will use a blue handwriting pen and begin to show evidence of using the 4 step writing process.

In Year 2 the children use a blue handwriting pen for all written pieces and the books are lined with a 1.5cm depth. The four step writing process should be evident in the books and there should be clear progression in both application of phonics and handwriting.

In Year 2 (and from Summer Term of Year 1) assessment takes place through:

- verbal feedback throughout the lessons
- age appropriate written feedback to allow children to make progress with their next steps. These Next Steps should be individual to each child and linked to the English Progression of Skills.

The Progression of Skills and Next Steps should be used to inform future planning, ensuring that learning is relevant and appropriate to each individual child and class. Every half term, teachers will incorporate the children's next steps into their Medium Term Plans so any gaps in knowledge and skills are addressed.

Whilst we follow the National Curriculum aims and the Progression of Skills, we look at writing as a developmental process from being an emergent writer to a fluent writer. We use the CLPE writing scales to support our judgements. These can be found in the schools 'Targeted Improvement' folder, under 'English and Phonics Leader', 'CLPE'.



Handwriting

As a school our aims for teaching handwriting are that the pupils will:

- Understand the importance of clear and neat presentation in order to communicate meaning clearly.
- Take pride in the presentation of their work and therefore study handwriting with a sense of enjoyment and achievement.
- Be supported in developing correct spelling quickly through a multi-sensory approach to handwriting.
- Be able to write quickly to aid expressing themselves creatively and imaginatively across the curriculum and for a range of purposes.
- Develop a fluent, joined handwriting style by Year Two.

We follow the 'Nelson Handwriting' style. An example of this is found below:

The Letter forms

a b c d e f g h i j k l m
n o p q r s t u v w x y z

The Capital letters

A B C D E F G H I J K L M N
O P Q R S T U V W X Y Z

The Numerals

1 2 3 4 5 6 7 8 9 0

Joining

Joining letters is introduced midway through year one, and/or once children can confidently form and write letters correctly. Nelson Handwriting teaches the four joins at the same time as teaching the letter sets/families.

The below information is further explained in the document entitled 'Ready Reference Guide'. This can be found in the Shared area- Targeted Improvement- English and Phonics Leader- Nelson Handwriting.

The joining sets

Set 1

a c d e h i k l m n t u

Twelve letters with exit flicks.

Set 2

a c d e g i j m n o p q r s u v w x y

Nineteen letters which start at the top of the x-height.

Set 3

b f h k l t

Six letters which start at the top of an ascender.

Set 4

f o r v w

Five letters which finish at the top of the x-height.

The break letters

b g j p q x y z

Eight letters after which no join is made.

Joins are not made to or from the letter z.

The joins

The first join 1 to 2 in am

The second join 1 to 3 ab ch

The third join 4 to 2 oa wo

The forth join 4 to 3 wh ob

The break letters bigger

The joined style

The quick brown fox jumps over
the lazy dog.

Guided reading

Guided reading is planned in line with the English Progression of Skills. In Reception and Year 1 guided reading sessions are planned around a high quality text, often from the CLPE Power of Reading Scheme. In these lessons the children delve deeper into the text and developing their predicting, clarifying and questioning skills.

In Year 2, the children rotate around a carousel of activities throughout the week. These activities should be focussed around the above skills. There should be:

- A comprehension activity
- A phonics activity (used as a practice for spelling rule being taught that week)
- An opportunity for editing and improving in children's own writing books
- Opportunities to express opinions- book review, character description etc.

During this time, one reading group has their adult-led guided reading session. In this session all children will receive a new book and all read the same text (at their Big Cat Phonics reading level). The adult will hear each child read and lead a discussion based on a Learning Objective that has been chosen by the teacher. These Learning Objectives can be found in the Shared Area, Targeted Improvement, English and Phonics Leader, Guided reading and are taken from the National Curriculum.

Resources

- Displays- The displays should reflect the current text/ genre being taught. The four step writing process should be evident to display the children's learning journey. Any vocabulary children are expected to use on displays should be spelt correctly and in Year Two it should be written by the children.
- Books- In Year 1 and Year 2 children's books should be lined with 1.5cm depth. Children write in a blue handwriting pen. The common exception words and High frequency words appropriate for that year group should be stuck in the front/back cover of children's writing books. Children are expected to use these and spell these words correctly in their writing.
- Flipcharts- At the start of each lesson teachers should display the 'Star Words'. These words should be subject specific and be words the children will be expected to use in their writing. These should also be displayed along the bottom of each flipchart page.
- Table- On the tables, children should have access to age appropriate sound/word mats to support spelling. Children are expected to self-select resources such as dictionaries and thesauruses to use at their tables.

Impact

The Role of Subject Leader

	English Leader
Curriculum coverage	Ensuring that the Whole School Curriculum Overview is adhered to by: 1) Ensuring Medium Term Plans reflect the Whole School overview 2) Ensuring that Medium Term Plans reflect the English Progression of Skills 3) Complete the schools Monitoring Proforma identifying strengths and any forming issues.
Monitoring and Feedback CPD	Ensure Termly monitoring is carried out through: <ul style="list-style-type: none">● Planning scrutinies and lesson observations of stand alone English lessons● Joint observations with other leaders to review the quality of progression in reading and writing across other subjects● Joint meetings and observations with the Phonics leader to ensure Phonics and Reading progression are reflective of one another● Provide CPD to staff and inform staff of any changes related to the subject.
Data Analysis	Check all data has been reported accurately and produce the data reports.

Vulnerable Learners

All pupils should be constantly supported/challenged as necessary. Careful consideration in the 'barriers to learning' will enable teachers to form a picture as to how a child's life experiences/opportunities hinder their development in each area of the curriculum.

- SEND and EAL pupils: resources and support should be planned for, as outlined in this policy, to enable all children to have access to the learning. Suitable aids that are relevant to the child should be reviewed for their suitability and impact. Where necessary a risk assessment should be undertaken.
- Disadvantaged pupils: children have external circumstances that affect their ability to access certain aspects of school. This could affect their punctuality, attendance or ability to access the curriculum. The school are expected to identify these contributing factors rapidly to ensure every child has the same opportunities to access their learning. This may involve discussing the child's home life with the DSL or FEL.
- In-year admissions and Persistent Absentees: children who have not attended our school previously or have poor attendance are at risk of not being able to access the learning. They may have significant gaps in their skills and knowledge that prevent them from being able to access specific skills. All children that are new/returned to school following a period of absence should be carefully monitored to ensure support is implemented without delay. In some cases, it may be necessary to undertake a risk assessment.