

The Federation of Golden Flatts and Lynnfield Primary Schools
English Policy

<u>Contents</u>	<u>Page</u>
1. What is our Vision for English?	2
2. What are the aims of the English Curriculum?	2
3. How do we Teach Reading?	2
4. How do we teach vocabulary?	4
5. Additional Support	5
6. Parental Involvement	5
7. How do we Teach Writing?	5
8. How do we assess in English?	8
9. Handwriting	9
10. How do we teach spelling?	10
11. What is our homework policy?	10
12. What is our provision for SEND?	10
13. Mixed Age Teaching at Golden Flatts	10
14. Monitoring and review	10
Appendix A – writing ingredients	11
Appendix B – Boxed up plan	12
Appendix C – Handwriting progression	13

1. What is our Vision for English?

Our vision for the English Curriculum is that all children at Golden Flatts Primary School and Lynnfield Primary Schools will speak confidently and articulately and love to read and write.

2. What are the aims of the English Curriculum?

By the end of key stage two children will be able to:

- Communicate their ideas and emotions effectively
- Use discussion to learn, elaborating, explaining and justifying
- Read fluently and with confidence
- Read widely and deeply for information and for pleasure
- Appreciate our varied literary heritage
- Use a deep and rich vocabulary
- Demonstrate fluent transcription skills
- Write effectively for a range of purposes and audiences
- Talk about their choices as a writer and the choices other writers make

3. How do we Teach Reading?

I. Foundation Stage

In our Early Years provision, there is a strong emphasis on speech, language and communication. All Early Years staff have received two days of training as part of the Education Commission's Talk Matters Project. Every child is screened on entry to two-year-old provision, Nursery, Reception and Year 1 to ensure early intervention for those with speech and language delay and to identify areas of focus for teaching and learning. Parents are supported to develop children's speech language and communication through high quality interactions and rhyme and stories. Specific stories and rhymes are provided in the Talk Matters materials.

In Foundation Stage, reading opportunities are planned for throughout the day. The children are taught in a stimulating environment that is rich in written print. There are focused periods within the day when small groups of children share books and rhymes with adults in a more structured way. Children become familiar with a core spine of key texts. In addition, texts are selected to support and enrich each topic.

We place a strong emphasis on the development of aural and visual discrimination skills throughout Early Years and KS 1.

We recognise the fundamental importance of parental partnership in children's reading development and seek to promote this from the earliest opportunity through weekly story time across Early Years, 'Read to Me' books and parental workshops to support high quality interactions. Parents are invited into school in the autumn term of the Reception year to learn about how reading is taught and developed.

Systematic synthetic phonics is taught from the beginning of Reception using Read Write Inc (see Phonics Policy).

II. **Key Stage One and Two**

The programmes of study for reading at KS1 and 2 consist of two dimensions: Word reading (the speedy working out of the pronunciation of unfamiliar printed words and the speedy recognition of familiar words) and comprehension.

The English curriculum is taught through a progressive series of high-quality texts chosen to inspire children and develop their spoken language, reading and writing.

Whole Class Reading

In our schools, from Years 2 to 6, we adopt a whole-class reading approach to ensure consistent access to high-quality texts, with a strong focus on non-fiction to support the wider curriculum. This method allows us to incorporate prior teaching of background knowledge, guided by systematic retrieval practices, ensuring students can make meaningful connections across subjects. We explicitly teach vocabulary, including morphology, as a high-leverage strategy to enhance language comprehension. Fluency methods are used to consolidate and practice core knowledge, ensuring students become confident readers. Additionally, we engage students in Readers' Theatre to improve expressive reading, while also focusing on writing well-constructed sentences that reflect their understanding of the text. This comprehensive approach helps build a strong foundation in reading and writing, preparing students for academic success.

Writing about Reading

A variety of activities are used to develop children's ability to write about their reading including reading journal activities and comprehension questions using content domains. Activities enable children to explore the text at a deeper level whilst developing their ability to communicate their ideas about what they have read through writing. This builds upon the verbal responses and group discussion generated in reciprocal reading. In addition, teachers use reading to develop 'short burst' writing.

Independent Reading

Children are expected to read independently in order to build confidence, stamina and fluency, as well as develop their experience of a range of books and authors. Children keep a reading record of books which they have read in the Home/School reading record. Children have access to a wide range of books including fiction and non-fiction via the school library, levelled reading books across the school and classroom libraries.

Text choice is an important part of developing independence. Selecting texts for themselves motivates readers and helps children to develop and discuss their reading preferences. Children choose an appropriately pitched reading book, with support where necessary, to take home. Children's individual reading is monitored regularly. The expectation is that each time a child reads at home, a comment will be written in the reading record by the parent/carer or, in the case of older children, by the child

and signed by the parent. It is part of our homework policy that children read five times a week.

Love of reading

Teachers read aloud to their class daily to introduce the children to authors they may never choose themselves; to provide opportunities for them to be immersed in the world of a book and to provide a model for expert reading aloud. Every half term all classes have the opportunity to enjoy their class text in our library or common room.

We also have a 'Read to me' system in place where children can borrow a class text, once read, to take home and further enjoy with their parents/carers.

All pupils take part in promotional events such as World Book Day, Book Fair and the Summer Reading Challenge to raise the profile of reading at school and home. When the opportunity arises, children's authors are invited into school and the children participate in workshops and assemblies.

Reading Environment

Classrooms and all school areas provide a print-rich environment. Reading displays form a part of that environment – each class has a reading area which is inviting in order to encourage children to read for pleasure.

4. How do we teach vocabulary?

All teachers foster a learning environment rich in vocabulary acquisition. This is achieved through quality texts used in English lessons and through the identification and explicit teaching of both tier 2 and tier 3 vocabulary as part of planning for every foundation subject.

We adopt a whole school approach to the teaching of vocabulary using the **SEEC** model. This framework is displayed in all classrooms alongside a vocabulary wall and offers an informed approach to teaching new or unfamiliar words.

Select

Teachers identify target tier 2 and tier 3 vocabulary.

Explain

Explicit teaching of the meaning of the word.

Explore

Some vocabulary is explored in greater depth including its etymology, morphology and depth of meaning.

Consolidate

Children are expected to use target vocabulary correctly.

5. Additional Support

When children first enter our Early Years provision they are assessed using the welcom toolkit to identify any gaps in their language and literacy development. Children are grouped appropriately to access a suitable intervention such as early talk boost, talk boost and blast. These happen daily on a six week rolling program and then children are reassessed.

Children who are identified as falling behind may require additional support in order to catch up with their peers. Children in Year 1 and 2, who find phonic learning challenging may require additional Read, Write Inc support using the 1:1 tutoring pack. Children who have not met the required standard in Year 1 have their progress closely monitored and receive additional support. Pupils in Key Stage Two who are not yet reading fluently will receive diagnostic assessments to inform precision teaching. We recognise the overarching imperative of teaching pupils to read fluently and confidently before they leave primary school.

6. Parental Involvement

At Golden Flatts and Lynnfield Primary Schools, we strive to develop and encourage a strong partnership between home and school to develop a reading culture. It is an expectation that children bring their reading records and book bags into school every day so that their home reading can be monitored by the class teacher. Books will be changed on a weekly basis for the children on the RWI program and as and when appropriate for the children off the program. Parents are invited to attend reading workshops and year-group-specific home reading guidance is included in the home/school reading records. Children who are not reading at home on a consistent basis will be listened to in school by an adult and parents will be offered further encouragement and guidance on how to support their child at home.

7. How do we Teach Writing?

I. Foundation Stage

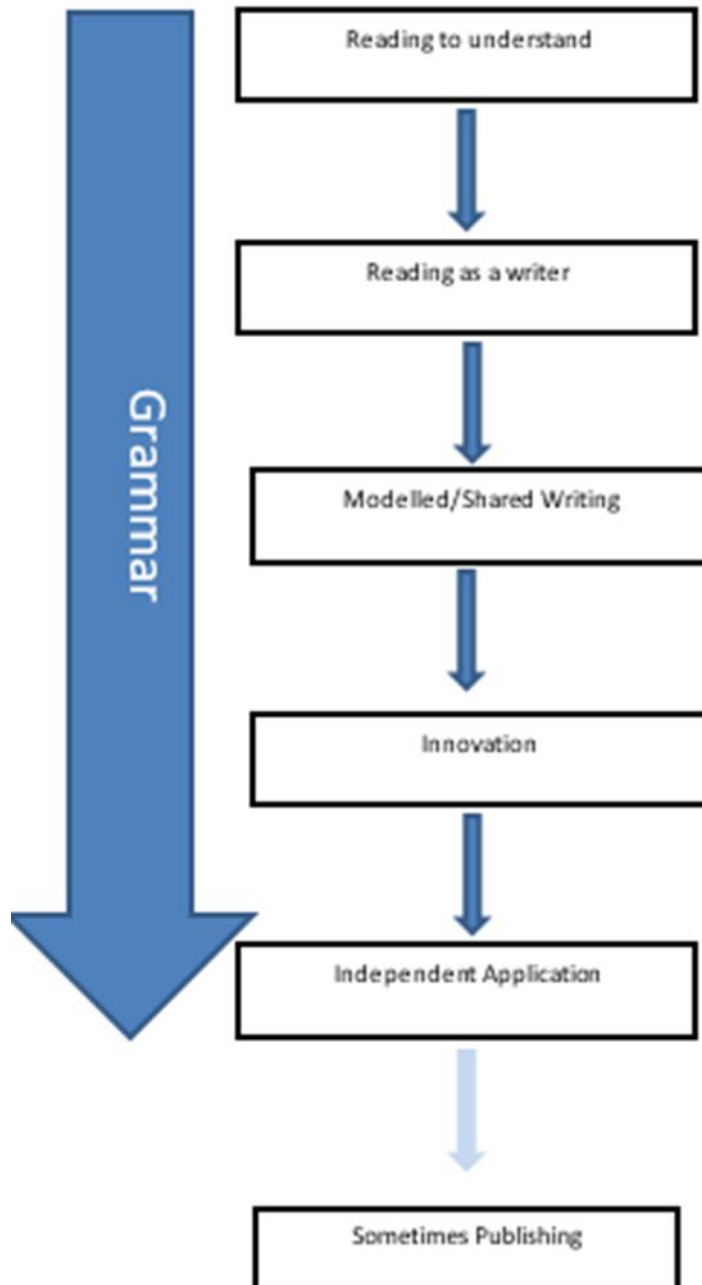
Children in nursery and Leos are provided with daily opportunities to develop fine and gross motor skills that promote the development of early writing. Teachers plan specific provision, within all indoor and outdoor areas, so that children see that writing has a purpose, and to experiment with making their own marks.

In reception, children are taught RWI daily in homogenous groups. They start off by learning set1 sounds and applying their phonics knowledge to spell simple words and some irregular ones known as 'red words'. As they move through the program they begin to apply their phonic knowledge to write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. They are taught to write simple sentences from memory by holding it in their heads and writing it down after teacher model.

Daily 'Talk through books' sessions are timetabled in which further provide children with opportunities to practise and explore high quality tier 2 vocabulary. Activities as enhancements are kept exciting, in addition to continuous provision resources which are always available to explore. The open-ended nature of the resources, promote an environment that enables children to use their imaginations! Children

have access to a phonic area, many writing spaces, a comfortable reading corner and storytelling shelves.

II. Writing in Key Stage One and Key Stage Two Teaching Sequence



Reading to understand

Children are given high quality model texts to read. During this stage children will use reciprocal reading strategies to develop their comprehension of the text.

Reading as a writer

During this stage teachers will enable children to identify the key vocabulary and grammatical structures the writer has used, discussing the reasons for the writer's choices. Through this, children will develop a growing awareness of the reader and will be explicitly taught to text mark effectively to improve their comprehension of the text and the writer's craft in producing it.

Children will identify the audience and purpose of a text, the vocabulary and grammatical structures they might use to achieve this (see Appendix A). They will also identify the structure of a text using boxing up.

Modelled/shared writing

During modelled writing the teacher shows the children how to do something in writing that is new, difficult and will help the children make progress. The teacher writes in front of the children on the board, explaining what is happening, externalising the process so that the children can internalise it.

Shared writing is similar except the children are almost totally involved with the teacher scribing the children's ideas. During shared writing, the teacher's role will include scribing, reminding, prompting and challenging children. Children are taught to 'fish' for words, pause and select what works best, orally rehearse suggestions and adapt until the writing flows.

As children move from dependence to independence in a particular focus, writing will become less modelled and more shared. Therefore, in a single episode of writing, some aspects may be modelled and others shared.

Innovation

During innovation, children will use the shared text as a model for their own writing. Initially, they may make simple changes to a character or setting and as they gain confidence as writers, they will be able to move further from the model text, innovating on more elements. Depending on the focus of the learning, teachers will provide additional scaffolding or support, including guided sessions. Children may write parts of a text and may produce several drafts to master a particular learning point.

When writing whole texts as part of this stage, children will use boxing up to plan. (Appendix B)

Independent application

Children are expected to independently apply their learning to write texts using the school's expectations for length. This might be as part of an English lesson or in writing across the curriculum. Children will be given choice and independence, especially those working at greater depth within the expected standard.

When writing whole texts as part of this stage, children will use boxing up to plan.

Publishing

Sometimes it will be appropriate for children to 'publish' their work, producing a polished piece.

Story types

Teachers and children use generic story plots for children to build their stories around using the five part structure. For beginner writers these act as paragraph planners, helping them to control the plots of their stories, but as children develop as writers they become flexible patterns with each section encompassing several paragraphs and forming a much richer, descriptive story, not limited to five paragraphs.

Grammar

The grammar and punctuation requirements of the national curriculum are taught in context. Children identify the grammar and punctuation in their reading, discuss and evaluate its effect, have its use modelled during shared writing and include it within their own writing. Lessons begin with a short grammar flash to ensure learning is embedded in long-term memory.

8. How do we assess in English?

Teachers plan Assessment for Learning (AfL) on a daily basis and use outcomes to inform future planning for individuals, groups and classes.

Termly summative assessments of reading and writing are made across the school using the Federation Standards. These set Age Related Expectations for each term for each year group. For both reading and writing, they are based on the gradual release model. Children are expected to demonstrate new learning with growing independence across the year.

In reading, teachers use outcomes from classroom learning, standardised tests and the difficulty of the text being accessed independently by the child to inform their judgements. Teachers are provided with examples of age-appropriate texts as a comparison to inform their assessment. Evidence is used from cross curricular areas.

Children accessing the phonics programme are assessed every half term and regrouped accordingly. Progression is monitored by the English Lead and those making insufficient progress access one-to-one phonics tutoring. Assessment in the early part of the programme

focuses on accuracy but the focus shifts to a combination of fluency and accuracy as the child progresses through the programme.

In writing, teachers use independent writing from class work to make a judgement. Evidence is used from cross curricular areas.

Moderation occurs within school, within the Federation and across the Local Authority on a termly basis to ensure the accuracy of judgements and agree next steps for children.

9. Handwriting

Our teachers are expected to use neat, joined cursive writing for all handwriting tasks including marking and comments. Our aim is to help pupils enjoy learning and developing their handwriting with a sense of achievement and pride. Pupils experience coherence and continuity in the learning and teaching of handwriting across all school years through regular systematic teaching of handwriting using Letterjoin to ensure end-points are met (see appendix C). From nursery, children are taught to hold a pencil in an effective manner for writing and encouraged to correct any errors in grip or posture.

I. Early years

Handwriting is taught daily during Read Write inc sessions. In addition, handwriting is developed through:

- Movements to enhance gross motor skills such as air-writing, pattern making, dancing.
- Exercises to develop fine motor skills such as making marks on paper, whiteboards, blackboards, sand trays, iPads and tablets.
- Letter learning to familiarise letter shapes, formation and vocabulary.

II. Years 1 to 3:

Handwriting in Y1 -Y3 focuses on the following skills:

- Gross and fine motor skills exercises.
- Cursive handwriting reinforcement, learning and practice.
- Numerals, capitals and printed letters: where and when to use, learning and practice.

III. Years 4 to 6:

Handwriting in Y4 -Y6 focuses on the following skills:

- Cursive handwriting re-enforcement.
- Form-filling/labelling using printed and capital letters.
- Dictation exercises to teach the need for quick notes and speedy handwriting writing.

10. How do we teach spelling?

Spelling is taught daily using Read Write inc spelling following the national curriculum programme of study and end points for each term are identified on the schools' standards document. Spelling rules are taught explicitly and practised across the week and children are supported to remember the rules and patterns through speed spell sessions which use independent recall, interleaving and low stakes testing.

Dictionaries

Every classroom is provided with a comprehensive dictionary for teacher use and a selection of age appropriate children's dictionaries. Children should be explicitly taught dictionary skills and given frequent opportunities to practise. However it is recognised that children need to maintain 'flow' when writing at length and therefore should be taught to 'dotty underline' a word which they need to return to in order to identify the correct spelling.

11. What is our homework policy?

Research suggests that, in primary schools, reading at home and the practising of spelling and maths facts improve children's attainment. Homework includes these activities and is set weekly.

12. What is our provision for SEND?

We have high expectations of all children. We scaffold and differentiate when needed by minimising cognitive load and the pressure of writing when writing isn't the main focus of the lesson. We follow a graduated approach across all areas of learning in order to ensure that all children achieve (see SEND Policy).

13. Mixed Age Teaching at Golden Flatts

As we have mixed age classes across school, our curriculum content follows a two-yearly cycle. The books chosen carefully consider key transition points and are challenging yet accessible for all children despite their chronological age. Each cycle allows children to widen their exposure to text types and genres that are rich in vocabulary acquisition and language and teachers plan strategically using our federation assessment frameworks to ensure learning is sequential and all children receive their full curriculum entitlement.

Monitoring and review

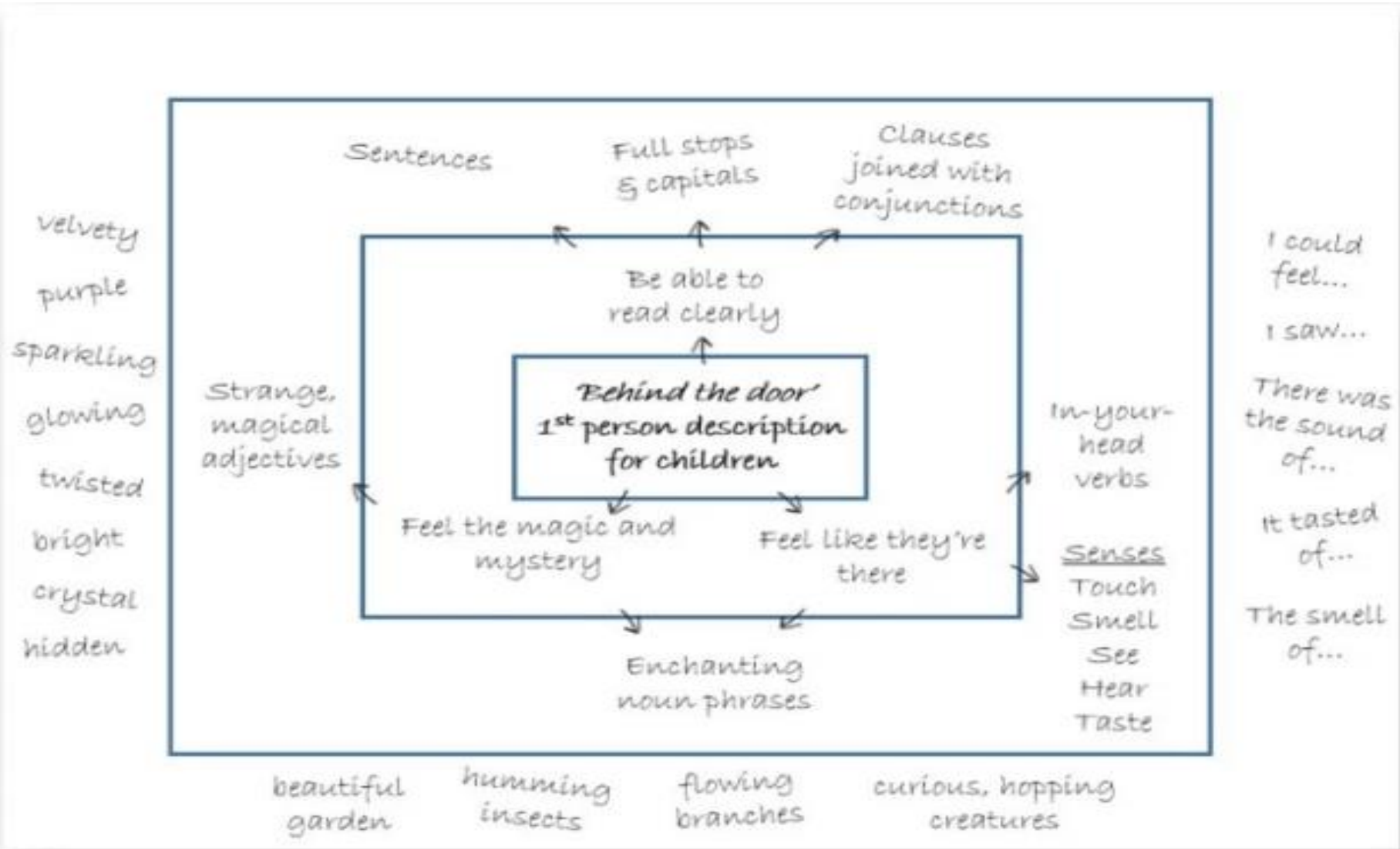
This policy will be reviewed every 2 years by the English Lead and the Executive Headteacher.

Review Date: August 2024

Reviewed by: K. Wrigglesworth and S. Sharpe

Next Review Date: August 2026

Appendix A



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English Policy

Appendix B

Year 2 boxed up plan based on the Anthony Browne text 'The Tunnel.'

Journey story	Innovated	Independent
Opening –introduces characters	Devon Phillips and Emily Rose	Jasmine Robertson and Celeste May
Build up –MC go somewhere and explore	Market place	Carnival
Problem – MC find a tunnel and it leads somewhere scary	Haunted play park	Haunted house
Resolution – MC is saved	They find each other and run out together.	Celeste hugs Jasmine and she is saved!
Ending – MC leaves the tunnel	They vow never to go inside a tunnel again!	They run home and promise to always listen to each other!

The Federation of Golden Flatts and Lynnfield Primary Schools
English Policy

Appendix C

	End of Autumn	End of Spring	End of Summer
Nursery	<p><u>To learn squiggle movements, understand linked vocabulary and practice appropriate patterns:</u></p> <p>Up and down Side to side Circles (opposite direction) Arches and Arches – ‘under’</p>	<p><u>To learn squiggle movements, understand linked vocabulary and practice appropriate patterns</u></p> <p>In and out (spiral outward) Reverse and turn (spiral inwards) Twist Lay down straight Straight jagged robotic lines</p>	<p><u>To improve core strength, control and endurance in prep for handwriting.</u></p> <p>To know the gross motor exercises and practice appropriate shapes</p> <p>To form letters of their name correctly</p>
Reception	<p>Can form taught lower case letters correctly and are beginning to write on the line (1.2cm)</p>	<p>Can form taught lower case letters correctly and are beginning to write on the line (1.2cm)</p> <p>Are beginning to form capital letters correctly</p> <p>Are beginning to use spacing between words</p>	<p>Can form taught lower case letters correctly and are writing on the line (1.2cm)</p> <p>Writing is beginning to have clear ascenders and descenders</p> <p>Can form capital letters correctly</p> <p>Can use spacing between words</p>

The Federation of Golden Flatts and Lynnfield Primary Schools
English Policy

<p>Year 1</p>	<p>Can form taught lower case letters correctly and are writing on the line (1.2cm)</p> <p>Writing has clear ascenders and descenders</p> <p>Can form capital letters correctly, many of which are the correct size in relation to other letters</p>	<p>Writing has clear ascenders and descenders of the correct size</p> <p>Can form taught lower case letters correctly and are writing on the line (1 cm)</p> <p>Can form capital letters correctly of the correct size in relation to other letters</p>	<p>To join easy letters</p> <ul style="list-style-type: none"> - l, l, t - U, w, e - C and o - A and d - N, m and h
<p>Year 2</p>	<p>Are able to join harder letters:</p> <ul style="list-style-type: none"> - j and y - g and q - b, p and k - v,s and r - f,x and z 	<p>Children will be able to join with some fluency and accuracy</p>	<p>Children will be able to join with increasing fluency and automacy</p>