



Water Orton Primary School – English Policy



Policy written Summer 2023

Next Review 2026

Intent:

Water Orton Primary School encourages children to become confident and competent communicators. We aim to equip pupils with the skills they need to communicate their knowledge, ideas and emotions through their written work and verbal skills. We want our pupils to acquire a wide vocabulary, an embedded understanding of grammar and be able to spell new words by effectively applying the spelling patterns and rules they learn throughout their time at our school. We want them to write clearly, accurately, and coherently, adapting their language and style for a range of contexts, purposes and audiences while developing their creativity and voice as they progress through our school.

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them (National Curriculum 2014).

Speaking and listening permeates all areas of the curriculum. We highlight the importance of oracy for improving both pupil engagement and attainment. All members of staff have the responsibility to ensure all children are empowered to speak and express their ideas.

We recognize the importance of taking a consistent whole school approach to the teaching of English to close any gaps and to target the highest possible number of children attaining the expected standard or higher.

Through our teaching of English, it is the expectation that rules and strategies for writing will be used for all subject areas and writing occurs throughout the entire curriculum.

Implementation:

Reception has a one year Long Term Plan.

All other phase teams have a two-year rolling programme Long Term Curriculum Plan which identifies different writing opportunities -

- Writing narratives
- Writing about real events
- Writing poetry
- Writing for different purposes

There are opportunities identified for cross curricular writing.

Year group teams work together to produce Medium Term Plans for English. Subject lead will provide guidance. Short Term Plans are completed weekly using the agreed format.

The basic structure of all our English lessons is:

Review – Practice of skills/knowledge, review of key vocabulary and opportunities to reflect and remember.

Teach – Learning presented in small steps (guided practice) with a pattern of teacher talk/pupil talk.

Practice – Model a specific skill, edit, and improve, building up to independence.

Apply – Monitor and intervene providing verbal feedback to support. Children are encouraged to support one another or use resources displayed for reference; this includes the class 'Working Wall'.

Within the English lesson, teachers have the responsibility for ensuring that all the needs of all children in their class are met. The editing process should be explicitly taught to the children so they have a deep appreciation of the impact this can have on improving their writing. Red pen should be used to edit spellings, improve word choices as well as clarifying the meaning within their work, avoiding ambiguity.

All classes are expected to have 4 English lessons and a discrete handwriting session per week. Grammar and punctuation are taught when required as part of the English lesson when relevant for the purpose of the writing. Other opportunities (short task) provide opportunities to consolidate SPaG knowledge and application. The Progression Map identifies for each year group the content the children need to understand and use.

- In Key Stage 1 – A daily phonics/spelling lesson (Reception and KS1).
- In Key Stage 2 – 4 spelling sessions per week.

The spellings taught within school have been taken directly from the Primary national Curriculum 2014 (Yearly Overview Cycle A & B). Furthermore, opportunities to teach topic specific vocabulary is encouraged as part of the scaffolded writing process.

When children have achieved the handwriting standard as stated in the Writing Progression Map a black pen is used for all writing opportunities. The criteria for writing in pen are:

- Lower case and capital letters are consistent in size.
- Spaces between words are appropriate.
- Writing sits on the line.
- Letters are joined using the correct joins identified in Letter-join which is the basis of our handwriting teaching.
- Write with increasing speed where mistakes are infrequent and neatly crossed out.

Impact:

The impact of English teaching and learning is monitored throughout the academic year in the following ways:

- Written work in books
- Children's verbal responses
- Informal observations/learning walks
- Monitoring of books – progress over a longer time frame.
- Pupil voice discussions
- Summative NFER (SPaG) & Year 6 SAT's test.
- Analysis of NFER/SAT's (SPaG) to identify gaps in knowledge and next steps.
- Analysis of pupil progress and attainment (using Sonar) to identify underachievement for individuals or groups of children (termly) and plan next steps for intervention.
- Staff meeting CPD
- Writing moderation across year groups and with schools in our consortium.

Verbal feedback is used to give children instant feedback. Regular, ongoing and accurate class teacher assessment is used to inform next steps in planning to ensure that all children make progress.