English Policy

Safeguarding Statement

West Heath Primary will continuously strive to ensure that everyone in our school is treated with respect and dignity. Each person in our school will be given fair and equal opportunity to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, sexuality or disability. West Heath Primary School is committed to safeguarding and promoting the welfare of children and young people, and expects all staff to share this commitment. Please also refer to the No Platform, Visiting Speaker Policy.

Owner – CSTL

Date for review – September 2022

Governor's signature -

English Policy

All Teachers and Teaching Assistants at West Heath Primary School must comply with this policy.

Our Curriculum Intent

Our intent is for all our pupils to have equal access to the National Curriculum for England 2014 regardless of age and ability and as such, our lessons are appropriately differentiated so the curriculum is accessible for all our pupils. At West Heath Primary School, we believe that literacy is a fundamental, universal life skill and that competence in the subject area leads to improved opportunities beyond primary school. We want our pupils to read, write and speak with confidence so they can organise and express their own thoughts, access the thoughts of others and become independent and creative learners.

Our aim in teaching English is that all children will:

- Develop positive attitudes towards books so that reading is a pleasurable activity.
- Use and apply phonological, contextual, grammatical and graphic knowledge in order to gain an increased level of fluency and understanding.
- Use reading as a means of gathering information to support their learning throughout the curriculum.
- Write in different contexts for different purposes and audiences, including themselves.
- Write with increasing awareness of the conventions of grammar, punctuation and spelling.
- Form letters correctly, leading to a fluent and legible handwriting style.
- Develop listening and comprehension skills through a variety of means, including reciprocal and non-reciprocal situations.
- Express opinions, articulate feelings and formulate appropriate response to increasingly complex questions and instructions.

Procedure

The structure of English teaching is based upon the English National Curriculum guidelines and covers all of the recommended objectives.

To ensure that there is adequate time for developing Literacy skills;

- EYFS classes have a dedicated Read, Write, Inc. lesson. From Spring 2, a 20 minute daily guided reading lesson will also take place.
- Year 1 have a dedicated Read, Write, Inc. lesson each day, with a duration of approximately 45 minutes. A daily guided reading lesson also takes place each day for approximately 30 minutes.
- In Year 2 all children have a dedicated English lesson each with a duration of approximately 60 minutes. In addition, a daily phonics session takes place for 30 minutes each day for all children who have not completed the Read, Write Inc. program. A 30-minute guided reading session also takes place.
- KS2 classes have a dedicated English lesson each with a duration of approximately 50 minutes. In addition, a 30-minute guided reading lesson takes place 5 x each week. Those children who have not completed the Read, Write, Inc. Program also have a daily phonics lesson.
- Years 1-6 have a weekly 30-40-minute spelling lesson, where they are taught and tested on the spelling rules appropriate to their year group following the Spelling Shed scheme (see English curriculum maps).

Planning

English is planned around the teaching of discreet skills and the planning ensures coverage of the National Curriculum 2015. A layered approach will enable children to develop drama and discussion

techniques, build comprehension and writing skills and learn appropriate grammar in context. Work is differentiated to meet the needs of all pupils and to ensure progression within each year group.

It is expected that all classes will also have 10 minutes at the end of every day dedicated to reading a class novel. It is expected that a range of questions will be asked during these sessions to build on comprehension, word and grammar skills.

Long term planning is taken from the National Curriculum 2015. The school's English Curriculum Map outlines which novels are used to support teaching, which genres of writing should be covered each half term, grammar objectives to be covered each half term and weekly spelling rules to be taught.

Teachers are required to produce weekly planning sheets, using the 'Head, Heart and Hands' agreed format; these should be saved into the year group folder on the Friday of the week before teaching, so that they can be checked by the English co-ordinator. This plan will outline lesson outcomes, success criteria, focus values, a brief teaching outline and differentiation. (see Appendix 1)

Teachers must seek advice from the English co-ordinator if lessons are not maintaining appropriate pace or pupil progress is not evident. Although it is required that all planning must be followed, it is recognised that teachers must use their professional judgement and add to planning (where appropriate) to encourage at least expected progress for all pupils.

In all cases, where a worksheet is to be used in KS2, the resource must be agreed by the English Coordinator. Worksheets at KS1 should only be used where the task warrants it and, in all cases, they must be appropriate and not limit children's depth of learning.

Differentiation

We ensure equality of opportunity by recognising that some children may need specific help with Literacy skills; e.g. if they are dyslexic or sight impaired. Work is appropriately adapted so that it is accessible for all pupils. We do this by:

- Giving extra support to children who need opportunities for reinforcement, either through the use of adults, or additional resources.
- Ensuring that pupils, with particular ability and flair for English, are extended through the use of additional, more demanding open-ended tasks.
- Ensuring that children in receipt of pupil premium funding are given opportunities *(where necessary)* to work with additional support to close the achievement gap.
- Making sure that depth of learning is a priority for all pupils regardless of the milestone they are working at.
- Ensuring that EAL children receive additional, specific teaching as well as full exposure to speaking and listening activities.
- Adapting resources so that they are accessible to children with specific educational needs.

Speaking and Listening

Intent

Oral language is recognised as the primary mode of language and this is reflected in its focus in all areas of the curriculum. Pupils are encouraged to listen attentively, and to speak clearly, confidently, fluently and appropriately for a variety of different audiences and purposes. They are encouraged to listen to others and take turns. Our intent is for pupils to be able to express and articulate their opinions and feelings and respond appropriately in different situations. At West Heath Primary we value and promote opportunities which allow our pupils to speak audibly and confidently before an audience and participate with different groups of children, in a safe and supportive environment.
Speaking and listening is developed from EYFS through to Year 6, across the entire curriculum.

Implementation

All staff are expected to model the use of higher level vocabulary within their own speech and written communication. It is expected that correct grammar in speech is modelled and children are expected to reflect this in their own use of spoken and written language. Teachers further facilitate speaking and listening by expecting children to speak in full sentences both when asking and answering questions.

Expanding children's vocabulary is a key focus from EYFS and is reflected in our guided reading lessons where children are given the opportunity to explore unfamiliar vocabulary in depth and expand their knowledge of words. Through modelled writing and employing thinking aloud techniques, teachers demonstrate how to orally rehearse sentences before writing and children are given the opportunity to reflect this regularly.

As often as possible, teachers incorporate drama techniques into lessons across the curriculum to develop reasoned speaking and listening and set up formal discussions and debates to talk about real or imaginary issues arising in a range of different contexts.
Pupils are given opportunities to talk about the decisions they make and to ask and answer questions in a variety of contexts. They are given the opportunities to perform and talk about their work and the work of others. These performances include (but are not exclusive to) school productions, Christmas plays, class assemblies and presentations to a range of audiences. All children are given the opportunity to express and respond to views and are taught how to do so appropriately through the relationship strand of the PSHE curriculum.

Speech and language support is offered to all pupils who have difficulty in this area. Speech and language interventions will be undertaken in addition to the Literacy lesson.

Children with English as an additional language (EAL) are given support through emersion of the spoken English language and through direct teaching of English language conventions.

Impact

In a safe and supportive environment, children learn the basic skills they need to be able to effectively communicate with the world around them. The range of speaking and listening opportunities embedded within the curriculum encourage and support pupils in developing ideas, vocabulary and confidence. Children will listen attentively and communicate clearly, confidently and with empathy. They will understand the value of speaking and listening effectively in developing relationships with the different groups of people they will encounter in school and beyond.

Reading

Intent

At West Heath Primary School, we strive to teach all of our children to read with depth and to enjoy a variety of texts so that they will become independent, fluent readers for life. We aim to develop our pupils' competence in reading words and comprehension through guided reading lessons, so they are able to reach age-related expectations and make at least good progress from their starting point. In addition to this, we want our pupils to develop a love for reading and read for pleasure on a regular basis.

The aims of teaching reading in our school are to develop pupils who:

- Develop positive attitudes towards reading
- Have secure knowledge of letters and sounds in order to read fluently
- Make at least expected progress in learning to read fluently and understand a range of texts
- Read fluently with good understanding across fiction, non-fiction and poetry
- Employ a range of comprehension strategies to aid their understanding of a text
- Acquire the skills needed to answer comprehension questions, make predictions and summarise
- Acquire a wider vocabulary
- Activate their prior learning in order to make meaning of a text
- Read for pleasure in and outside of school

Implementation

In order to achieve the above, children are given the opportunities to explore a range of good quality texts from a variety of genres. These are available in guided reading resources and are sent home as part of the school's approach to homework. Furthermore, the school's scheme for English is based around class novels, which are regularly evaluated and monitored by the English lead. These novels have been carefully selected as stimuli to engage pupils and inspire discussions and writing.

The RWI program for the teaching of phonics is used for all children in the early stages of reading. An initial baseline assessment in phonics is carried out and children are then split into groups accordingly. Subsequent assessments are carried out once a half term to monitor children's progress. Phonics is taught daily for an hour in Year 1; in EYFS the expectation is that by the end of the year all children will be taught for an hour. The program continues into Year 2 and KS2 for children who need it. Children move to different learning areas for phonics and all staff, including assistant teachers, are responsible for a group.

Our school uses the Bug Club comprehension program from Reception to Year 6 during Guided Reading sessions. These lessons are taught daily for 30 minutes in Years 1-6. Children are taught a wide range of comprehension strategies to aid understanding of a text, which they can apply independently to read for meaning. Teachers are expected to model how to analyse texts to infer characters' thoughts, feelings and behaviours and identify authorial intent. In Reception the program begins in Spring 2.

All children engaged in our Read, Write Inc phonics program have a book bag book that is completely decodable. These are changed on a weekly basis by their phonics group teachers. When children finish the Read, Write Inc. program they will use the Accelerated Reader program to select reading books

from within a ZPD (zone of proximal development) range. At the start of every half term, a Star Reading test is completed to ascertain ZPD ranges. Pupils carry out quizzes on the books they have read to check understanding of the text. Teachers are expected to monitor children's scores to ensure the ZPD range is appropriate.

Children are given opportunities to engage with texts at various times of the school day: they can come into school from 8.30am each morning to read quietly prior to registration. Teachers are expected to promote good reading habits during these sessions. The class teacher is primarily responsible for organising and listening to children read during this time. At least 10 minutes at the end of each school day is dedicated to reading a class novel. Furthermore, regular book fairs are held to promote reading enjoyment and to contribute to literacy resources, and World Book Day is celebrated annually to foster an enthusiasm for the love of reading.

Impact

Reading across the school has been planned to meet the needs of all pupils. Well-sequenced and progressive lessons, which build on skills and strategies develop fluent and independent readers, who make expected, or accelerated progress. Children's progress in phonics is continually reviewed through phonic and teacher assessments. The national Phonics Screening Check is undertaken to confirm that children can decode at an age-appropriate standard. This also determines what provision individual pupils may require.

The impact of the reading curriculum is measured through the following methods:

- Phonics assessments
- Phonics Screening Test
- Termly PIRA assessments
- Accelerated Reader quizzes
- Star Reading tests
- End of key stage SATS results.

Phonics

Phonics teaching aims to show pupils how to become natural and accurate spellers and fluent readers.

- Children will be taught to look for common letter strings, patterns in words and to apply spelling rules.
- Children will be expected to sound out words phonetically and in syllables.
- Words which pose a particular challenge will be taught by using mnemonics, multi- sensory re-enforcement and memorising critical features.
- Children will be encouraged to identify their own spelling errors and edit accordingly.
- Children in EYFS will take part in whole class phonics teaching daily. Across the year group, children will be split into 4 groups. Phonics assessments are carried out once a half term to monitor progress. It is expected that teaching staff will regularly alternate between groups, so that all pupils are taught by their class teacher.
- All children will begin by learning Set 1 sounds (see Appendix 2). The assessments will be used to determine which children are ready to move onto Set 2 sounds.
- By the end of the year, children are expected to know Set 1 and 2 sounds. Some pupils may have moved onto Set 3 sounds and reading ditty books.
- Children in year 1 will be taught phonics daily in groups. Pupils will be split into groups across the year group to enable more focussed teaching. Children are regularly tested to ensure that they are in the correct group and are moved to the next group as soon as they are ready. In addition, assessments are carried out once a half term to monitor progress. It is expected that teaching staff will regularly alternate between groups to allow all pupils the opportunity to be taught by their class teacher.

- All children who have not finished the Read, Write Inc program will continue to have daily phonics sessions and have reading books that are completely decodable.

Accelerated Reader

- All children who have finished the Read, Write, Inc. program will have access to Accelerated Reader. The English lead will be responsible for ensuring this has been set up for all eligible pupils at the start of the academic year.
- Teachers are expected to carry out a Star Reading assessment with every pupil at the start of each half-term. This will provide pupils with a ZPD reading range. Star Reading assessments can be carried out at any point during the year should a teacher decide a pupil's ZPD range is not suitable for them.
- Star Reading Assessments should take at least 20 minutes per child. Teachers should use their professional judgement in deciding whether a child is able to carry out the assessment independently, or whether this needs to be done under supervision. Where a child is unable to answer a question, they should allow it to time out and not guess answers as this will result in inaccurate ZPD ranges.
- Teachers are responsible for checking their pupils are selecting books within their ZPD range.
- All teachers are responsible for checking that their library is well-stocked with Accelerated Reader texts, seeking guidance from the English lead when new books are required.
- Having completed their reading books, children should have the opportunity to carry out an Accelerated Reader quiz in school. They should use the text to help them complete the quiz. Children are expected to score 70%+ in order for Accelerated Reader to consider the test passed.
- Teachers are responsible for monitoring scores and engagement with quizzes on a weekly basis.

Bug Club

- The Reading Curriculum Map sets out the texts to be used in Guided Reading lessons throughout the year for each year group and the reading content domains to be covered for each text.
- It is expected that Guided Reading is taught five times a week.
- EYFS will begin following the Guided Reading structure from Spring Term 2.
- Years 1-6 will begin following the Guided Reading structure from Autumn Term 1.
- Every pupil from Year 2 must have access to their own copy of the text for annotating purposes.
- Teachers must have their own copy of the text which has been read and annotated prior to teaching. This will form the basis of Guided Reading planning and should therefore be available for monitoring at any given time.
- The text should also be shared on the teaching screen for modelling purposes.
- Teachers are expected to explicitly model the process of thinking aloud and annotating, referring to the reading content domains as they are doing so.
- Focus vocabulary must be displayed in the classroom prior to lesson 1.
- Years 2-6 will have specific Guided Reading books, which are to be marked in line with the marking policy (refer to marking policy).

Weekly structure of Guided Reading lessons

It is expected that the following structure is followed for Guided Reading lessons in EYFS from Spring 2.

Lesson	Focus	Brief outline
1	Predicting	Children will make predictions based on the cover, blurb and anything that has already been read.
2	Vocabulary	Teachers will identify key vocabulary prior to the lesson. Children will clarify new vocabulary and explore synonyms.
3	Inferring/retrieval	Whole class read of the text. Teachers will ask questions which require children to infer and retrieve information.
4	Summarising	Recap of the text. Teachers will support children in summarising ideas from a paragraph/whole text.
5	Questioning	Teachers will ask questions which require children to infer, retrieve, predict and sequence events to determine understanding of the text.

In EYFS, Guided Reading lessons will primarily be taught as whole class lessons and questions will be answered verbally. In the summer term, some children will begin recording answers with support.

It is expected that the following structure is followed for Guided Reading lessons in Years 1-6.

Lesson	Focus	Brief outline
1	Vocabulary	Bug Club identifies focus vocabulary. Teachers are expected to have read the text and located the vocabulary prior to the lesson and have identified any additional focus vocabulary children will need to explore to make meaning. Children are taught to scan the text to locate the words (this should be differentiated). Children should be taught to try synonyms in sentences to check meaning. This can be followed by a vocabulary activity, which can also be differentiated.
2	Analysing and annotating text	In this lesson, the teacher should model explicitly the process of thinking aloud. Teachers must have read and annotated their version of the text prior to the lesson to identify opportunities for asking higher-order questions. Refer to the content domains as you are modelling, asking questions as appropriate. Once children are familiar with the process, they should be given opportunities to try this independently.
3	Comprehension strategy	Using the Bug Club planning, identify a specific comprehension strategy to teach on each day. Initially, each strategy should be explicitly taught. Teachers should model how to answer questions that require a

4	Comprehension strategy	specific strategy to be applied. These lessons should be differentiated. Children should be guided with focussed questioning to support them in answering a specific question
5	Reading content domains (as appropriate to each key stage)	In the final lesson of the week, teachers must focus on one of the reading content domains appropriate to the key stage of the children (see Appendix 3). Teachers will need to create comprehension-style questions will allow pupils the opportunity to develop fluency in each content domain. This should be differentiated.

Writing

Intent

At West Heath, we believe that children write to express their emotions, convey their thoughts and opinions and to present evidence of research. By developing these skills, we intend to equip our children to be able to write fluently across a range of curricular activities so they are prepared for future life. Our broad and balanced curriculum covers objectives from the National Curriculum and uses a variety of resources to promote a reading and writing culture across both key stages, so pupils are able to achieve age-related expectations and make sustained progress over time. Wherever possible we encourage children to use and apply their learning in other areas of the Curriculum through developing close, well-planned cross-curricular links.
The aims of teaching writing in our school are to develop pupils who:

- Are able to write for a variety of audiences and purposes
- Use language appropriately, confidently and independently in their writing
- Independently edit their own work in order to improve their writing, extend their ideas and correct spelling, punctuation and grammar
- Acquire writing stamina through regular writing opportunities
- Apply their grammatical knowledge in their writing
- Apply their phonetical and spelling knowledge in their writing

Implementation

Well-planned and well-resourced English lessons, which are progressive and support skill development, are taught daily. The Early Years Framework is followed in Reception to ensure progression, followed by the National Curriculum in key stages 1 and 2.

The Early Years Framework identifies specific areas of learning, each with early learning goals, which define the level of development children should be expected to have achieved by the end of EYFS. These early learning goals support teachers in making a holistic judgement about a child's development.

In key stages 1 and 2, a novel-based approach to provide stimuli and inspire writing has been adopted. These novels are evaluated and monitored regularly by the English lead to ensure they are relevant and engaging. The English curriculum map for key stages 1 and 2 outlines genres to be covered for each novel and closely matches the grammatical skills to be taught each half term (taken from Appendix 2 of the National Curriculum). Using the curriculum map, teachers plan a sequence of lessons that teach pupils specific skills and allow them to practice embedding these skills through a range of writing opportunities. Words banks, dictionaries and thesauri are available in all key stages. Children are encouraged to orally rehearse before planning, drafting and revising texts. They are given opportunities every half-term to redraft their edited work into a final piece, which is celebrated and formally assessed. We believe that modelling good practice is central to success in writing. For this reason, modelled, shared, guided and independent writing sessions take place across all age groups. Teachers model good handwriting, accurate spelling, grammar and punctuation at all times, employing the thinking out loud strategy where appropriate. Children are taught and shown how to read back over their work to check it makes sense.

The writing curriculum is designed to be accessible for all pupils. All children at West Heath are entitled to Quality First Teaching. Worksheets are rarely used and only with the permission of the English lead. Writing frames and words banks should be made available to pupils who require them to scaffold learning. Unless a specific skill is being taught *(i.e. note taking, spelling rules),* children will be expected to write in full sentences.

Impact

Assessment for learning strategies are used on a daily basis. These allow teachers to identify misconceptions and areas of strength, which then inform subsequent lessons and planning. Writing is assessed once every half-term. Children complete an extended piece of writing which is assessed against end of year expectations. Analysis of this data will guide teachers in addressing needs and extending the skills of those meeting greater depth standards.

Moderation of teacher assessment is completed regularly to ensure that judgements are accurate. Teachers are also given the opportunity to attend external moderation meetings within the consortium for comparative judgements across schools.

Children who are not on track to make at least expected progress are identified in pupil progress meetings and appropriate interventions are put in place.

At the end of key stage 1 and key stage 2, teachers use the Teacher Assessment Framework to report teacher assessments in writing.

Grammar

The teaching of grammar is in line with the requirements of The National Curriculum (2014). The curriculum map for each year group outlines the concepts and terminology to be taught as set out in English appendix 2 of the National Curriculum. As far as possible, the grammar has been linked to the genre of writing. It is expected that specific grammar is taught each week and embedded within the subsequent English lessons. There should be evidence of the teaching and learning of grammar in planning and in pupils' books. Although it is required that the curriculum map must be followed to ensure coverage, it is also recognised that teachers must use their professional judgement, where appropriate, in order to ensure that pupils have the necessary grammatical skills in order to succeed in their writing.

Spelling

All teachers will be responsible for the planning and teaching of spelling in accordance with the National Curriculum. This will be done through SPAG work and discreet teaching, as outlined in the spelling overviews (see English curriculum map).

Pupils in years 1-6 are taught the spelling rules appropriate to their year group through a weekly spelling lesson, lasting at least 30 minutes. The spelling rules are **explicitly taught** using the Spelling Shed scheme for guidance. Teachers are encouraged to use their professional judgement in deciding the best way to teach a spelling rule. Opportunities should also be made available throughout the week for children to practise and apply the focus spelling rule. Children should be provided with example words which follow the spelling rule to learn and apply in context. Though word lists are provided through the scheme, teachers can edit to make them more relevant and appropriate to our curriculum. Pupils are tested on these words the following week. Teachers are expected to give the spelling word and model using the word in a sentence.

E.g. The word is **accommodate**.

The hotel could **accommodate** 500 guests.

Write **accommodate**.

Each week results from the spelling test should be recorded on the relevant class's spreadsheet (available in the English folder on J:Drive, see Appendix 4). It should be made clear on the spreadsheet for which children provisions have been made. Test results should be used to identify gaps in spelling knowledge and to make provisions for pupils who require additional support and to inform planning. Teachers are expected to work out a pass percentage each week. 7 or more correct spellings is considered a pass for children being tested on 10 words. 3 or more correct spellings is considered a pass for children being tested on 5 words.

Teachers are expected to use their professional judgement to make provisions for those children who require additional support. This may be through reducing the amount of words children are expected to learn, or providing alternative teaching for those who are being assessed using the SEN toolkit.

During every piece of work, errors in punctuation and spelling must be marked appropriate to the age and stage of the child. An emphasis will be placed on correcting age specific spellings taken from the National Curriculum, which form weekly focus words.

Handwriting

The National Curriculum specifies that primary school children should work towards mastering handwriting that is fluent, legible and, eventually, speedy.

- By the end of EYFS correct pincer grip is expected.
- By the end of Y4, cursive handwriting is expected.
- The Nelson handwriting scheme is taught and Nelson font is available on all desk tops in school.
- Teachers and teaching assistants' model cursive writing in marking from Y2 onwards.
- Blue handwriting pens are awarded for accurate cursive handwriting which includes accurate letter size, appropriate spacing and accurate use of ascenders and descenders.
- During handwriting lessons children are expected to sit at a table, with their chair tucked in and their feet on the floor. Their non-writing hand should be placed on the page to keep it in place.
- White boards must only be used for quick recall **not** for handwriting practice, in any key stage.
- Sharp pencils should be used for all writing and colouring activities
- Children must be taught how to colour neatly using appropriate strokes.

In EYFS, pupils should:

- Give meaning to marks they make as they draw, write and paint.
- Use some clearly identifiable letters to communicate meaning

In Year 1, pupils should be taught to:

- Sit correctly at the table, holding a pencil comfortably and correctly.
- Begin to form lower case letters in the correct direction, starting and finishing in the right place.
- Form capital letters.
- Form the digits 0 to 9.
- Understand which letters belong to which handwriting 'family' (a group of letters that are formed in the same way).

In Year 2, pupils are expected to:

- Form lower case letters of the correct size, relative to one another.
- Start using some of the diagonal and horizontal strokes needed to join letters, and understand which letters are best left un-joined.
- Write capital letters and digits of the correct size, orientation and relationship to one another.
- Use spacing between words that is appropriate for the size of the letters.

In Years 3 and 4, children should:

- Continue to develop their joined up handwriting
- Increase the legibility, consistency and quality of their handwriting – for example, ensuring that down strokes of letters are straight and parallel, not sloping.

In Years 5 and 6, children are taught to:

- Write with increasing legibility, fluency and speed.
- Choose which shape of a letter to use, and decide whether or not to join specific letters.
- Choose the writing implement that is best suited for a task.

The letter shapes

Lower Case a b c d e f g h i j k l m n o p q r s t u v w x y z

CAPITAL LETTERS A B C D E F G H I J K L M N O P Q R S TU V W X Y Z

Numerals 1 2 3 4 5 6 7 8 9 0

Letter families

In year one, *Nelson Handwriting* groups the letters into sets based on handwriting families. These are letters that are formed in similar ways.

Set 1	*Set 2*	*Set 3*	*Set 4*
c a o d g q s f e	i l t u j y	r n m h k b p	v w x z

Joining groups

The joining groups divide the letters according to how they will join to other letters.

Group 1	Group 2	Group 3	Group 4	Group 5 Break Letters
a c d e h l k l m n s t u	a c d e g i j m n o p q r s u v w x y	b f h k l t	o r v w	b g j p q x y z
Thirteen letters with exit flicks plus s.	Nineteen letters which start at the top of the x-height.	Six letters which start at the top of the ascender.	Four letters which finish at the top of the x-height.	Eight letters after which no join is made. Joins are not made to or from the letter z

The Joins

	Group joins to Group		
First Join	1	2	in am
Second Join	1	3	ab ch
Third Join	4	2	oa wo
Fourth Join	4	3	wh ob
Break Letters			bigger

Presentation

- All pages in work books are expected to have a margin.
- The full date must be written on the top line. The date is expected to be spelled correctly and conform to the handwriting expectations.
- It is expected that a line will be missed between the date and the title. The title must be correctly spelled and underlined, with a ruler and in pencil.
- In KS1, it is acceptable to glue the date and learning objective into the children's books to avoid wasting time at the start of lessons. (*Printed stickers can be used at EYFS and KS1 but* **not** *at KS2)*
- When labelling diagrams, lines to the label must be drawn in pencil with a ruler.
- The front cover of every child's book will display the child's full name, the child's class and the subject - English. A red circle should be placed in the top right-hand corner of the cover to identify that the child is entitled to pupil premium funding. A green circle should be placed in the top right-hand corner to identify that the child is on the SEN register. A number should be placed in the top-right hand corner corresponding to the child's place in the register for monitoring purposes.

Children must finish their work with a handwriting pattern (*which should have been pre-taught.*) In all cases, handwriting patterns must be completed using a coloured pencil.

It is widely recognised that colouring encourages good handwriting. When appropriate, children must colour pictures in their English book using coloured pencils NOT writing pencils. Children should be encouraged to colour between the lines of the picture; to colour using strokes in one direction and to fill the gaps in colouring. Felt tip pens must **not** be used in children's work books.

Homework

All pupils in Y1-Y6 are expected to learn their spellings ready for their weekly spelling test. Children are expected to write their spelling focus words out 5 times and use each one in a sentence. It is expected that homework will be returned to school on a Tuesday ready for marking and sending out again, with the new spellings, on Thursday.

If homework is not completed a strike must be issued in the homework section of the child's Passport.

It is expected that all pupils EYFS – Y6 read every night and that their Passports are signed by an adult indicating that they have read (Children who do not read at home will be given a strike in their passport (*see Passport to Success policy.*)

Moderation

Teachers are expected to take their English books to moderation meetings which will take place termly. During these meetings, English will be discussed and progress will also be moderated.
Moderation activities will be used to judge accuracy and consistency across the school in writing. Work will also be moderated against national expectations.

Assessment

Assessment in English follows the guidelines as laid down in the Assessment Policy and Marking Policy.

Teachers are expected to formally assess an extended piece of writing half-termly using end of year expectations. The outcomes of these assessments should inform planning. On a termly basis, pupils' attainment should be recorded on Fisher Family Trust. Additionally, teachers should make judgements against individual objectives on the curriculum tracker.

In October, March and June of each year, children will undertake PIRA standardised reading tests. Following these tests, standardised scores will be calculated. Interventions will then be put into place for all children not making at least expected progress. Gaps in learning will be identified and interventions will be planned in order to ensure progress for all children. Effective use of pupil premium funding will be evaluated following each round of assessment. Provision for SEN pupils, LAC and those with EAL, will be evaluated termly.

National Assessment Expectation

- Every year the EYFS profile will be sent to the LA. This will include the assessment of each child's reading, writing and communication at either emerging, expected or exceeding standard. Parents will be informed of their child's profile at the end of the academic year.
- In June, Y1 will undertake Phonics Screening checks, as directed by the DfE (Department for Education.) The results of the phonics checks will be reported to parents, the LA and the DfE. We will use these results to identify children who need extra intervention in order to meet national expectation.
- In line with the DfE directive, Y2 will undertake SATs each year. These are internally marked. The assessments will be used to inform teacher judgement about whether a child is working above, below or at national expectation. The assessment results will be reported to the child's parents; DfE and the Local Authority (LA). The school will use these results to identify children who need extra intervention in order for them to meet national expectation.
- Y6 will take part in SATs each year. These generally take place in May. Y6 SATs are externally marked. Judgements will be made about whether a child is working below, at or above national expectation. The results of the test, along with teacher assessment, will be reported to the child's parents, the DfE, the LA and the secondary school to which the child will be attending in Y7.
- The results of the SATs will be scrutinised and, in light of the findings, adjustments will be made to the English curriculum so that the school ensures that it is fit for purpose.
- The results will be used to benchmark the schools' performance against other schools locally and nationally.

Staff development and Training

We are fully committed to ensuring all our teachers have access to high quality, up to date training to ensure that provision is of a high standard. Most recent training was delivered in May and June 2021 in Guided Reading. Training needs will be reviewed on an annual basis as part of our whole school CPD provision.

Monitoring of English

Through lesson observations, work scrutiny, pupil voice and learning walks; compliance with this policy will be monitored.

APPENDIX 1

English Planning Class Week Beginning			
Handwriting focus: Focus spellings:			
Monday	**HEAD –** By the end of the lesson, In order to be successful: - **HEART** Key values to think about today Resilience Collaboration Respect Excellence Determination Honesty Empathy	**TEACHER INPUT**	**HANDS** SEN: LA: MA: HA:

Tuesday	**HEAD –** By the end of the lesson, In order to be successful: - **HEART** Key values to think about today Resilience Collaboration Respect Excellence Determination Honesty Empathy	**TEACHER INPUT**	**HANDS** SEN: LA: MA: HA:
Wednesday	**HEAD –** By the end of the lesson, In order to be successful: - **HEART** Key values to think about today Resilience Collaboration Respect Excellence Determination Honesty Empathy	**TEACHER INPUT**	**HANDS** SEN: LA: MA: HA:

Thursday	**HEAD –** By the end of the lesson, In order to be successful: - **HEART** Key values to think about today Resilience Collaboration Respect Excellence Determination Honesty Empathy	**TEACHER INPUT**	**HANDS** SEN: LA: MA: HA:
Friday	**HEAD –** By the end of the lesson, In order to be successful: - **HEART** Key values to think about today Resilience Collaboration Respect Excellence Determination Honesty Empathy	**TEACHER INPUT**	**HANDS** SEN: LA: MA: HA:

APPENDIX 2

SET 1		SET 2		SET 3	
Sound	**Rhyme**	**Sound**	**Rhyme**	**Sound**	**Rhyme**
m	Down Maisie then over the two mountains. Maisie, mountain, mountain.	**ay**	May I Play?	**ea**	Cup of tea
a	Round the apple, down the leaf.	**ee**	What can you see?	**oi**	Spoil the boy
s	Slide around the snake	**igh**	Fly high	**a-e**	Make a cake
d	Round the dinosaur's back, up his neck and down to his feet.	**ow**	Blow the snow	**i-e**	Nice smile
t	Down the tower, across the tower.	**oo**	Poo at the zoo	**o-e**	Phone home
i	Down the insects body, dot for the head.	**oo**	Look at a book	**u-e**	Huge brute
n	Down Nobby and over the net.	**ar**	Start the car	**aw**	Yawn at dawn
p	Down the plait, up and over the pirates face.	**or**	Shut the door	**are**	Care and share
g	Round the girls face, down her hair and give her a curl.	**air**	That's not fair	**ur**	Nurse with a purse
o	All around the orange.	**ir**	Whirl and twirl	**er**	A better letter
c	Curl around the caterpillar.	**ou**	Shout it out	**ow**	Brown cow
k	Down the kangaroo's body, tail and leg.	**oy**	Toy for a boy	**ai**	Snail in the rain
u	Down and under the umbrella, up to the top and down to the puddle.			**oa**	Goat in a boat
b	Down the laces, over the toe and touch the heel.			**ew**	Chew and stew
f	Down the stem and draw the leaves.			**ire**	Fire fire
e	Slice into the egg, go over the top, then under the egg.			**ear**	Hear with your ear
l	Down the long leg.			**ure**	Sure it's pure
h	Down the horse's head to the hooves and over his back.				
sh	Slither down the snake, then down the horse's head to the hooves and over his back.				
r	Down the robot's back, then up and curl.				
j	Down his body, curl and dot.				
v	Down a wing, up a wing.				
y	Down a horn, up a horn and under the yak's head.				
w	Down, up, down, up the worm.				
th	Down the tower, across the tower, then down the horse's head to the hooves and over his back				
z	Zig-zag-zig, down the zip.				
ch	Curl around the caterpillar, then down the horse's head to the hooves and over his back.				
qu	Round the queen's head, up to her crown, down her hair and curl.				
x	Cross down the arm and leg and cross the other way.				
ng	A thing on a string.				
nk	I think I stink.				

APPENDIX 3

KS1 Reading Content Domains

The content domains set out the relevant elements of the national curriculum programmes of study for English at key stage 1 that are assessed in the English reading test.

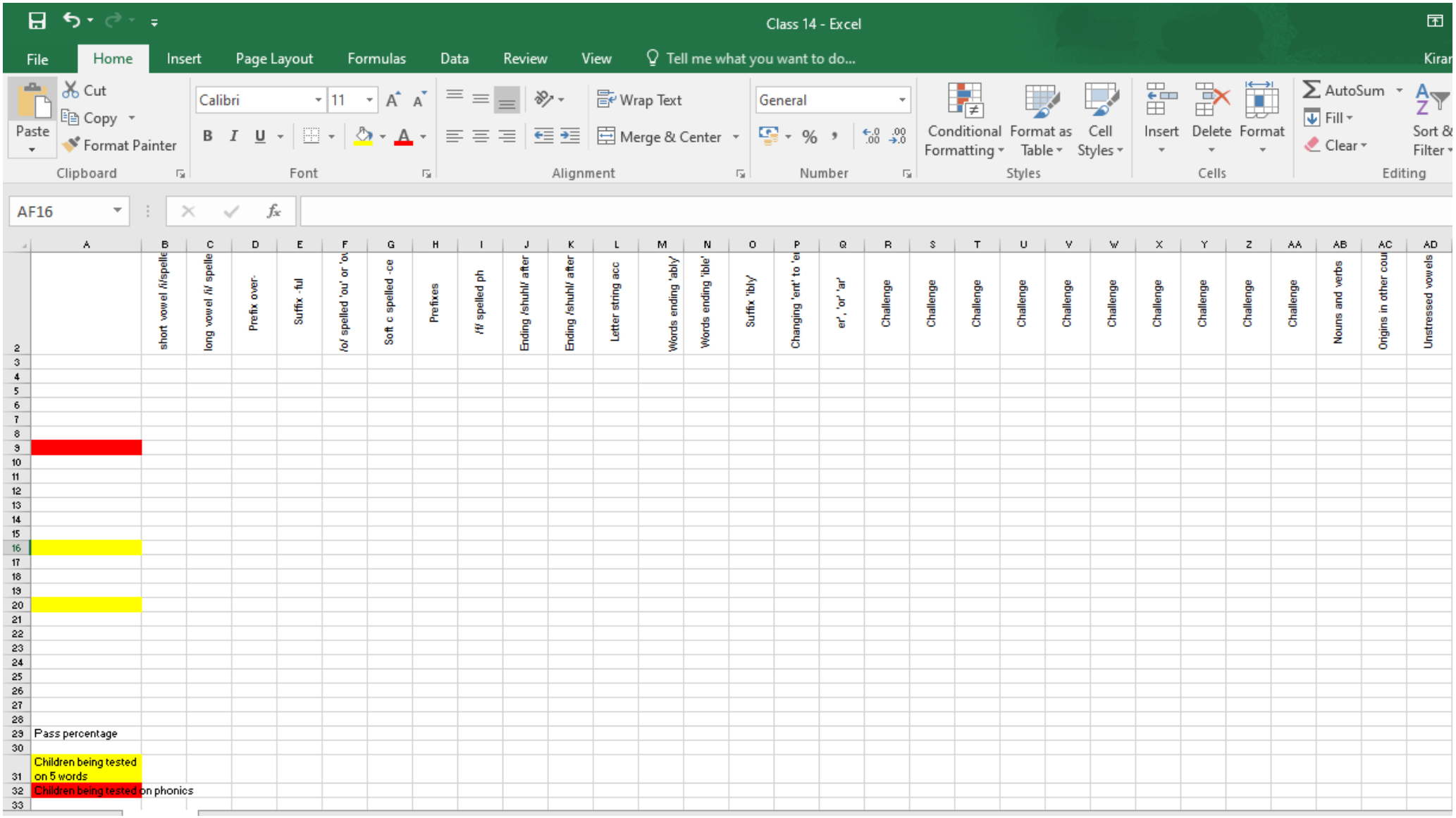
Content domain reference	
1a	Draw on knowledge of vocabulary to understand texts
1b	Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information
1c	Identify and explain the sequence of events in texts
1d	Make inferences from the text
1e	Predict what might happen on the basis of what has been read so far

KS2 Reading Content Domains

The content domains set out the relevant elements of the national curriculum programmes of study for English at key stage 2 that are assessed in the English reading test. The test will sample from each area of the content domain.

Content domain reference	
2a	Give / explain the meaning of words in context
2b	Retrieve and record information / identify key details from fiction and non-fiction
2c	Summarise main ideas from more than one paragraph
2d	Make inferences from the text / explain and justify inferences with evidence from the text
2e	Predict what might happen from details stated and implied
2f	Identify / explain how information / narrative content is related and contributes to meaning as a whole
2g	Identify / explain how meaning is enhanced through choice of words and phrases
2h	Make comparisons within the text

APPENDIX 4


Class 14 - Excel
File
Home
Insert
Page Layout
Formulas
Data
Review
View
Tell me what you want to do...
Kiran
Cut
Copy
Format Painter
Paste
Clipboard
Calibri
11
Font
Wrap Text
Merge & Center
Alignment
General
Number
Conditional Formatting
Format as Table
Cell Styles
Styles
Insert
Delete
Format
Cells
AutoSum
Fill
Clear
Sort & Filter
Editing
AF16
short vowel /i/spelle
long vowel /i/ spelle
Prefix over-
Suffix -ful
/o/ spelled 'ou' or 'ou
Soft c spelled -ce
Prefixes
/f/ spelled ph
Ending /shuhl/ after
Ending /shuhl/ after
Letter string acc
Words ending 'ably'
Words ending 'ible'
Suffix 'ibly'
Changing 'ent' to 'er
er', 'or' 'ar'
Challenge
Nouns and verbs
Origins in other coul
Unstressed vowels
Pass percentage
Children being tested on 5 words
Children being tested on phonics