



Moredon Primary and Nursery School



English Policy

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English at Moredon Primary and Nursery School

At Moredon Primary and Nursery School our main aim in English is to embed and provide a lifelong love for reading in all children no matter their ability, background or home life as we have identified this a defining factor in their attainment in all areas of English and beyond.

We passionately believe that this is best done through setting quality texts at the heart of our curriculum and exposing children to a range of quality literature from the first moment they enter our school. The planning at Moredon Primary and Nursery School is therefore all linked to a central text and the skills of reading, writing and grammar are all interwoven.

We are acutely aware of the need to level the vocabulary gap for all our children ensuring that all children are given exposure to a rich range of vocabulary through the use of quality texts in English and the high level of language used by all adults in school as well as the systematic teaching of vocabulary. We aim to provide children with the linguistic skills they will need to take advantage of every opportunity throughout their future education through both the high quality texts that they are taught alongside high quality back and forth discussion about these texts in class.

Providing our children a range of writing opportunities allows them to step into the writers' shoes that they have been studying. Children are given opportunity for the children to write for a range of purposes and audience. When the writing they are producing is for a concrete purpose, this allows them to develop all areas of their writing. Children will produce two quality pieces of writing per term as well as a range of incidental pieces which will practice skills that have been previously taught. Children will also be given the chance to write at length in non-core subjects.

We understand that it is vital to communicate these aims to all staff regularly. This is done through regular staff meetings as well as inset days and observations. We recognise the impact of the lockdown and the importance of identifying and addressing any missed learning.

Writing at Moredon

At Moredon we use high quality texts to teach our English units. These high-quality texts are carefully selected by the head teacher – with the input of the teachers - for their grammar and vocabulary content. The children become fully submersed in the text and both reading and writing objectives are taught to make sure that the children make progress. Each term, children are given the opportunity to write a high-quality piece of fiction and non-fiction writing that is planned, written, edited and revised. These pieces are each the final outcome of three phases of learning.

Phase one – Immersion

In this phase, children are given an experience to immerse them in their text. They then learn two writing skills selected from our progression documents and practice these skills in two "Skill Writes" in order to freely use them. These skill writes will use a range of genres that the children have learnt in order to keep their skills sharp.

Phase two – Skills

Again, the children will focus on two challenging writing skills and then have an opportunity to practice them. At the end of this phase, the children will plan their final outcome.

Phase three – final outcome

This phase is where children get to put the skills that they have learnt into practice. They will produce a high-quality piece of writing – first fiction, then non-fiction - that will contain the taught skill and be inspired by the text. The genre will then be mapped on our school's long-term genre document.

Reading

Children at Moredon are read high quality texts from their entry to the school until the time they leave in order to both enthuse the children expose them to high level vocabulary. As well as being read to, children use the phonics reading books that directly match their phonics knowledge to build their fluency for reading. These books have been sub levelled to ensure that children can challenge themselves. Children then move on to becoming free readers and will read a range of different genres to develop their comprehension and vocabulary. These books are chosen from constantly changing class libraries and a well-stocked main library which is organised both by age and genre.

In EYFS and Year 1, children are taught reading on a 1:1 basis. The main purpose of reading is decoding fluency and accuracy. By the end of year 1, children should be good readers; they should read 90% of books accurately and be secure in phase 5 of phonics. This means that comprehension can happen. All children read to an adult at least once each week. Children's reading is assessed regularly using our phonics assessment to ensure the progression through the phases of letters and sounds.

All children in the school read regularly with an adult in their class - both teachers and TA's - in order to build their fluency and comprehension but most of all, this provides an opportunity to discuss and recommend book so as to further support the children's love of reading.

Across the school, reading and writing are linked; this allows the children to gain greater vocabulary and meaning to their writing as well as ensuring the coverage of reading objectives across the year.

Guided reading

Whole class guided reading is taught in Moredon from year 3. Children are taught four guided reading sessions per week that last approximately 30 minutes. Teachers plan their reading sessions linked to the objectives of their year groups.

Children will develop the skills to answer comprehension-style questions over the course of the week. The teacher will explicitly teach the skills and strategies the children need to answer these types of questions.

Look: retrieval style

Clue: inference style

Think: may involve considering different aspects

Word: understand the meaning of words/ authorial choice

Text-text: make comparisons between texts

Text-self: compare to their own experiences

Text-world: make links to values/ issues and knowledge about the wider world

Word of the week is taught systematically through the week to build children's vocabulary.

The teacher selects words in the text that will challenge the children and that they will be able to use in their own writing.

Handwriting

Children initially learn how to make all of the correct letter shapes using a pre-cursive style. As they move into year 1, they begin to learn how to join letters fluently and develop a neat,

cursive handwriting style. We use 'Letter Join' which is a fun and interactive handwriting programme which uses a variety of different activities.

Early Years Foundation Stage

We teach English as an integral part of the day. As the Reception and Nursery classes are part of the Foundation Stage, we relate the literacy aspects of the children's work to the objectives set out in the Foundation Stage curriculum which underpin the curriculum planning for children aged 3-5. We give all children the opportunity to talk and communicate in a widening range of situations, to respond to adults and to each other, to listen carefully and to practise and extend their range of vocabulary and communication skills. Spoken Language is the starting point of every lesson and is carefully structured in planning. Children have the opportunity to explore, enjoy, learn about words and text in a range of situations and through structured play. Large imaginative play areas and small worlds provide a nucleus for speaking and listening in the Foundation Stage. Letters and Sounds activities are sent home regularly for reinforcement taken from class teaching. Year 1 adopt the EYFS approach at first but progress to more formalised KS1 teaching from term 3.

Assessment

Writing and reading are continually assessed through our robust marking in the moment. This enables the teacher to assess the depth of learning that has taken place and to identify misconceptions to inform future teaching and learning. Each teacher also uses our distance marking sheet to mark the end of unit pieces to identify work that needs praising, basic errors and common misconceptions and identifying where individuals need further support. This helps teacher to adjust the next section of their medium-term plan if necessary. The children's writing is then used to assess them at three data points throughout the year with the help of our Integra progression documents.

Inclusion in English

High quality first teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Differentiation occurs in the support and intervention provided to different pupils, through questioning, scaffolding and resources for individual pupils. This is an inclusive approach to individual learners' needs, ensuring language, questioning, concepts and ultimately learning is accessible to all.