

MILLFIELDS CE PRIMARY SCHOOL

Faith, Respect, Courtesy, & Endeavour

ENGLISH POLICY

***Writing, grammar, spelling and
spoken language.***

January 2024

Approved by _____ Date _____

Approved by Full Governors on _____

Signed by Chair: _____

Intent

At Millfields CE Primary School, English is at the heart of our curriculum. We know that acquiring English skills and knowledge is the foundation for learning in all other subjects and the key to our children becoming lifelong learners. We view English as a skill and not a standalone subject and for this reason we ensure our children are given opportunities across the curriculum to develop and apply their knowledge and skills on a daily basis. Reading and writing is a core part of our curriculum offer and we aim to equip children with the necessary skills needed to be successful in all stages of their education and beyond.

Through our literature rich progressive English Curriculum, we help our children to develop the knowledge and skills that will enable them to communicate effectively and creatively through both spoken and written language so that they are able to express themselves both clearly and imaginatively.

AIMS

- To ensure English knowledge and skills are developed throughout the whole school curriculum.
- To immerse our children in the wonders of high-quality texts as we believe that fostering a love of reading is key to strengthening writing.
- Through quality texts, develop our children's ability to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- To ensure our children acquire and use a wide vocabulary and have an interest in words and their meaning.
- Develop our children's confidence and competence in spoken language and listening skills. Ensuring that they are able to express feelings; listen actively; respond with sensitivity; discuss issues and defend opinions; argue persuasively and be able to speak clearly, concisely and fluently in a wide range of contexts.
- To ensure our children can read easily, fluently and with good understanding. Ensuring that they develop a positive attitude and love of reading.
- To ensure our children have an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- To develop a fluent and legible joined handwriting style

Implementation

Organisation

The subject comprises Programme of Study and Attainment Targets in Reading, Writing and Spoken language based on year group expectations. These are divided into Key Stages and organised into year groups with progressive challenge and expectation.

Within Foundation Stage, Non-statutory Development Matters objectives are used to ensure continuity and progression from the Foundation Stage through to the National Curriculum. In

the Foundation Stage, there is an adult led taught literacy sessions which is followed up with continuous provision used to reinforce learning throughout the day.

Each Year group from 1-6 will cover outcomes for Reading, Writing and Spoken Language which focus on progressive English skills. The time allocated for English is in line with recommendations for Key Stages 1 and 2. The English subject leader and SLT monitor curriculum coverage to ensure progression and development throughout the English strands.

Writing

At Millfields CE Primary school we value the importance of delivering high quality teaching of writing. We deliver our writing curriculum through children's high quality literature (Vehicle texts). We follow Read to Write to write from Year 1 – Year 6 and teachers use them to support their planning and delivery of high quality writing lessons. The units of work centre on engaging, vocabulary-rich texts, with a wealth of writing opportunities. Teachers adapt them as needed to suit the needs of the learners in front of them. Several of these carefully selected Vehicle Texts have strong thematic links to the Science, History and Geography curriculum which ensures that writing is valued across the curriculum. We want our children to see writing as a skill and not a subject so children are given opportunities across the curriculum to apply their skills in a variety of contexts.

In Foundation Stage we follow a literature based approach to our provision and staff use both EY2P and Read to Write units where appropriate to help teach early writing skills. In Foundation Stage, units are adapted to meet the needs of the children's development and linked with topics and continuous provision opportunities

Our curriculum has been carefully mapped out and sequenced to ensure that all aspects of the National Curriculum requirements for writing are met, including transcription, composition, vocabulary, grammar and punctuation. Units are progressive within and across year groups and allow children to develop their writer's knowledge and skills including editing, redrafting and publishing.

Grammar is taught within the writing unit and covers word, sentence, text, punctuation and terminology that children need to know in each year group. Teachers then purposefully plan opportunities for the children to apply their skills. Daily Sentence Accuracy is a vital element of **Read to Write** and encompasses word, sentence, and punctuation from the statutory National Curriculum programme of study for writing and Appendix 2 (Vocabulary, grammar and punctuation). This daily practice across the curriculum also helps build fluency and stamina for writing.

Spelling Year 2 – 6

After the children have completed and are secure with the Little Wandle Letters and Sounds revised phonics programme for Foundation – Year 1. Children move onto a spelling focus.

Year 2

Year 2 follow the Little Wandle phonics to spelling programme which supports children to build the alphabetic code with a seamless link from the core Little Wandle Letters and Sounds programme, to learning spelling in Year 2 and above. All spelling lessons follow the familiar structure of Little Wandle phonics lessons, supporting children to make links to their phonics learning. Lessons build on prior knowledge to ensure children always start from a point of secure understanding.

KS2

We know that repeated practice, short-term retrieval and small-step goal achievement is key to spelling improvement. For this reason KS2 have regular short spelling sessions. We use and follow the Spelling Shed scheme which ensures coverage of the National Curriculum for each year group. It is based on phonics, morphology and etymology which allows for a smooth transition from phonics into spellings and encourages children to build upon what they have already learnt. Spelling sessions include main teaching inputs, which can then be followed up with additional activities that can be carried out immediately after the input during an extended session or revisited throughout the week in order to consolidate the learning further. Teachers adapt the activities to suit the needs of their learners.

Spoken language

Spoken language and oracy is an essential part of our English curriculum. Teachers provide a wide range of contexts for spoken language throughout the school day and it is a focus across the curriculum. All year groups focus on the twelve National Curriculum objectives which have been broken down into progressive skills for all year groups.

Teachers and other adults in school model speaking clearly. This includes clear diction, reasoned argument, using imaginative and challenging language and use of Standard English. Staff should encourage the children to use more complex language in speech and focus on Standard English to aid a smooth transition to sophisticated writing.

Listening is modelled, as is the appropriate use of non-verbal communication, respecting the views of others which is closely linked to our behaviour policy.

To teach spoken language effectively it is vital that the children have the opportunity to talk for a range of purposes. This includes 'Book-talk' to explore children's personal and collective responses to a text as readers and 'Writer-talk' which is the articulation of the thinking and creative processes involved in all stages of the act of writing.

Learning takes place in a variety of situations and group settings. For example, this could include reading aloud as an individual, working collaboratively on an investigation, reporting findings as a newscaster, interviewing people as part of a research project or responding to a text in shared or guided reading. Through drama and a variety of talking strategies the children have the opportunity to use their speaking and listening skills in an imaginative, expressive and informative way. Word and Language games, drama and role play techniques including 'hot seating' and 'conscience alley'. Our 'Read to Write' scheme also provides speaking and listening opportunities throughout each teaching sequence. Children are encouraged to reflect how speakers adapt their language for different audiences and are taught to adapt their own spoken language accordingly.

Vocabulary

Vocabulary development is a key driver for English. Our children's acquisition and command of vocabulary are key to their learning and progress across the whole curriculum. Teachers will develop vocabulary actively, building systematically on pupils' current knowledge throughout the curriculum. In other curriculum areas, key vocabulary is explicitly planned and taught so that there is a progressive approach to vocabulary development. Children are encouraged to question unknown vocabulary and draw attention to words that they come across in their reading that they are unsure of so that adults can expand their knowledge and understanding of words. Teachers will make links between known and new vocabulary and discuss meanings, promote and expand vocabulary choices through all aspects of our curriculum.

Impact

Assessment

The accurate use of assessment ensures that teachers are able to effectively plan learning to meet the needs of their children. From Years 1-6 we use the Harts for learning teacher assessment framework (TAF) for writing. Year 6 will use the most up to date TAF (2018 onwards) when reporting writing at the end of Key Stage. Writing assessments will be completed after each unit of work is complete (half termly) to allow teachers to focus on what children have achieved and their next steps throughout the next unit including any gaps in with grammar and punctuation. The Assessments will be shared with subject leader and SLT.

Within Foundation Stage, the children are continuously assessed against Development matters and towards the end of F2 the Early Learning Goals for Communication, Language and Literacy to form a detailed Foundation Stage Profile.

Statutory assessments at the end of KS2 include:

- Grammar, Punctuation and Spelling SATS at the end of Year 6.
- Teacher assessment using the Writing Teacher Assessment Framework in year 6 to be reported to LA

Monitoring

Progression in English will be monitored following the schools monitoring and assessment cycle. On a termly basis teacher assessments are recorded using the whole school tracking system. Staff will use a variety of materials to inform assessments including the Teacher Assessment Frameworks for their year group and in-house/ cluster moderations. Pupil Progress Meetings are also held termly to discuss pupils' attainment and progress as well as highlighting those pupils who are requiring additional intervention.

As part of the Curriculum development, the English curriculum will be monitored on a regular basis. This will involve the monitoring of teaching and learning through book looks, pupil voice and learning walks.

STATUTORY REQUIREMENTS

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Document (2014) and in the Literacy, and Communication and Language section of the Curriculum Guidance for the Foundation Stage (2023) supported by the non-statutory Development Matters (2023) guidance.

The Governing Body

Regular reports are made to the governors on the progress of English provision and curriculum development through Headteacher reports and Curriculum focused meetings. During these meetings discussions about developments and improvements to the subject area are conducted. These are in line with both the School Improvement Plan and Subject Leader Action Plan.

Inclusion

All children are given the opportunity to participate within all aspects of the English curriculum regardless of gender, ethnicity or ability. Pupils or groups of pupils who are above or below expectations are identified by the SENCO and in discussion with the class teacher strategies are put in place to improve their attainment and progress. As part of provision mapping, children who are receiving any interventions are identified and monitored. If further support is required then an Additional Support Plan will be completed to support the child further. Intervention programmes include No Nonsense Phonics, Orretts Outreach, Talk for Writing and a number of focused precision teaching activities. SEND and EAL children receive additional support from specialist teachers who work in collaboration with the class teacher and SENCO.

Millfields CE Primary School is a Rights Respecting School. The following articles relate to this policy:

Article 28 -Every child has the right to an education.

Article 12- Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.

Article 13- Every child must be free to say what they think and to seek and receive all kinds of information, as long as it is within the law.

Article 17- Every child has the right to reliable information from the media.

Review and Evaluation

This policy will be reviewed and updated on the school's two year rolling programme.

This policy is in line with other school policies and therefore should be read in conjunction with the following school policies:

- Phonics and reading
- Handwriting

Policy written by Holly Simms January 2024