



English Policy

Rationale

At Claregate Primary School, we believe that literacy and communication are key life skills. Through the English curriculum, we will help pupils develop the skills and knowledge that will enable them to communicate effectively and creatively through spoken and written language and equip them with the skills to become lifelong learners. Pupils at Claregate enjoy and appreciate literature and its rich variety. Literacy is at the heart of all pupil's learning. Literacy enables pupils both to communicate with others effectively for a variety of purposes and to examine their own and others' experiences, feelings and ideas, giving these order and meaning. Literacy is central to pupil's intellectual, emotional and social development it has an essential role across the curriculum and helps pupils' learning to be coherent and progressive.

At Claregate Primary School we use the National Curriculum for English (2014) as a basis of our teaching. The National Curriculum for English (2014) states what should be taught in:

- Spoken language
- Reading – word reading
- Reading – comprehension
- Writing – transcription
- Writing – composition
- Writing – vocabulary, grammar and punctuation.

The National Curriculum for English (2014) also includes an English Appendix 1: Spelling and English Appendix 2: Vocabulary, grammar and punctuation and which describes in detail what pupils must learn in each year group.

Aims

Our overarching aim for English is to promote high standards of language and 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.

We aim for our pupils to:

- be effective, competent communicators and good listeners;
- express opinions, articulate feelings and formulate responses to a range of texts both fiction and non-fiction using appropriate technical vocabulary;
- foster an interest in words and their meanings, and to develop a growing vocabulary in both spoken and written form;
- enjoy and engage with and understand a range of text types and genres;
- be able to write in a variety of styles and forms showing awareness of audience and purpose;
- develop powers of imagination, inventiveness and critical awareness in all areas of literacy;
- use grammar and punctuation accurately;
- understand spelling conventions;

- produce well-presented written work.

Teaching and Learning

In Reception through to Year 6, pupils are taught English within mixed ability classes. Through differentiation and the support of HL/TAs, all pupils will receive high quality first teaching and appropriate support in order for every child to reach their full potential. Pupils may receive additional support if necessary outside of the English lessons.

A clear lesson objective is a feature of all English lessons. Evaluative marking is used which follows the school policy. Formative and summative assessment informs planning and reference is made to the National Curriculum in medium term plans. We provide a rich and varied experience for pupils to draw on in their writing and reading.

All lessons follow the school policy of planning through the ALL/MOST/SOME approach which guides pupils through their own learning journey. The ALL section must be an activity which all pupils can access after the main teaching. The MOST and SOME sections will build on learning and deepen understanding. During lessons, pupils will have the opportunity to work independently, in pairs and collaboratively in small groups.

Throughout lessons, reference should be made to Bloom's taxonomy skills and habits of mind, so that pupils think about their learning style and develop persistence and resilience. The purpose of this is to develop a "growth mindset" where pupils believe that they can do something knowing that intelligence is not fixed.

Within lessons and after lessons, pupils are expected to begin to edit their own work, with age appropriate support or expectations from staff. This can be in the form of secretarial editing or editing to improve their work.

Spoken language

At Claregate Primary School, we believe that speaking and listening form the foundations of all learning in English. In formal and informal situations, we create and facilitate opportunities for conversation, discussion and talk around learning. Open questioning forms the basis of our teaching and we strongly encourage pupils to be articulate in their answers and inquisitive in order to share their thoughts confidently in a supportive environment through staff demonstrating that they are excellent role models.

Reading – word reading - phonics

Pupils in nursery will learn phonics through a variety of adult-initiated and independent activities. All pupils in Nursery will experience opportunities for incidental phonics across each Nursery session. Pupils in Nursery must experience stories, rhyme and songs on a daily basis and this should be shared with parents to enable them to support early phonic awareness at home.

Phonics is taught each day as a discrete session for all pupils in Reception and KS1 and in KS2 for pupils whom it is appropriate. Phonics is taught in ability groups by class teachers or HL/TAs. Pupils' access differentiated activities to develop their phonic skills of decoding and encoding independently. Any misconceptions should be quickly addressed and pupils moved on to a challenge activity to deepen learning as appropriate.

Reading - comprehension

The teaching of reading fosters a love of reading, which has a high profile within Claregate School. In EYFS teachers develop pupils' comprehension by rehearsing a wide range of stories, rhymes and songs at a level beyond which pupils could read by themselves. In Reception, teachers develop pupils' understanding of character, story structure and to enrich their vocabulary. Written records of guided reading sessions must be kept in a reading folder to be used as evidence against Early Learning Goals, alongside pupils' Reading Record books and phonic assessments.

In Years 1 to 6, teachers plan comprehension lessons around a text or section of text. Planning must clearly indicate the reading VIPERS (Vocabulary, Inference, Predict, Explain, Retrieve, Summaries/Sequence). Lessons may focus on particular reading VIPERS, with questions that cover all of the VIPERS being taught at least once every 4 weeks. Stamina for reading is taught through timed reading comprehension lessons.

Individual reading or reading support follows the Reading VIPERS questions stems for each year group. These are also placed in pupils' Reading Record books.

Writing – composition

Teachers should plan to build up to a piece of writing every week, teaching towards an improved version of the genre the following week. Grammar and punctuation lessons should build up to the writing so that pupils are clear about the purpose of their writing, have unpicked the features of good models of writing in this genre and experimented with manipulating language for effect and selecting different strategies and stylistic features to suit their aim.

Teachers must ensure that all pupils have a clear and practical understanding of the success criteria for their writing, which should be typed out and stuck in pupils' books for pupils to self-assess against and for teacher to highlight whether each criterion has been met.

Pupils are given opportunities to edit their work across the school in a manner appropriate to their age and ability. As pupils progress into KS2 and especially upper KS2, they should be reflecting upon how they have met their success criteria by providing examples from their writing.

Writing - vocabulary, grammar and punctuation

Grammar must be taught in context to ensure that the correct emphasis is placed on embedding attention to grammar within the writing curriculum in order to improve writing. Terminology for pupils is displayed in the classroom as part of an English display and used regularly in English teaching so that it becomes part of pupils' vocabulary.

Spelling

In EYFS and KS1 spelling is taught as an integral part of the daily phonics lesson. In EYFS weekly spellings are given, when appropriate, 4 a week beginning with CVC words and moving to words containing digraphs and then tricky words. KS1 build up to 10 spellings a week from the list of words from the statutory word lists for Years 1 and 2, included in the appendices to the National Curriculum. Pupils must be encouraged to strive for accuracy at all times. Praise should be given for phonetically plausible spellings, but then the correct spelling should be demonstrated.

In KS2, pupils should be taught spellings discreetly as a lesson and incidentally during all lessons. The statutory wordlists for Years 3 to 6 are broken down into spelling rules and words containing the same letter string, which are built up cumulatively so that pupils constantly revisit previous

learning. Pupils must be encouraged to identify spelling rules and patterns as well as to apply spelling words in.

Handwriting

At Claregate we follow a handwriting scheme throughout school called 'Penpals'. This teaches our pupils to develop fast, fluent and legible handwriting.

Handwriting begins in the EYFS with mark-making and patterns. All pupils are given access to a wide range of writing tools and mediums to practise the early fine motor skills. The needs of left handed pupils, or those with physical difficulties are also taken into consideration and where necessary accommodated with resources or specific intervention to address morning misconceptions.

Pupils are encouraged to develop fluent lines of correctly orientated letters from an early age and emergent writing is encouraged. We believe that discrete handwriting sessions where pupil's formation and pencil grip can be readily overseen should take place at least once a week and more frequently in the foundation stage. Correct posture and positioning of paper or books are also emphasised during these sessions. Letter formation and handwriting is taught and modelled using a range of resources.

Teachers use 'Penpals' software to teach individual letter joins. As pupils move up through the school they are encouraged to think carefully about the presentation of their work and to develop clear, legible and fluent hand-writing.

Assessment

Phonics assessments are undertaken each half term and reviewed alongside with phase leaders and the English Lead. Any pupils identified as being in danger of falling behind in decoding or encoding must be targeted for daily intervention as early as possible and the impact of this intervention should be reviewed with the phase leader.

Pupils are assessed termly using Cornerstones in reading and SPaG. Teachers use the question-level analysis provided by Cornerstones tests to diagnose which particular individual pupils or groups of pupils may need further support.

Each term, teachers assess writing, evidencing work against end of year writing assessment grids. Writing assessments must be moderated across each year group and in phase meetings. Again, teachers should use these assessments as diagnostic tools to inform future planning.

Pupils are assessed against Early Learning Goals to complete the Foundation Stage Profile at the end of EYFS, Phonics Screening Check at end of Year 1, SATS at end of KS1 and end of KS2. Year 2 and 6 are subject to statutory end of Key-Stage assessment and should be assessed at entry point to the year, end of Autumn term and end of Spring term prior to SATS. EYFS, Year 2 and Year 6 may be subject to moderation by the local authority or STA.

Monitoring and review

Monitoring of pupils' progress begins with pupil progress meetings but continues with the subject leader evaluating further evidence to ensure pupils are meeting or exceeding their age related expectations. This monitoring happens through examination of work in books, pupil interviews; drop ins, analysis of data and through other means depending on what information is needed.

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Following monitoring activities, feedback is given to staff about how they can strengthen their practice and CPD opportunities built in where it would be deemed valuable. These might take the shape of input during staff meetings/lessons/planning time or by a variety of other means.

Where specific, initiatives have been put in place through action planning for school development, these are monitored by the subject leader in order to evaluate their impact.

Inclusion

We aim to provide for all pupils so that they achieve as highly as they can in English according to their individual abilities. We identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. More able pupils are identified and suitable learning challenges provided.

- Pupils with identified SEND in English receive tailored support from HL/TAs.
- Pupils who are identified as having additional needs with reading, receive extra support from HL/TAs.
- More able pupils in English are identified and challenged appropriately.

Staff Development

Teachers are expected to keep up to date with subject knowledge and use current materials that are available in school or online.

Training needs are identified as a result of whole school monitoring and evaluation, appraisal and through induction programmes. These will be reflected in the School Improvement Plan. The English Lead will arrange for relevant advice and information, such as feedback from courses or newsletters, to be disseminated and leads or organises school based training.

Homework

Staff support pupils to select appropriate reading books to take home. Stories and new vocabulary are explained and discussed so all pupils have access to the books they read. Pupils also take home familiar picture books so that they can re-tell the story out loud and recall details and vocabulary.

Pupils receive spellings from Reception to Y6. English or grammar focused homework is provided from Year 2 to Year 6.

Display and Resources

All classrooms have a range dictionaries and thesaurus available in all classrooms. Pupils have access to the internet through the use of laptops. A range of computer software is available to support pupil's individual needs.

Each classroom must have a display dedicated to English which includes the grammar focus for that year or phase. Bloom's taxonomy question stems must also be clearly on display in all classrooms.

Parental Involvement

Parents can play a vital role in the development of English skills. We aim to foster a strong home-school partnership regarding reading, using reading Record books and the 'Marvellous Me' tool for communication between school and home.

English Coordinator: N. Plant

Date approved: 26.02.20

Claregate Primary School: Handwriting Guidance

At Claregate we follow a handwriting scheme throughout school called 'Penpals'. This teaches our pupils to develop fast, fluent and legible handwriting. In order to support this, it is vital that any support you provide at home is in line with the school policy. These guidelines state the stages of development.

Penpals for Handwriting: Early Years Foundation Stage (Nursery and Reception) Information

Preparation for handwriting involves developing four key areas:

- ☐ Gross motor control: the ability to control the body.
- ☐ Fine motor control: the ability to fine-tune the movements of the arm, hand and fingers.
- ☐ Visual control: the ability to co-ordinate hand-eye movements.
- ☐ Spatial control: the awareness of oneself in space, an awareness of direction (left/right) and plane (horizontal/vertical) and how to transfer that on to paper.

Here are some things you can do at home to develop these key areas:

Fine motor control such as holding a pencil depends on their ability in gross motor control such as balance, throwing, hopping etc.

- Play with a ball: kick, catch, throw, bounce, etc.
- Play with equipment: hoops, Frisbees, stilts, large-scale building kits
- Use large climbing frames in parks.
- Enjoy finger rhymes.
- Making and modelling: cutting, sticking, moulding, cooking, sewing, threading, using a range of materials: play dough, plasticine, wood.
- Experiment with a range of tools and equipment: pens, pencils, crayons, felt tips, scissors, hole punches, tweezers.
- Jigsaw puzzles and board games.
- Painting, colouring and 'making marks' on different sizes of paper, creating pattern in sand or flour.
- Don't expect them to write too early, patterns and circular movements will develop naturally.

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As part of developing confidence in these key areas pupils begin to explore patterns and basic letter shapes. We experiment with the following seven basic patterns, which are excellent preparation for more formal work on letter formation. These are:-


- *Straight line*
- *Upward loops*
- *Downward loops*
- *Circles*
- *Zigzags*
- *Figures of eights*
- *Spirals.*

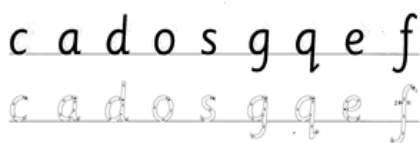
Penpals for Handwriting: Foundation 2 (3-5 year olds) Information

Pattern practice and 'play' writing are an important part of handwriting development. Pupils will be practising letter formation in a number of exciting ways; in sand, using paint, in the air, on the interactive whiteboard as well as on paper with a pencil.

Where does the letter start?

- Long ladder letters (l, i, t, u, j, y)
- One armed robot letters (r, b, n, h, m, k, p)
- Curly caterpillar letters (c, a, d, o, s, g, q, e, f)
- Zigzag monsters (z, v, w, x)

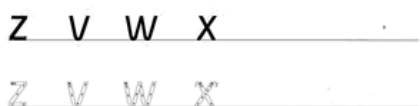
The family of curly caterpillar letters 



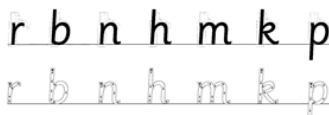
The family of long ladder letters 



The family of zig-zag monster letters 



The family of one-armed robot letters 



Penpals for Handwriting: Year 1 Information

Letter formation should now be more familiar and secure. As a reminder, correct letter formation for lower case letters is as follows:

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

Capital letters are formed as follows:

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

During this school year, pupils will begin to join some pairs of letters within a word. They will be introduced to two main join types:

- Diagonal joins with to ascender: at, al, th, ch, cl, in, im, cr, tr, dr, lp, mp, id, ig, nd, ld, ng
- Diagonal joins with no ascender: ee, ai, ay, ime, ine,
- Horizontal join with no ascender: op, oy, one, ome, oa, og, wa, wo
- Horizontal join with to ascender: ol, ot, wh, oh, of, if

Penpals for Handwriting: Year 2 Information

Pupils will be introduced to:

- Joins from r: url, irl, irt, ere,
- Joins from s: dis, ws, sh, ai, su, se, sp, sm, rs
- Joins from f: ft, fl,
- Introducing joins from: qu, rr, ss, ff

Penpals for Handwriting: Year 3 Information

Pupils will be introduced to:

- Progressing from break letters to joining b and p diagonals: bi, bu, pi, pu
- Speed and fluency practice
- Relative size and consistency
- Consistency in spacing
- Handwriting style.

Penpals for Handwriting: Year 4 Information

Pupils will be introduced to:

- Sloped writing
- Speed and fluency for note taking and abbreviations
- Font styles

Penpals for Handwriting: Years 5 and 6 Information

Pupils will be introduced to:

- Developing a style for speed

By this stage, pupils should be joining accurately and consistently leading to the development of a mature and comfortable style of writing.