

Aim High

Never Give Up

Follow Your Dream

Lead By Example

# ENGLISH POLICY

Ratified By	Curriculum Committee
Date	08/02/2021
Minute	10
Review Date	Spring 2024
<b>Policy Statement</b>	
What is the policy for?	A framework for teaching English across the school
Who has devised and contributed to this policy?	The policy has been written by the subject leader and staff in school have been fully consulted
How will this policy be communicated?	Website and 365
How will this policy be monitored?	As outlined in the policy
Which other policies are linked to this policy?	RWI Policy Handwriting Policy EYFS Policy Feedback and Assessment Policy SEN Policy Homework Policy

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## **Intent - What are we trying to achieve?**

At the heart of English teaching and learning is effective communication. Children should be able to express themselves verbally in order to share and present information in a concise and clear manner. Pupils should be able to read fluently, enabling good comprehension of the texts they read and in turn, give them a life-long love of reading for pleasure as well as meaning. Texts provided to children should help them to develop a wide knowledge of the world and build a strong cultural capital. To support this, a knowledge of how to use writing as a means of communicating fluently supports children with wider knowledge and skills. Effective communication, whether verbal or written, opens doors for children's futures, and the acquisition of language enables a successful integration into society.

## **Implementation – How is the curriculum being delivered?**

Staff have received high quality training through *The Centre for Primary Literacy*, *UROCK* drama consultant and Local Authority *Reading for Inference*. Aspects of all three training elements are used in the delivery of the English curriculum.

### **Spoken Language:**

- Pupils in EYFS and KS1 develop their knowledge and understanding of texts through listening to stories read by adults and verbalizing their thinking.
- Adults model to children in EYFS and KS1 how to express their views clearly and succinctly.
- Teachers use drama techniques to enable pupils to practise voicing their ideas and rehearse patterns within stories to develop an understanding of the texts they read and to prepare for writing.
- Teachers provide experiences for pupils to understand new concepts and discuss their ideas about a new experience.
- Pupils have opportunities to discuss their ideas about a text with a partner, group or whole class.

### **Reading:**

#### **Phonics**

- *Read, Write Inc* (RWI) is our chosen phonics programme.
- Phonics is taught across Reception, Year 1 and 2 with a clear progression for teaching and revising new learning (see appendix 1)
- Pupils are grouped according to their reading stage and are assessed every 6 weeks.
- Pupils are taught in small groups daily by a trained RWI member of staff.
- Pupils in the lowest 20% in Reception, Year 1 and Year 2, receive additional phonics top up sessions throughout the day.
- Pupils learning of new sounds is reinforced through 'pocket time' and stickers on their clothing to recall the new sound throughout the school day.
- Pupils receive a paper copy of the next RWI book the week before to take home and read with their parents. This enables pupils to be prepared for the learning in class the following week.
- Pupils receive a RWI home reading scheme book to complement and reinforce phonics

teaching.

## Reading for meaning

- Core Stories are chosen for their range of genre, human themes and to reflect a range of realities.
- Teachers read these texts personally prior to planning lessons.
- Teachers identify vocabulary that is likely to be unfamiliar and teach this through vocabulary games, and use in conversation leading up to the teaching sequence.
- Teachers build background knowledge prior to and during the teaching sequence through drama (UROCK Di Goldsmith), experience (gardening/ virtual experience), topic research to ensure all pupils approach the book with a minimum level of experience.
- Teachers support children's understanding of texts used for learning through the Tell Me: Booktalk approach (likes/dislikes/puzzles/patterns).
- *Bedrock Vocabulary* is an online programme that is accessed by pupils in Key Stage 2 to develop an understanding of tier 2 vocabulary. Pupils are timetabled to complete two lessons per week as a minimum.
- Storytime is purely for pleasure and provides children with exposure to a wide variety of texts including a range of authors, poets, human themes, genres and realities on a daily basis for 20 minutes.

## Writing:

- Teachers support pupils to build word banks.
- Teachers draw attention to sentence starters and provide times for children to practise these verbally first through drama (UROCK) and then in written form.
- Teachers use drama techniques (UROCK) to rehearse and compose verbally before the expectation to write e.g.
  - sequencing the text- stepping stones,
  - use of key vocabulary,
  - dramatising sections of the text.
- Children are exposed to lots of different examples of the text type they are expected to write.
- Children have a wide knowledge of the content before being expected to write about it.
- Graphic organisers are used consistently across school to support children in recognizing the requirements of different text types (see appendix 2).
- Planned time for editing, redrafting and presenting- where appropriate.
- Highlighters that are used to edit and identify word classes need to follow the agreed VCOP code (see appendix 3).

## Spelling

- *Read, Write Inc Get Spelling!* Is our chosen programme for delivering spelling.
- Spelling sessions are delivered for 15 minutes per day.
- Pupils in Reception and Year 1 are taught to read and spell 'Red words' (those that are not phonically plausible). Red words dovetail with the Year 1 Common Exception Word List. A

clear plan for teaching and revising these words ensures coverage across these two year groups (see appendix 1).

- Pupils in Year 2 learn to read and spell the Year 2 Common Exception Word list (see appendix 4).
- Pupils in Year 3 to Year 6 cover the Statutory Spelling appendix of the National Curriculum and the non-statutory word list (see appendix 5).

## Handwriting

- Pupils in EYFS and Key Stage 1 use *Dough Disco* as a method to build hand muscles in preparation for holding a pencil and building stamina for writing.
- Pupils who struggle to write appropriately for their age may have additional support such as a pencil grip, ergonomic pens, sloped writing board and use of fine motor skills programmes from the *Paston Pack* written by Occupational Therapy.
- Correct letter formation is a priority in Reception and Year 1, making use of the RWI rhymes to support this as a multi-sensory approach.
- A cursive approach is used for all pupils from Year 2 onwards as this is supportive to dyslexic pupils (see appendix 5).
- In Year 2, teachers model cursive joined writing by joining letters that make phonemes represented by two or more letters e.g. igh
- From Year 3 onwards, pupils are expected to write in a joined script, unless they have an identified Special Need and this impacts upon the legibility of their writing.
- The online programme *Letter Join* is used to support pupils at school and home to see cursive lettering modelled and to practise this skill independently.
- Handwriting booklets structured with letter families that use similar movements (e.g. a, c, o, d, e, g, q) support pupils in mastering correct letter formation. This can also be used to support pupils who require additional support with handwriting in Key Stage 2. (*Located in RM Unify, Documents, Curriculum, English, Handwriting Booklets*)

## Impact - What difference is the curriculum making?

By the end of EYFS the vast majority of pupils (80%+) can:

- recognize Set 1 RWI sounds and can read these in words and short sentences.
- form each letter of the alphabet accurately.
- use their knowledge of Set 1 RWI sounds to write words and sentences.
- recognise Set 2 RWI sounds.

Pupils quickly learn the varied graphemes for the 44 phonemes. By the end of Year 1, at least 80% pupils are able to read using decoding skills. Those that struggle are identified early and support is implemented to ensure these pupils receive additional phonics lessons to repeat and reinforce learning, or identify an alternative approach.

By the end of Key Stage 1 the vast majority of pupils (80%+) can:

- write cursive letters, giving them an excellent start to joining from Year 3 onwards.
- read age appropriate texts fluently and at a rate of at least 90 words per minute.
- verbalise their ideas about a text when listening to books read to them and recognise the 8 Reading for Inference strategies.

By the end of Key Stage 2 the vast majority of pupils (80%+) can:

- have a clear understanding of the 8 Reading for Inference strategies and can apply these independently when reading texts at an age appropriate level.
- the vast majority of pupils read age appropriate texts fluently and at a rate of at least 110 words per minute.

As a result of understanding texts well, the vast majority of children enjoy reading and can identify favourite texts, authors or themes.

Pupils have a wide knowledge of vocabulary enabling them to understand the texts they read and to make reasonable guesses at unfamiliar words.

The percentage of pupils achieving Age Related Expectations is in line with the National Average or PiXL Schools in reading and writing at the end of EYFS, KS1 and KS2.

## **Legislation and guidance**

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all Maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

## **Roles and responsibilities**

### **The governing body**

The governing body will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

### **The governing board will also ensure that:**

- *A robust framework is in place for setting curriculum priorities and aspirational targets*
- *Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements*

- *Provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)*
- *The school implements the relevant statutory assessment arrangements*
- *It participates actively in decision-making about the breadth and balance of the curriculum*
- *It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals*

### **Headteacher**

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- *All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met*
- *The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board*
- *Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum*
- *They manage requests to withdraw children from curriculum subjects, where appropriate*
- *The school's procedures for assessment meet all legal requirements*
- *The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum*
- *The governing board is advised on whole-school targets in order to make informed decisions.*
- *Provision is in place for pupils with different abilities and needs, including children with SEN*

### **Subject Leader**

The subject leader is responsible for leading and managing their subject. They will ensure that:

- *They create a Subject Leader Action Plan, which forms part of the School Improvement Plan. The Subject Leader Action Plan outlines the key actions and success criteria for each academic year.*
- *The attainment and progress of the pupils across the school is analysed at least three times a year and feedback to governors is given as and when required.*
- *Identify training requirements for staff, carrying out an audit of staff needs, and locating appropriate training opportunities.*
- *Resources to support teaching, learning and assessment are in place for their subject. They will need to manage their allocated budget so that the actions set out in the Subject Leader Action Plan and School Improvement Plan can be met.*

### **Other staff**

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

## **Inclusion**

Teachers set high expectations for all pupils. They will use formative and summative assessment to set ambitious goals and plan challenging work for all groups, including:

- More able pupils
  - Deepening inference skills through challenging texts.
  - Extending vocabulary through *Bedrock*.
  - Creating opportunities to apply a wide range of grammatical structures and punctuation.
- Pupils with low prior attainment
  - The lowest 20% readers within each year group are identified at three different points in the year to account for progress and changes in cohorts (September, February and June).
  - Teachers identify the reading barriers for the lowest 20% readers by carrying out reading conversations 1:1.
  - The English Subject Leader, SENCo, class teacher, teaching assistant and parents/carers work together to identify the most effective intervention methods.
  - The English Subject Leader tracks progress every 6 weeks.
- Pupils from disadvantaged backgrounds
  - Pupils who are in receipt of Pupil Premium funding and within the lowest 20% readers are tracked every 2 weeks.
  - Pupils within each year group are tracked termly and compared with non-disadvantaged pupils within the school.
  - Drama techniques are used to support all pupils to build experience and therefore improve access to learning.
- Pupils with SEND
  - Pupils with Special Educational Needs and Disabilities are supported according to their identified needs.
  - Where possible SEND-friendly methods are used for all pupils e.g. cursive handwriting script
  - Drama techniques are used with all pupils to support a multi-sensory approach
  - Use of a variety of intervention methods according to the need of the child (e.g. 1:1 Phonics, Beat Dyslexia, Precision Teaching, Write from the Start)
  - Use of a variety of resources to enable access to the curriculum (e.g. pencil grips, sloped writing board, coloured overlays, enlarged text)
- Pupils with English as an additional language (EAL)
  - Visual supports to support independent access
  - Opportunities for discussion with peers/ class based adults

Teachers will plan lessons so that pupils with SEN and/or disabilities can access the curriculum content by making reasonable adjustments and identifying resources that support engagement and achievement.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.



## **Monitoring arrangements**

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- *Meeting with subject leaders*
- *Monitoring books*
- *Pupil discussions*
- *Discussions with parents/carers and staff*
- *Visiting the school to monitor the quality of teaching and audit the books*

Subject leaders monitor the way their subject is taught throughout the school by:

- *Scrutinising planning & books*
- *Conducting learning walks*
- *Observing lessons*
- *Professional dialogue with staff*
- *Pupil discussions*
- *Auditing staff subject knowledge and identifying training opportunities*
- *Auditing and purchasing resources*

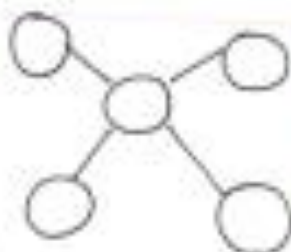
# Appendices

## Appendix 1: Phonics Coverage

Year group	Autumn Term	Spring Term	Summer Term
Reception	<p>Teach Set 1- f, l, m, n, r, s, v, z, sh, th, ng, nk, b, c, k, ck, d, g, h, j, p, qu, t, w, x, y, ch, tch, a, e, i, o, u</p> <p>Teach double letters: ff, ll, mm, nn, rr, ss, zz, bb, dd, gg, pp, tt</p>	<p><b>Spring 1:</b> Revise Set 1 sounds</p> <p>Teach Set 2 sounds- ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy, y (as ee)</p> <p><b>Spring 2:</b> Teach Red words- the, a, said, is, I</p>	<p>Revise Set 1 and Set 2 sounds</p> <p>Teach Red words (reading and spelling): do, to, of, says, are, was, his, has, you, they, be, he, me, she, no, go, so, by, my, love, come, some</p> <p><i>Teach Red words for children in Yellow group or above: once, friend, school, put, push, pull, house</i></p>
1	<p><b>Autumn 1:</b> Revise Set 1 and 2 sounds.</p> <p>Teach Set 3: a-e, ea, i-e, o-e, u-e</p> <p>Revise Red words (reading and spelling): do, to, of, says, are, was, his, has, you, they, be, he, me, she, no, go, so, by, my, love, come, some</p> <p><b>Autumn 2:</b></p> <p>Teach Set 3- ph, mb, ce, ie, wh, ew, oi, au, aw, ea (as in bread), ue</p> <p>Teach Red words: once, friend, school, put, push, pull, house</p>	<p><b>Spring 1:</b> Revise Set 1, 2 and taught set 3</p> <p>Revise red words (reading and spelling): do, to, of, says, are, was, his, has, you, they, be, he, me, she, no, go, so, by, my, love, come, some, once, friend, school, put, push, pull, house</p> <p><b>Spring 2:</b></p> <p>Teach Set 3: are, ur, er, ow, ai, oa, ire, ure, ear</p>	<p>Revise set 1, 2, 3</p> <p>Revise all red words (reading and spelling)</p>
2	<p><b>Autumn 1:</b> Revise set 1, 2, 3 sounds</p> <p>Revise ff, ll, mm, nn, rr, ss, zz, bb, dd, gg, pp, tt</p>	<p>Teach le, wr, kn, se, c, ti, ci, ch (as k), g/ge/dge (as j)</p>	<p>Teach e (as in even, evil), i (as in idea), o (as in total, open), oor (door), ore (core)</p>

# Text Structures - non fiction

## Description

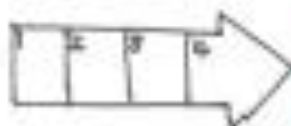


basically consists of its characteristics are for example

## Sequence

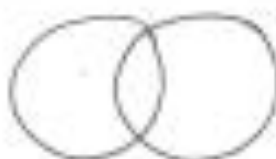
How to make a cake

- 1.
- 2.
- 3.



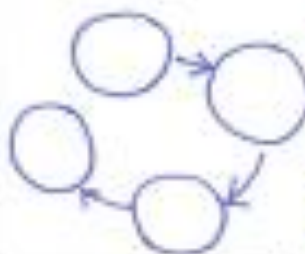
first next at this stage last

## Compare and Contrast



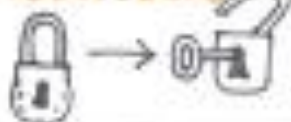
similar different alike in common in contrast identical although as a result there for the effect was one consequence was increased reduced

## Cause and Effect



one possible solution to solve this a compromise could be the alternative

## Problem and Solution



### **Appendix 3: VCOP**

**V**ocabulary- Orange

**C**onjunctions- Green

Sentence **O**peners- Yellow

**P**unctuation- Pink

#### Appendix 4: Year 2 Common Exception Word List

door	floor	poor	because	find	kind	mind
behind	child	children	wild	climb	most	only
both	old	gold	cold	hold	told	every
everybody	even	great	break	steak	pretty	beautiful
after	fast	last	past	father	class	grass
pass	plant	path	bath	hour	move	prove
improve	sure	sugar	eye	could	should	would
who	whole	any	many	clothes	busy	people
water	again	half	money	Mr	Mrs	parents

## Appendix 5: Word Reading and Spelling coverage

Year group	Letter strings, prefixes, suffixes	Word list		
3	<p>'i' spelt as 'y' (myth) 'k' spelt as 'ch' (scheme) 'sh' as ch (chef)</p> <p>Prefixes- dis, in, im, re, sub, super, anti</p> <p>Suffixes- ation, ly (y to -ily and -le to -ly e.g. happily and gently), ture, ous (-our to -or before ous e.g. humorous), tion, cian</p> <p>Homophones and near homophones- ball/bawl, brake/break, grate/great, here/hear, knot/not, mail/male, meat/meet, plain/plane, scene/seen, weather/whether</p>	<p>actual/ actually certain/certainly complete/ completely different/differently extreme/ extremely famous/famously important/ importantly natural/naturally particular/particularly peculiar/peculiarly naughty/naughtily ordinary/ ordinarily possible/possibly probable/probably recent/recently regular/regularly separate/separately special/specially strange/strangely</p> <p>mention position question popular/population separate/ separation various/variation continue/ continuation/ continuous circle/ circulation complete/completion consider/ consideration</p>	<p>imagine/ imagination popular/population</p> <p>important forward group</p> <p>increase interest/ disinterest</p> <p>disappear interest/ disinterest</p> <p>recent regular remember</p>	<p>potatoes (Teach through Term 1- Living Things- Animals and Plants)</p> <p>extreme, island (Teach through Term 2- Natural Disasters)</p> <p>exercise, famous, favourite, strength, heart, breath, breathe, fruit (Teach through Term 3- Sports Stars)</p> <p>earth (Teach through 'rocks' in Term 5- Stone Age to Iron Age)</p> <p>address (Teach through Pen Pal Letter writing in Term 6- North and South America)</p> <p>February- Write the date</p> <p>length, height, minute, quarter (Teach through maths)</p> <p>sentence, grammar (Teach through English)</p> <p>experiment (Teach through Science)</p>

Year group	Letter strings, prefixes, suffixes	Word list		
4	<p>'u' spelt as 'ou' (young)</p> <p>'g' spelt as 'gue' (league)</p> <p>'k' spelt as 'que' (unique)</p> <p>ei, eigh, ey</p> <p>Revise prefixes- in, dis</p> <p>Teach prefixes- un, mis, ir, inter, auto</p> <p>Revise suffixes- ly</p> <p>Teach suffixes- ly (ally to a word ending in -ic e.g. basically), <b>sure, sion, ssion, ous</b> (changed to ious and eous e.g. hideous, courageous, serious)</p> <p>Homophones and near homophones- accept/except, affect/effect, berry/bury, groan/grown, heel/heal, main/mane, missed/mist, peace/piece, rain/rein/reign, whose/who's</p>	<p>accident/accidentally</p> <p>continue/continually (taught in Y3)</p> <p>occasion/ occasionally</p> <p>enough</p> <p>believe/ unbelievable</p> <p>certain/uncertain (taught in Y3)</p> <p>imagine/ unimagined (taught in Y3)</p> <p>important/unimportant (taught in Y3)</p> <p>heard/misheard</p> <p>regular/irregular (taught in Y3)</p> <p>answer</p> <p>appear</p> <p>arrive</p> <p>busy</p> <p>business</p> <p>decide</p> <p>describe</p> <p>difficult</p> <p>early</p>	<p>eight</p> <p>eighth</p> <p>experience</p> <p>knowledge</p> <p>learn</p> <p>library</p> <p>material</p> <p>notice</p> <p>often</p> <p>opposite</p> <p>perhaps</p> <p>pressure</p> <p>straight</p> <p>suppose</p> <p>surprise</p> <p>therefore</p> <p>though/although</p> <p>thought</p> <p>through</p> <p>weight</p> <p>woman/women</p> <p>possess/ possession</p>	<p>history, reign, century, medicine, bicycle, promise, caught</p> <p><i>(Teach through Term 1&amp;2- Victorians)</i></p> <p>build, centre, calendar, guard, guide, purpose</p> <p><i>(Term 3- Meet the Mayans)</i></p>

Year group	Letter strings, prefixes, suffixes	Word list		
5	<p><b>'ee' spelt as 'ei' after c</b> (<b>'i'</b> before <b>'e'</b> except after c)</p> <p><b>Words with silent letters-</b> <b>kn</b> (knight), <b>gh</b> (ghost), <b>is</b> (island), <b>bt</b> (doubt) <b>mb</b> (lamb)</p> <p><b>Suffixes-</b> <b>cious, tious, cial, tial, ant, ancy, ance, ent, ence, ency, ible/ ibly, able/ ably,</b></p> <p><b>Adding suffixes to words ending in '-fer'.</b></p>	<p><b>apparent</b> <b>attached</b> <b>average</b> <b>awkward</b></p> <p><b>bruise</b></p> <p><b>communicate</b> <b>community</b> <b>controversy</b> <b>convenience</b> <b>correspond</b></p> <p><b>definite</b> <b>develop</b></p> <p><b>excellent</b> <b>explanation</b></p> <p><b>immediate (ly)</b> <b>interrupt</b></p> <p><b>language</b></p> <p><b>occur</b></p> <p><b>pronunciation</b></p> <p><b>recognise</b></p>	<p><b>soldier</b> <b>suggest</b></p> <p><b>variety</b></p>	<p><b>appreciate, available, desperate, determined, equipped/ equipment, environment, necessary</b></p> <p><i>(Teach through Term 1- Survival)</i></p> <p><b>identity, individual, occupy, opportunity, temperature, disastrous, sacrifice, conscience</b> <b>conscious, criticise, profession</b> <i>(Teach through Term 2- Titanic)</i></p> <p><b>curiosity, communicate, existence</b> <i>(Teach through Term 3- Out of this World)</i></p> <p><b>amateur, achieve, competition, sincere (ly), signature</b> <i>(Teach through Term 5 &amp; 6- Harry Potter)</i></p> <p><b>Rhyme, rhythm</b> <i>(Teach through Music and Dance)</i></p>



Year group	Letter strings, prefixes, suffixes	Word list		
6	<p>Letter string- <b>ough</b> ought, brought, thought, nought, brought rough, tough, enough cough though, although, dough through thorough, borough plough, bough</p> <p><b>Homophones and other words that are often confused</b> – see Appendix 1 National Curriculum English for examples which include: advise/advice, devise/device, license/licence, practise/practice, prophecy/prophecy</p> <p><b>Hyphenated words</b> e.g. co-ordinate, re-enter, co-operate</p>	<p>accommodate accompany according</p> <p>bargain</p> <p>category committee</p> <p>dictionary</p> <p>embarrass especially exaggerate</p> <p>familiar forty frequently</p> <p>guarantee</p> <p>harass</p> <p>lightning</p> <p>marvellous mischievous muscle</p>	<p>neighbour nuisance</p> <p>physical programme</p> <p>relevant restaurant</p> <p>secretary shoulder stomach sufficient system</p> <p>thorough twelfth</p> <p>vegetable vehicle</p> <p>yacht</p>	<p>Aggressive, cemetery, foreign, government, hindrance, interfere, parliament, prejudice, privilege (Teach through Term 1&amp;2 World War 2)</p> <p>ancient, symbol (Teach through Term 3 Ancient Egypt)</p> <p>leisure, persuade, queue, recommend (Teach through Term 6 Theme Parks)</p>

## Appendix 5: Cursive letter formation

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