



English Policy

Key Document Details

School Name: Drove Primary School

Version no: 1

Author: Craig Richardson and Rachel Liddiard

Owner: Bryony Bardwell

Approved by: LGB

Ratified date: 1-9-2024

Interim review date: n/a

Next review date: 1-9-2027

Drove Primary School

English Policy

Reading Intent

For every child to develop a lifetime of enjoyment in reading by providing access to high-quality, engaging texts; explicit teaching of a wider range higher-level vocabulary and the understanding of the knowledge and skills to confidently analyse fiction and non-fiction texts.

Writing Intent

To deliver a language-rich, engaging curriculum through high quality texts, visual stimuli and real-life experiences. This will enable children to be completely immersed in their learning, to develop a wider vocabulary and stimulate their imagination. Allowing children to create high quality and creative written and oral outcomes.

How Reading & Writing is taught at Drove

Reading and writing are delivered as separate subjects at Drove Primary School. Developed by specialist teachers from The White Horse Federation, each unit of work is based around a high-quality text (video or image stimuli may also be used).

Any other text chosen that does not appear on the WHF curriculum plan, must be read by the teacher prior to teaching and planning checked by English lead/s. Books should be chosen by each year group in July for the following year. They must show progression from term 1-6 within a year group and across years. This is to be approved by English lead/s before the start of the new teaching year.

Writing

Each year group have a Writing LTP Overview which covers all the required writing skills to be taught in each year group (based on the 2014 NC). A variety of text purposes should be taught across the year. Teachers are required to match skills to text purposes and show progression throughout the year building on prior learning. This is completed through the MTP.

The main focus in the teaching and the learning of writing is skills based. There will be evidence in books of the explicit of skills as well as tasks which allow the children to apply new skills independently. Children will also be given plenty of opportunities to apply their new skills to a range of text types and also subjects. Through assessment markers which have been completed independently by the children, teachers will be able to make judgements as to whether the child is currently meeting age-related expectations.

In each term, there must be one fiction and one non-fiction written outcome which are written independently as the assessment markers. Writing lessons follow a five-phase approach over a two- or three-week period.:

1. Immersion

Teachers give pupils lots of opportunity to practice their oracy and drama skills. A Familiarisation of the genre occurs often presented through a hook. Language and vocabulary are explored and a word bank of useful vocabulary is collected.

2. Skill Development

Understanding of specific grammar and punctuation skills relevant to the genre and how to apply these skills to their writing. Pupils will develop and explore their own ideas through short writes and observing model writes from the teacher. Pupils are also given opportunities to discuss, debate and reflect through class, group and partner talk.

3. Plan and Draft

Teachers spend time embedding new learning, knowledge and skills in a longer piece of writing. Pupils spend time developing ideas collectively, as well as independently. Pupils explore writing through model writes, shared writes, group writing and peer writing

Pupils begin the planning process: second layering, enhancing, revisiting and revising.

4. Revise and Edit

Responding to feedback and editing: making the writing correct. pieces of text. Checking, changing errors, punctuation, spelling, grammar, clarifying for sense. Revising: making the writing better. Deleting, adding, reordering, changing words, phrases, sentences, paragraphs.

5. Publish

Placing an emphasis and importance on giving writing a purpose. Reading aloud to adults, peers, performing, creating a class anthology, writing display, publishing to parents.

Evaluating - did writing achieve what it was set to do?

TWHF ENRICH WRITING CURRICULUM

The 5 phases of a writing unit



‘Assessment Markers’

To help demonstrate progress over a unit of work, children are asked to produce two independent pieces of writing per term based on the ‘high quality text’ – one non-fiction and one fiction. These tasks are called Assessment Markers and should take place at the end of phase 3 in the writing journey. The task set should enable the children to demonstrate the ranges of skills covered in that term. Weaker areas identified in the first of the phase 3 assessments, should then be addressed in phase 2 of the 3-phase cycle of the term. Over the course of the year, these Assessment Markers should show clear progress towards the Age-related Expectations for each year group.

Spelling

Pupils are encouraged to develop as independent and accurate spellers who are confident to use an

evolving and adventurous vocabulary in their own writing. They should have a range of spelling strategies that they can use to attempt unknown words and a sound knowledge of irregular high frequency words for use in their daily work. Children are made aware of the differences between spoken dialect and written English in terms of spelling. From FS1 to Y2 phonics is taught through the Little Wandle phonics programme. Year 3 - 6 phonics interventions are used to support low attaining children also using the Little Wandle programme delivered by experienced teaching assistants. In KS2, children are taught spellings from the NC spelling list including words with similar patterns and following the Spelling Shed spelling scheme. Spelling lessons are taught weekly. Pupils will be given spellings to learn for homework and tested the following week.

We aim for pupils to be able to:

- Attempt words for themselves using a range of strategies
- Write an increasingly wide range of words from memory (Appendix list 1 and 2 in the NC document)
- Use a variety of resources to help with spelling e.g. dictionaries, word banks, word mats, classroom environment etc.
- Develop an understanding of spelling patterns and rules through investigations and identifying the exceptions to those rules as "interesting" or "tricky"

Handwriting

It is important for pupils to be able to write clearly and develop a fluent and legible handwriting style. Presentation should be neat and later joined when children are secure within the Rocket Phonics programme. From Reception to Year 1, children are taught and encouraged to use print handwriting which leads into cursive during year 2. Letter join is used across the school to support handwriting practice and homework.

We aim for pupils to be able to:

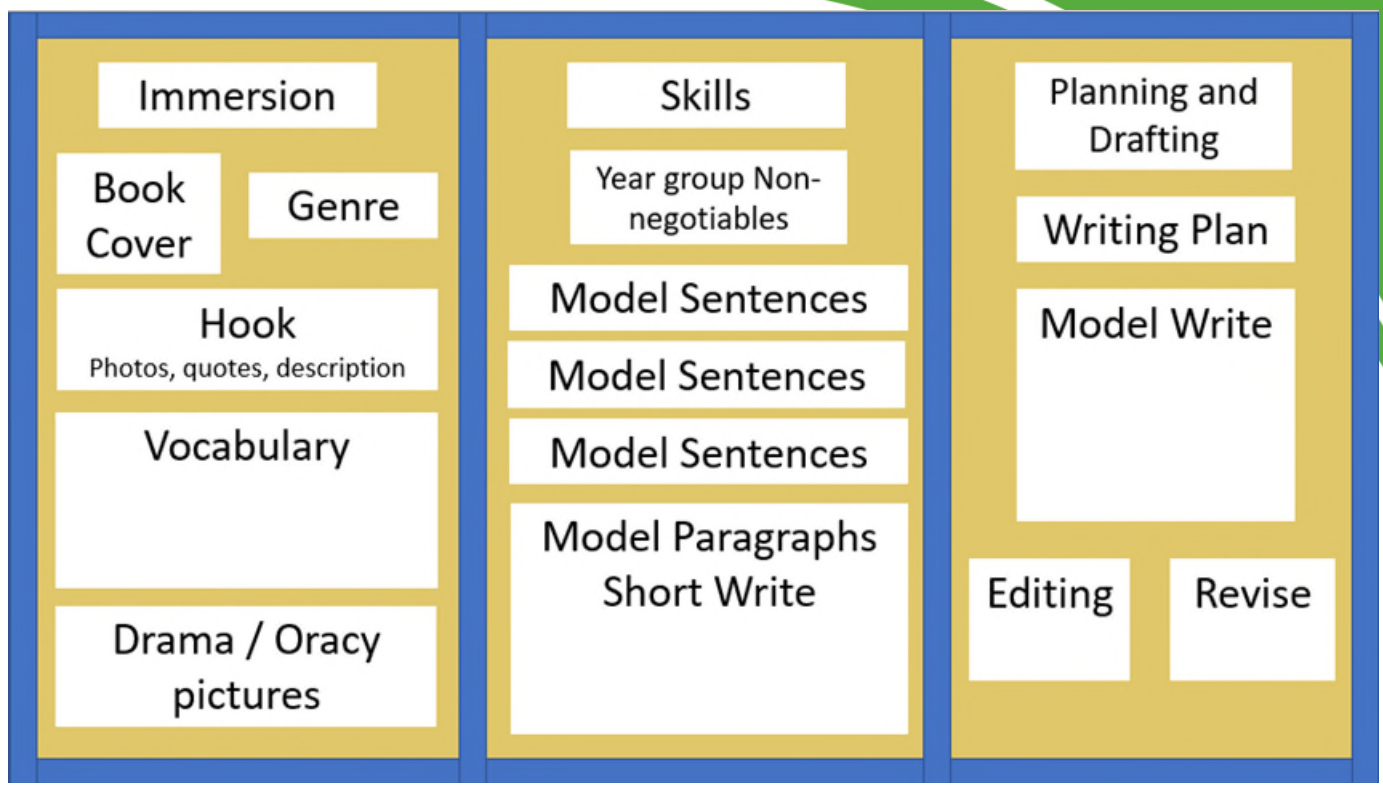
- Form letters correctly
- Use upper- and lower-case letters appropriately
- Begin to use a joined style during Year 2
- Use a correct and comfortable pencil/pen grip
- Foundation Stage to use appropriate tools for their writing according to their developmental stage
- Key Stage 1 to use a pencil
- From Year 2 to use a blue ballpoint pen/pencil for editing
- In KS2, when a child is ready, they may use a black handwriting pen for writing and a blue handwriting pen for editing

Working walls

At Drove we have a consistent approach to our working walls. The wall should be divided into three sections. Each of the phases should reflect key learning from the week's work and build up to the final outcome, this is also reflected around the headings. Each display must indicate what skills are to be explicitly taught during the phases.

Another integral part of the working walls, is child involvement. Children must be able to talk confidentially about what is on the display and how this supports their learning.

In regards to monitoring the coverage of skills, the only expectation is that teachers complete the school MTP with skills taught. MTP to be displayed on working wall.



Editing and Revising

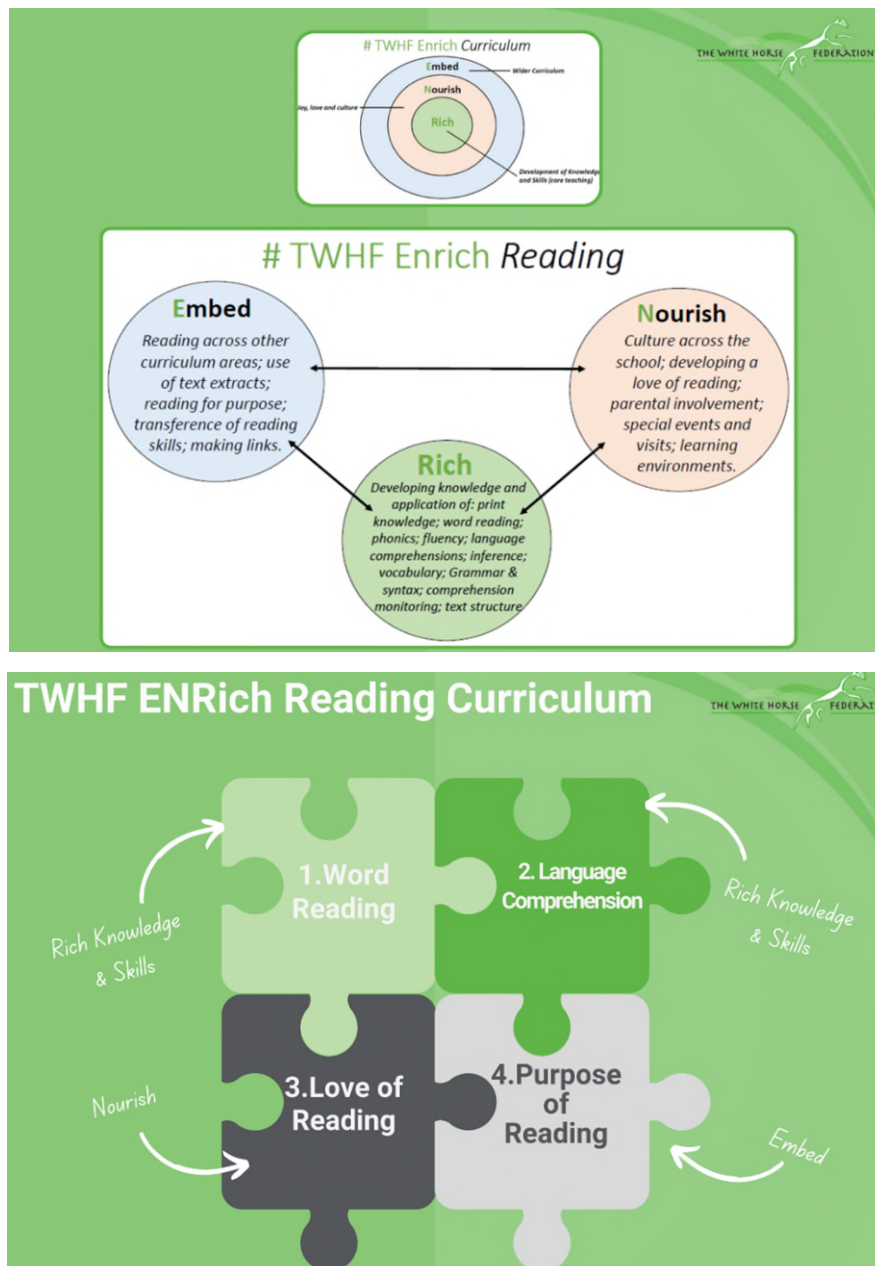
Year 1 and 2 use the Editing Stations model (see WHF editing and revising strategies) as a whole class. Each skill is modelled (for example checking for capital letters and full stops) and then pupils given an opportunity to complete.

Year 3 use Editing Stations and pupils rotate around the class to the different positions with support from class teachers and teaching assistants.

Year 4 – 6 use the Phased Editing strategy where each step is modelled and completed with support before the support is gradually withdrawn and the pupils become more independent. The use of editing partners is also utilised in Upper KS2.

Reading

At Drove, we are following the ENrich curriculum where pupils are encouraged to become confident, enthusiastic, critical and independent readers. They are given opportunities to experience print produced in a variety of forms and for a variety of purposes. We believe children should read for information, interest and enjoyment.



The Teaching of Reading at Drove

At Drove, we teach reading using The WHF ENRich Reading curriculum, which puts developing the basic mechanics of reading at its core. Although integral to each other, the Curriculum is engineered so that the development of Word Reading and Language Comprehension is balanced across the course of a week. By explicitly teaching the knowledge and skills of both Word Reading and Language Comprehension, pupils will be able to fully read and understand texts at the level required for their age.

This will then enable them to cultivate and nourish a love of reading and embed their reading skills unlocking learning across the wider curriculum

To develop a rich knowledge and skills; students will be exposed to daily explicit Word Reading teaching. It is important to ensure a balance of Word Reading and Language Comprehension development across the week.

In EYFS and Year 1, Word Reading development is embedded within the SSP programme (Little Wandle). As they become phonologically aware, the focus of the teaching of Word Reading will shift towards developing fluency.

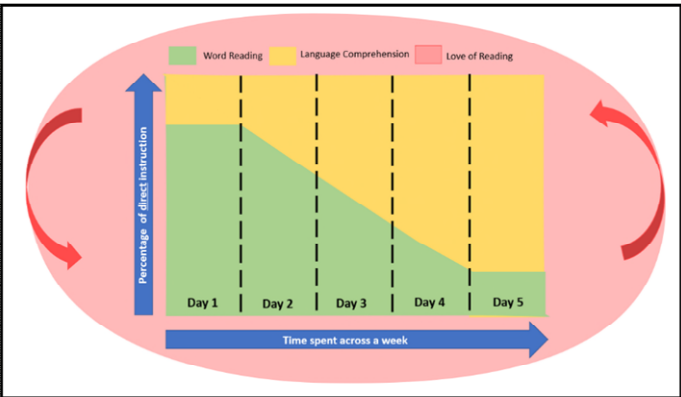
As pupils move through the school, daily whole class lessons will ensure student’s reading accuracy; automaticity (speed) and prosody keeps pace with the level of text required for their age.

Pupils will also be exposed to daily language comprehension teaching. It is important to ensure a balance of Word Reading and Language Comprehension development across the week. In EYFS and Year 1, student’s language comprehension development is taught alongside the SSP programme through planned book talk. As students move away from the SSP programme (in Year 2 and KS2), daily whole class lessons will be delivered and be centred around high-quality extracts and texts, children will be explicitly taught language comprehension skills and strategies enabling them to first understand and then explore the level of text they are required to read for their age.

This will be down through Reading theatre and book talk in daily reading lessons. The reading lessons will follow a structure of 9 steps, starting with adult modelling and large portion of word reading and as the week progresses children will move towards a more language comprehension teaching. (see below of the steps and the structure of the week)

A GUIDE to READERS THEATRE (RT)		
Step 1: Adult as model The adult reads the selected passage of the class text aloud as that expert model of fluency whilst pupils follow the text with their own copy. This may be repeated multiple times as necessary.	Step 2: Echo reading Children echo back the section read by the adult, emulating their intonation, tone, speed, volume, expression, movement, use of punctuation etc.	Step 3: Text allocation Children work in pairs or triads. Each group may: 1. all have the exact same short section of text, or 2. a longer section might be split into short parts, so that each group has a different piece.
Step 4: Repeated choral reading In their groups children read their section aloud. Echoing the initial reading by the adult.	Step 5: Close reading In their pairs/triads children make a close reading of their section of text and think about meaning, audience and purpose. This requires children to look closely at the writer’s use of language and consider characterisation etc.	Step 6: Text marking Each child has a copy of the text to annotate in order to inform their performance. This is discussed and agreed as a group. Prompts are provided to direct their reading.
Step 7: Practise Time is provided for groups to rehearse their reading. They may decide to change or add to their performance slightly as a result of their rehearsal.	Step 8: Perform Each group performs their rehearsed piece. (Adult may record so that children can appraise their own performance).	Step 9: Reflect Children evaluate their own and/or others’ performances and give feedback. They may use the fluency rubric or the prompts as success criteria to support articulation of evaluations.

	Monday	Tuesday	Wednesday	Thursday	Friday
5 mins					
5 mins					
5 mins		Comprehension: understand	Comprehension: understand	Comprehension: explore	Comprehension: explore
5 mins			Comprehension: explore		
5 mins	Comprehension: understand				
5 mins					



Reading for pleasure

We feel that the children at Drove should enjoy reading and have opportunities to read for pleasure. Book displays in corridors and classrooms promote reading for pleasure in class. Every day, children will have a DEAR session (drop everything and read) this is where they will either read a book of their choice or a teacher will read the class story to them. There will be a high-quality reading book “cannon” or spine for each year group that gives direction on what books to read.

We also offer our children a range of opportunities to develop their interest in reading for example; school visits to the library, author visits to the school and visits from book fairs.

Since September 2021, children in KS1 and KS2 have access to the online reading scheme through Boost.

Phonics

‘Little wandle’ is delivered in FS1, FS2 and KS1 for a minimum 30 minutes daily. It is differentiated according to the ability of the children. The scheme of work is used and adapted to support the planning of each phase.

Class Teachers and Teaching Assistants deliver the planning to small groups following the revisit and review/teach/practise/apply format.

For children who do not pass the phonics screener test after Year 2, small targeted interventions are conducted to stop children falling further behind in Year 3.

When teaching phonics staff are expected to follow the same procedures when teaching letter formation. All graphemes with more than 1 letter MUST be joined so that the children become familiar with them and it starts their handwriting journey. A range of fonts must be used during delivery so that children can recognise sounds across a range of reading and writing materials.

Sound buttons must be used consistently during the lessons. Sound buttons must be used in the following ways

- Single sounds need to be represented with a _ (short line) underneath.
- Graphemes with more than 1 letter need to be represented with a __ (longer line) underneath.
- Split digraphs need to be linked with a curved line.

Speaking and Listening

At Drove we believe it is important to provide planned opportunities for a range of speaking and listening tasks. This encourages children to develop as fluent, confident and competent speakers who are also able to listen with interest and understanding for sustained periods. Speaking encourages pupils to work co-operatively with others and to listen to the views of others. Working collaboratively and sharing ideas is a valuable and supportive exercise that is planned and developed within each classroom.

We aim for pupils to be able to:

- Use speech appropriately for different purposes
- Adopt appropriate vocabulary, tone, pace and style for a variety of audiences and in a variety of situations
- Understand the effect of speech on the listener
- Use talk to develop and express ideas
- Communicate meaning effectively
- Listen attentively and derive meaning from what others say and respond with confidence
- Develop the skills of turn-taking, negotiation and reaching consensus.

Drama within English

At Drove we recognise the enormous value of drama and role play. Pupils are given planned opportunities to use a range of dramatic forms to express feelings and ideas both verbally and non-verbally. Children are encouraged to appreciate drama, both as participants and observers through theatre visits, visiting drama groups and annual plays performed to parents from each year group over the course of the year.

In addition, visits from well-known individual characters will be planned in throughout the year. We believe the use of ‘real’ characters in costume will create an immensely powerful learning experience.

We aim for:

- Opportunities to be given for the development of drama in a variety of contexts, including time in the role play corner of every classroom in EYFS and KS1.
- Pupils to be encouraged to use drama to link ideas through role-play, hot seating, tableaux, mime and freeze-frame techniques

- Pupils to explore a range of endings to stories through role-play and use these as a pre-writing stimulus

Learning Resources

There are a number of resources in each classroom used daily and are appropriate to the children's age and level of need, these include flashcards, word cards, alphabet strips, dictionaries and thesauruses. Resources are available for children to access easily and independently.

Homework

Children are encouraged to read as often as possible at home.

In EYFS & KS1, for homework each child should be given, one decodable book, chosen by the teacher, which is related to their current phonics' phase (using Rising Stars 'Reading Planet') and one book chosen by the child for reading for pleasure.

In KS2, 'Rising Stars Reading Planet' is used to set age appropriate reading comprehension, weekly. Age appropriate spelling patterns, from 'Rising Stars' spelling scheme are also set each week. Homework is given on a Friday and returned completed to the school by the following Wednesday. Children are encouraged to take a reading book from the book corners for their for pleasure or their own books at home.. A recommended reads book list is included in their reading homework planner.

Inclusion

In English teaching at Drove, staff are aware of children's individual needs and how to best differentiate teaching and learning, to enable access for all. This is done through teaching to suit a variety of learning styles, often using a multisensory approach. Teachers consider classroom organisation and management strategies to ensure optimal access for all learners, including those with physical and learning needs. Teachers have access to specialist support for advice on target setting and assessment. All disabled pupils are identified on Drove' Vulnerable Learner Database, and their progress is systematically recorded and monitored.

As Drove is already a Dyslexia Friendly School, all teachers are aware of the Dyslexia Friendly Schools guidelines. As a result, all teachers strive to meet these standards in teaching and learning and are implementing ideas which have been shared in training.

<u>Marking Key</u>	<u>Teachers annotations</u> Green/ orange pen = marking. Blue pen = children's editing
ER Teacher who has marked my work ✓ My work is correct. I need to look at this again.  I was given help at this point. G I was supported by an adult today. I I worked all by myself today. The Here is where you have met the aim The Edit this mistake  What I've done well  What I need to change in my work 9 bd My teacher has corrected my letter/number formation	Initials only need to be recorded by anyone who is not the class teacher e.g. supply teachers or teaching assistants Tick the <u>aim</u> if they have achieved it. Dot the <u>aim</u> if they have not achieved it. Use this symbol to indicate the teacher has intervened at a particular point or given particular feedback to a child for them to work on as a next step. Use this symbol to indicate that this work has been completed as a guided activity. Use this symbol next to the aim to indicate the student has worked independently, or specific answers if the majority of the work has been guided. Specifically identify where children have met the aim with green highlighter. Age related or targeted skills that have been met for an individual are listed. Specifically identify and area for improvement. Where orange has been used, the expectation is that children edit these aspects of the writing. Use this symbol to list the skills that have successfully been used in the piece of work. Write what they need to action to improve the piece of work. This action statement should be related to the aim. If the aim has been met, the 'action statement' is not always required. Ensure that correct letter or number formations are modelled