Dilton Marsh CEVC Primary School Church of England Primary School

English Policy

Monitoring of this policy:

This policy has been developed by a working group made up of:

- Head Teacher: Jill Hibbs
- English Lead: Carole Godfrey
- Acorn Education Trust English Lead: Sarah Ashton

Schedule for review of this policy:

Date	February 2022
The implementation of this policy will be monitored by:	Carole Godfrey
Monitoring will take place:	Annually
The Governing Body will receive a report on the implementation of this policy, generated by the monitoring group:	Annually
Next review date:	January 2024

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

- **Marking and Feedback Guidance (Acorn Education Trust)**
- **SEN Policy**
- **Homework Policy**
- **Good Presentation Policy**
- **Teaching and Learning Policy**
- **Early Reading & Phonics Policy**

National Curriculum Aims

The statutory guidance of the National Curriculum in England: English Programmes of study, states that: “English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.”

Here the importance of the teaching of English is clearly shown and cannot be understated. At Dilton Marsh CEVC Primary School, our rigorous and engaging English curriculum, promotes 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 pleasure. This ensures our children meet the aims from the National Curriculum for English 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.
- 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 clearly explain their understanding and ideas.
- Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Intent

At Dilton Marsh CEVC Primary School, English and the teaching of English is the foundation of our curriculum. Our aim is to ensure every child becomes primary literate and progresses in speaking and listening, reading and writing. We have high expectations for all our children, and want each of them to achieve their full potential in English during their time at Dilton Marsh CEVC Primary School so that they are ready for the next step in their education.

English is not only a daily discrete lesson, it is the cornerstone to all learning at Dilton Marsh CEVC Primary School by being embedded in each area of learning. As well as learning to read, our children read to learn, for example, in history, studying a poem to understand the hardships endured by some of ‘The Windrush’ migrants; reading an information text in science. In addition, in writing across the curriculum, the children are expected to apply their learning from English lessons, such as vocabulary choices, grammar, spelling and punctuation.

We endeavour to help our children develop into articulate and imaginative communicators, to support and enhance their thinking and understanding of the world around them through a broad, rich and engaging English curriculum.

We ensure books, vocabulary and reading have a central role in our curriculum, not only to enhance learning, but to support the development of children’s emotional literacy.

Reading

At Dilton Marsh CEVC Primary School Primary School, we value reading as a crucial life skill. By the time children leave us, they read confidently for meaning and regularly enjoy reading for pleasure. Our readers are equipped with the tools to tackle unfamiliar vocabulary. We encourage our children to see themselves as readers for both pleasure and purpose.

We strive to offer as many opportunities for reading as we can - this may happen in the English lesson or within other curriculum subjects, as well as during special events such as 'Book Week'. Our book spine (focus books for each class for each term) as well as our Dilton 50 (recommended reads for each cohort) have been carefully selected to expose the children to a range of genre, authors and diversity.

Reception and Year 1

We teach reading through *Little Wandle Letters and Sounds Revised*, which is a systematic and synthetic phonics programme. We start teaching phonics in Reception and follow the *Little Wandle Letters and Sounds Revised* progression, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school. As a result, all who have completed the Little Wandle Letters and Sounds Revised programme at the end of year 1 should be able to tackle any unfamiliar words as they read.

We also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.

Daily phonics lessons in Reception and Year 1

We teach phonics for 30 minutes a day. In Reception, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. Each Friday, we review the week's teaching to help children become fluent readers.

- Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.
- Children in Year 1 review Phase 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.
- Any child who needs additional practice has daily keep-up support, taught by a fully trained adult. Keep-up lessons match the structure of class teaching, and use the same procedures, resources and mantras, but in smaller steps with more repetition, so that every child secures their learning.

In addition to phonic lessons, we teach children to read through reading practice sessions three times a week. These:

- are taught by a fully trained adult to small groups of approximately six - eight children
- use books matched to the children's secure phonic knowledge using the *Little Wandle Letters and Sounds Revised* assessments and book matching grids
- are monitored by the class teacher, who rotates and works with each group on a regular basis.

The reading practice sessions have been designed to focus on three key reading skills:

- decoding
- prosody: teaching children to read with understanding and expression
- comprehension: teaching children to understand the text.

In Reception these reading sessions start in week 4. Children who are not yet decoding have daily additional blending practice in small groups, so that they quickly learn to blend and can begin to read books.

Children who are receiving additional phonics keep-up sessions read their reading practice book to an adult daily.

Home reading

- A decodable reading practice book is taken home to ensure success is shared with the family.
- A 'sharing book' book also goes home for parents and children to enjoy together. This may be a book from our Dilton 50 booklist or another book from the class book corner.

The children enjoy daily story time when the teacher models reading to promote reading for pleasure.

Year 2

Any child in Year 2 who is not fully fluent at reading or who has not passed the Phonics Screening Check, continues to receive regular phonic keep-up sessions. We use the *Little Wandle Letters and Sounds Revised* assessments to identify the gaps in their phonic knowledge and teach to these using the keep-up resources at pace.

Once the children are reading fluently, with adult guidance and support, they will choose a book from 'Ash Class Books' box or a book from the Year 2 Dilton 50. These books have been chosen to include a range of themes, authors and challenge. The child will read the book with an adult in school, as well as at home with parents.

Any child who is not making the required progress will have a reading intervention.

During terms 1 & 2, children in year 2 will continue to develop comprehension skills through small group reading comprehension sessions. From term 3, we introduce the children to using 'Teaching Comprehension Strategies'. This scheme exposes the children to extracts of different text types thus enabling the teaching of explicit comprehension skills needed to understand the texts, as well as to answer reading comprehension questions orally and in writing.

Each term, a focus book is shared with the class as a stimulus for writing. The teacher models as an expert reader, drawing out the key elements of the content.

We are currently developing an approach to enable whole class reading of these shared texts so that reading comprehension skills can be taught and applied in context.

The whole class will have a daily story time when the teacher models reading to promote reading for pleasure.

Key Stage 2

Each class will have a 20 – 30 minute reading comprehension lesson four times a week. During the first week of each term, the focus for this is a poem when children explore vocabulary, meaning and structure. Poems have been selected to include a range of traditions, styles and poets. We then use 'Teaching Comprehension Strategies'. This scheme exposes the children to extracts of different text types thus enabling the teaching of explicit comprehension skills needed to understand the texts, as well as to answer reading

comprehension questions orally and in writing. To consolidate the application of the skill, the teacher may, at times, supplement the scheme with an additional text extract.

Each term, a focus book is shared with the class as a stimulus for writing. The teacher models as an expert reader, drawing out key elements of the content and structure, as well as exploring new vocabulary.

We are currently developing an approach to enable whole class reading of these shared texts so that reading comprehension skills can be taught and applied in context.

Children will also have an individual reading book. For the majority, this will be selected from their class book corner – it may include a 'Dilton 50' book. Staff will monitor the books children choose to check they are sufficiently challenging and appropriate and that the children are reading a range of genre and author. As appropriate to the child's needs, an adult will support and or advise in the choosing of the book. Children who are continuing to develop age related reading skills will choose a book from their class 'book box' – this will be shared with an adult in school as well as at home. They are also encouraged to choose a sharing book from the book corner, including the Dilton 50 – for an adult at home to read with them.

Any child who is not yet reading in line with age related expectations, making the required progress will have an appropriate reading intervention.

Each class will have a daily story time when the teacher models reading to promote reading for pleasure.

Assessment of Reading

In EYFS and Year 1, daily, weekly and summative assessment is used to monitor progress in phonics and reading comprehension and to identify any child needing additional support as soon as they need it.

At the end of the year, the children in EYFS will be assessed by using the ELG for word reading and comprehension. As well as the statutory phonics test, year 1 will also complete a NFER assessment in spring and summer.

In years 2 – 6, through formative assessment, teachers assess the development of comprehension skills and adapt subsequent lessons and learning experiences as necessary. If at any point, through our observations, it appears that a child is at risk of falling behind, we intervene and provide them with the support they need to continue to make progress.

For years 3 – 5, summative assessment, through NFER reading papers, take place each autumn, spring and summer. NFER assessments are also completed by year 2 in autumn and spring, then SATs in summer. Year 6 complete previous SAT papers in terms 1, 2 & 4 as well as the official SATS in term 6.

Writing

At Dilton Marsh CEVC Primary School School, we want children to enjoy writing with the eventual aim for them to be able to write clearly, accurately, and coherently, adapting their language and style in and for a range of contexts, purposes and audiences which engage the interest of the reader. In each class, we address the formal structures of English, grammatical detail, punctuation and spelling. We want the children to acquire a rich

vocabulary, a solid understanding of grammar and be able to use spelling rules and patterns to spell words confidently.

Each term, writing is driven by a focus reading text which, where possible, links to learning in other curriculum areas. The texts provide the stimuli to write in different forms for different purposes and different audiences over the year.

Writing - Early Years (EYFS)

In Early Years, children will start to learn how to form letters correctly. They will be encouraged to use their knowledge of phonics to support their writing – segmenting words to match their spoken sounds. By the end of the year, they will be expected to write simple sentences, which can be read by themselves and others.

The children will have opportunities to write during teacher-led and child-initiated activities. Whilst writing will be planned following the EYFS Curriculum Guidance, this is linked to a class text where possible.

There will be access to a variety of mark making activities during continuous provision.

Key Stage 1 and 2

Children will explore and develop writing skills through a specific, structured approach so that they can write for a range of genre and purposes.

In our Dilton Marsh CEVC Primary School Writing Journey, the children will follow a step-by-step routine of what it takes to produce a high-quality piece of writing. A typical writing journey will deliver lessons based on the following:

- Immerse the children in the text: understand what a good example(s) looks like ie purpose, audience, structure, vocabulary.
- SPAG teaching and learning linked to the text type.
- planning (modelled or shared or independent) to include vocabulary and sentence structures.
- modelled and shared writing* to demonstrate the crafting of language.
- independent writing* when children apply their learning.
- drafting and editing: including the ‘crafting of the writing. May be completed independently and/or with peers and/or with an adult.
- top copy in ‘On Fire Books’.

*This may be specific sections of the text building up to the complete text as opposed to writing a whole text in one go.

Assessment of Writing

In EYFS, the children’s writing is assessed against the EYFS curriculum and the Early Learning Goals at the end of the year.

In all year groups, through ongoing formative assessment, teachers assess the development of writing and adapt subsequent lessons and learning experiences as needs be.

At three points in the academic year, teacher assessments of writing are carried out - this is linked to a genre taught previously. Writing is assessed against Wiltshire Local Authority year group progression objectives. Planning for the following term is adapted accordingly.

Over the academic year, Y1 – Y6 complete a ‘No More Marking’ writing assessment task which helps support the class teacher’s judgements. All teachers are involved in the assessment process. in

If at any point, through our various observations, it appears that a child is at risk of falling behind, we intervene and provide them with the support they need to continue to make progress.

All class teachers participate in moderation activities three times per year with Westbury Cluster of schools.

Spelling

The teachers plan and teach spelling matched to the required national curriculum spelling objectives and to the needs of the class. Spellings are taught as below.

EYFS & Year 1
Linked to Little Wandle phonics programme.

Year 2
Explicit teaching of spelling rules.
Common exception words
Daily completion of Look, Say, Cover, Write, Check.
Spellings sent home weekly.
Spellings are tested weekly.

Years 3 & 4
Explicit teaching of spelling rules.
Consolidation of common exception words as required.
Daily completion of Look, Say, Cover, Write, Check.
Use of Y3/4 statutory spelling word list.
Spellings sent home weekly.
Spellings are tested weekly.

Years 5 & 6
Explicit teaching of spelling rules.
Regular spelling practice using our spelling menu.
Use of Y5/6 statutory spelling word list.
Spellings sent home weekly.
Spellings are tested weekly.

Grammar

The National Curriculum objectives for grammar have been matched, where possible, to the writing genre so that children may see the grammar in context as well as have the opportunity to apply it in their own writing.

Grammar rules are reinforced through teaching input in all writing lessons and in all foundation subjects where writing is included.

Assessment of Grammar and Spelling

As well as weekly spelling test, teachers assess spelling and grammar through writing. In addition, Y3,4,5 complete a NFER test in terms 2, 4 & 6; year 2 in terms 2 & 4. Year 6 complete previous SAT papers in terms 1, 3 & 4.

Handwriting

Handwriting is taught following the National Curriculum Guidance.

EYFS
In Early Years, children work on the development of fine and gross motor skills to support their pencil grip and handwriting'. They will use a variety of tools and techniques to practise patterns to support letter shapes and formation. Printed handwriting is taught in line with or phonics programme.

Children are taught handwriting in at least one specific session each week

Year 1 *Pupils should be taught to: begin to form lower-case letters in the correct direction, starting and finishing in the right place and form capital letters.*

Handwriting is taught discretely at least three times a week. Currently, in phonics, the children print their letters in line with our phonics programme; cursive script is used for writing. From September 2022, all writing will be printed.

Year 2 *The children will be taught to form lower-case letters of the correct size relative to one another.*

Most children will be joining by the end of Year 2. The children will write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters and use spacing between words that reflects the size of the letters.

A pen licence may be awarded for consistently secure letter formation in the use of cursive script. A pen licence may also be rescinded should the handwriting regress in expectation.

Year 3 /4 *The children will increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].*

Handwriting will be taught 3 times a week, often linked to spellings. For those children that do not reach the required standard interventions will be put in place.

A pen licence may be awarded for consistently secure use of cursive script with correct letter formation. A pen licence may also be rescinded should the handwriting regress in expectation.

Y5/6 *The children will write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters and choosing the writing implement that is best suited for a task.*

Handwriting will not be specifically taught unless it is identified as an area that needs supporting.

A pen licence may be awarded for consistently secure use of cursive script with correct letter formation. A pen licence may also be rescinded should the handwriting regress in expectation.

All children should be writing in pen by the end of year 6.

Spoken Language

The ability to speak and listen is fundamental to pupils' language and social development. It is an essential tool for all areas of the curriculum, as talk underpins learning and thinking.

We endeavour to support the development of speaking and listening in all our lessons through, for example the identification of stem sentences in some subjects, and through consistent and appropriate adult modelling of dialogue (turn taking, offering opinions, inviting a response), listening, and how to participate appropriately, including when we disagree.

We aim to provide a range of contexts for speaking and listening, supporting the pupils by providing clear structures for tasks which require them to learn through talk. This begins in EYFS and KS1, where children learn the key skills of turn-taking, listening and how to respond appropriately in certain situations. Through role-play scenarios, playing with their peers, and continuous provision, the children acquire the key skills and vocabulary they need to access the curriculum in subsequent years.

From here, in KS2 and beyond, pupils have a variety of opportunities to use talk for learning. These will not occur in every lesson but will be incorporated into learning activities over a period of time, for example:
• playing an active role in directing their own learning: e.g. making decisions about how to approach a task, selecting appropriate resources.
• engaging in speaking and listening in a variety of groupings and settings: e.g. working collaboratively on an investigation during group work, reporting findings to the class, interviewing people as part of a research project, acting as a guide for a visitor to the school, speaking to classes in an ambassador role, taking part in class debates.
• developing their speaking and listening skills in our reading sessions: reading out loud as an individual and a larger group, sharing and discussing their opinions in response to a text, making recommendations to a friend based on what they have read for pleasure.
• using language creatively and imaginatively: e.g. through drama, role-play, hot seating, storytelling.
• demonstrating what they know and evaluating their understanding: e.g. explaining a certain method to concept to a peer, presenting to the class, giving peer feedback to a learning partner.

Home School Links

We value the relationship with parents in supporting their children's English skills. Through forming good relationships with parents, we can work together to support the children in a variety of ways, for example through:
• regular Parents Evenings giving verbal information on their child's progress in reading and writing as well as areas for development.
• reading books and reading record books - are sent home to support, develop and monitor progress of reading at home and school.
• providing meetings / workshops as appropriate to inform parents on how we teach reading/writing/phonics and how they can help.
• sharing and celebrating children's work and achievement within English and across curriculum areas on the newsletter and during Celebration Worship including presentation of 'Writing Stars' certificates.

Impact

The impact of the English curriculum on our children is that they progress, experience sustained learning and transferrable skills which will enable them to access the whole curriculum.

The writing skills they acquire will allow all pupils to communicate well, accurately and creatively in a range of styles for a range of purposes and audiences.

We aim for children to leave Dilton Marsh CEVC Primary School Primary School with a love of reading and writing and high aspirations to continue this love of our language into the next phase of their academic journey.