



Great Meols
Primary School



English Policy

“Writing is the painting of the voice.” - Voltaire

Intent

Through our English curriculum pupils will develop –

- The ability to write fluently and with interesting detail on a number of topics throughout the curriculum.
- A vivid imagination which makes readers engage with and enjoy their writing.
- A highly developed vocabulary and an excellent knowledge of writing techniques to extend details or description.
- Well-organised and structured writing, which includes a variety of sentence structures.
- Excellent transcription skills that ensure their writing is well presented and punctuated, spelled correctly and neat.
- A love of writing and an appreciation of its educational, cultural and entertainment values.
- Excellent phonic knowledge and skills.
- Fluency and accuracy in reading across a wide range of contexts throughout the curriculum.
- Knowledge of an extensive and rich vocabulary.
- An excellent comprehension of texts.
- The motivation to read for both study and for pleasure.
- Extensive knowledge through having read a rich and varied range of texts.

The detailed intent of the English curriculum is outlined in the following documents found on our school website –

- English Progression Map
- English Whole School Long Term Plan

Implementation

English is timetabled daily for all pupils to ensure coverage of the National Curriculum and development and progression of skills.

RWI Phonics

As a school we use the Read Write Inc (RWI) phonics programme, which is a focused, direct and systematic phonics programme delivered daily in differentiated groups.

The programme is introduced in FS1 and continues throughout FS2, Year 1 and Year 2. This approach is continued in KS2 as an intervention for those children still needing phonics support. All children are assessed half termly and groups are organized to meet the needs of the children. Children identified as not making expected progress will take part in 'Fast Track Tutoring' sessions during the afternoon.

Reading Schemes

All children following Read Write Inc phonics programme take home a book matched to the phonics they are learning in school. Additional books are sent home for parents and carers to share and promote a love of reading.

In Key Stage 2, the core reading scheme is Collins Big Cat. Children change their reading book on a set day each week and are expected to read the book with an adult at home. Staff monitor childrens' reading and reading record books.

Reading Records

All children are given an individual Reading Record that they use at home. Parents are asked to fill in the book as a record of their child's reading. For those children following the Read Write Inc (RWI) scheme, this is a record specifically and solely for the RWI books. For children who have progressed for RWI, all reading can be recorded in the records.

Teachers look at the records weekly to monitor home reading. When a member of school staff reads individually with a child, it is written in the records.

Guided Comprehension

All children in KS2 take part in focused guided comprehension sessions using Literacy Shed,

Comprehension Plus resources. During these sessions, children are taught using VIPERS domains i.e. vocabulary, inference, prediction, explanation, retrieval, sequencing and summarising. The sessions consist of independent, paired and group reading and practice of comprehension skills. Children in Year Two who have completed the RWI scheme, are introduced to guided comprehension sessions using Literacy Shed resources.

Reading Foundation Stage

For FS1, reading and books are a key feature of all activities. Children are encouraged to enjoy books together every day and early reading skills are developed. Books are carefully chosen to link to all areas of learning and children are encouraged to explore them. Teachers read books to the children every day, leading discussions and modelling how to engage as a reader.

For FS2, books continue to be a key feature of all areas of learning and teachers share books with children every day. Reciprocal Reading puppets are introduced to develop discussion around the key areas of clarifying, predicting, questioning and summarising.

Below ARE Readers

Children who are progressing through the RWI scheme are assessed half termly. Children identified as not making expected progress will take part in 'Fast Track Tutoring' sessions during the afternoon. Individual children will be identified to read daily with an adult in addition to their RWI session.

In Key Stage 2, reading will be assessed at the end of each term. Any children identified as below ARE will read daily (when possible) with an adult.

Reading Partnership

Parent volunteers are used throughout the year to read with individual children. Children are carefully selected by class teachers.

Starbooks

KS2 children are encouraged to participate in our research backed 'Starbooks' project in order to access additional reading material. Children who have completed the Collins Big Cat Reading Scheme (usually Year 5) will choose books from the Starbooks project as their main reading book. Teachers will monitor the Starbooks children are reading and rewards are built into the school calendar.

Reading for Pleasure

At Great Meols, children are encouraged to read for pleasure. Each day, every class has a dedicated 15 minute 'Reading for Pleasure' session where teachers read high quality texts to the class. Each class has a class book that they are reading and discussing. Each classroom has a designated book area, designed to make reading accessible and appealing. Throughout the year, a range of activities to develop 'Reading for Pleasure' take place including World Book Day, assemblies, Book Fair, reading competitions and displays in the library. An inviting, well-resourced library is available for the children to access high quality texts. Parent helpers support children visiting the library and selecting books regularly.

Reading assessment

In KS1, RWI assessments are used half termly to identify gaps in grapheme – phoneme correspondence. These assessments are also used to group the children effectively. In Year 1 (and children in Year 2 who did not meet the expected standard for phonics) past Phonics Screening Checks are used regularly to identify children at risk of not meeting the expected standard and to identify gaps in learning. Termly assessments are used in Years 2 to 6.

Spoken language

The development of spoken language is greatly valued at Great Meols and is a key part of all lessons. Children are encouraged to explain and discuss their ideas in all areas of the curriculum. Role play is used in a range of subject areas and is encouraged as a way to develop understanding and language and communication skills.

A wide and varied vocabulary is seen as invaluable for all children. Key vocabulary is selected and

taught by the teacher and focus words are displayed in the classroom. Children are encouraged to explore new words by asking questions, using a dictionary and exploring synonyms and antonyms.

Poetry

Enjoyment and understanding of poetry is important. Children are exposed to poetry regularly – both contemporary and classic. Poetry might be studied as part of an English lesson, guided session or shared as part of a 'Reading for Pleasure' sessions.

Spelling KS1

Spelling is closely linked to phonics work and is referred to in most lessons.

Pupils are provided with spellings to focus on each week (8 in Year 1, 10 in Year 2). These are based on phonics learning, spelling rules and patterns, statutory spelling lists and common exception words. Pupils practise these spellings through activities and tasks throughout the week. This list is also published on Google Classroom for pupils to practise at home. An informal 'quiz' is held each Friday.

The spellings of common exception words is frequently referred to in school and use of mnemonics is encouraged.

Spellings KS2

Each week, a spelling pattern is introduced and explored in a taught session. All children have a spelling journal and are encouraged to practise and explore patterns throughout the week. Journal entries will be regularly revisited to support retrieval and consolidations. Weekly spelling lists are provided containing the 10 spellings to focus on that week. These are generated from statutory spelling rules and patterns, common exception word lists relevant to the year group, as well as topic related vocabulary. These are published on Google Classroom for children to practise at home. The focus spellings will be checked in an informal test weekly which will include two 'mystery' words based on previously learned spellings.

Regular reference to and identification of patterns/root words/phonics/spelling families etc. when reading or studying texts is made.

English lesson content

All year groups follow the 'Pathways to Write' English scheme. This scheme focuses on using quality picture book texts to inspire and develop writing.

English lessons last up to 1 hour depending on the age and stage of the learners. English lessons include genre feature analysis, vocabulary exploration, modelling of text type, shared writing, independent writing and time to self-edit and respond to feedback.

Resources are used where appropriate and suited to the activity being completed and the needs of the children. Practical resources are readily available and easily accessible. For example, dictionaries, word mats etc.

We follow the MAT agreed approach to writing.

Working/Retrieval walls

Classrooms will display an English working wall showing the process of writing. This will include modelled examples of text types, features of the genre of writing, grammatical features of writing and interesting vocabulary choices.

Cross curricular

Staff have expectations for quality written work across all subjects. Pupils are encouraged to use grammar and spelling skills when completing any written work.

Quality texts are used as examples at every opportunity e.g. texts used to study The Victorians in history or Hinduism in RE.

Presentation and handwriting

Presentation of work is an important focus at Great Meols. Staff will encourage careful, neat presentation and will teach how to achieve this. Staff will monitor presentation across all pupil books, in each subject across the curriculum.

Classroom displays will be presented well. Each classroom will display examples of quality handwriting in the cursive style by both adults and pupils.

The cursive style of handwriting is taught at Great Meols, using the Nelson scheme. All classes from Year 1 follow the Nelson Handwriting Books at the appropriate level.

Year 1 - Red Level

Year 2 - Yellow Level

Year 3 - Book 1

Year 4 - Book 2

Year 5 - Book 3

Year 6 - Book 4

In KS1, during daily handwriting lessons, pupils are taught to form each letter using the RWI phrases. When appropriate, children practice joins and patterns introduced in the Nelson scheme. In KS2, weekly taught handwriting sessions are held and pupils are given opportunity to practise joins by completing regular exercises throughout the week.

All children write in pencil until Year 4. During Year 4, pens are introduced and children are taught to use them in the weekly handwriting lessons. When appropriate, children will be able to use pen for selected pieces of work. Children in Years 5 and 6 will use pen for all work, as appropriate.

Marking, feedback & editing writing

See the marking and feedback policy.

Impact

- The subject leader is responsible for reporting on standards in English across the school to the governing body.
- We measure progress in English by assessing whether pupils know more, remember more and are able to do more.
- Progress and achievement in English are passed on to parents and carers at open evenings and in the annual report.
- Written work is continuously assessed by teaching staff.
- Teachers have a fluid approach to planning & teaching based on formative and summative assessment analysis so that attainment and progress is maximised for every pupil.
- Regular moderation of the pupils' written work enables staff to compare the writing standards of individuals and groups within year groups, bands, across the school and MAT.
- At the end of each half term, children's writing is assessed using their assessment frameworks.
- Progress leaders and English subject leaders constantly monitor standards in English across school through a programme of book reviews, moderation, staff training and support and feedback to SLT.

References used to help shape this policy

Ofsted Research Review Series – English

<https://www.gov.uk/government/publications/curriculum-research-review-series-english/curriculum-research-review-series-english>

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