



# Naunton Park Primary School

## English Policy

(Incorporating Writing, Spelling, Grammar, Punctuation,  
Handwriting, Oracy & Reading)

Updated: February 2023

Next review date: **March 2023**

## **Intent**

At Naunton Park Primary School we promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and develop their love of literature through widespread reading and sharing of books for enjoyment.

We believe that 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.

Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

*(Taken and adapted from the National Curriculum in England, English Programmes of Study, 2013)*

We believe that literacy and communication are key life skills. Through the teaching of English, we will help children to develop the skills and knowledge that will enable them to communicate effectively and creatively through spoken and written language and equip them with the skills to become lifelong learners; and to enjoy and appreciate literature and its rich variety.

English skills are at the heart of all children's learning. English enables children both to communicate with others effectively for a variety of purposes and to examine their own and others' experiences, feelings and ideas, giving these order and meaning. Because English is central to children's academic, emotional, cultural and social development it has an essential role across the curriculum and helps pupils' learning to be coherent and progressive.

### **By the end of Key Stage 2, pupils will be able to:**

- read easily, fluently and with good understanding;
- develop the habit of reading widely and often, for both pleasure and information, building a pupil's intrinsic motivation to read in an engaged and sustainable way;
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language;
- appreciate our rich and varied literary heritage;

- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences;
- use discussion and dialogue in order to learn;
- elaborate and explain clearly their understanding and ideas;
- be competent in the arts of speaking and listening; making formal presentations; demonstrating to others; articulating their own opinions; and participating in debate.

*(Taken and adapted from the National Curriculum in England, English Programmes of Study, 2013)*

### **WRITING: Implementation**

The National Curriculum forms the basis of our teaching and learning. All children receive at least the minimum entitlement of a daily English lesson. Teachers work towards independent learning and employ a range of teaching strategies to suit their year group and cohort.

Teachers use the National Curriculum and 'Talk 4 Writing' strategy as a starting point for creating their English unit plans. All children, from Year 1 to Year 6, experience a daily English lesson of approximately 45 minutes. This daily lesson incorporates elements of Writing (fiction, non-fiction, poetry), Spelling, Grammar, Punctuation, Drama or a mixture of each discipline. Reception follows its own EYFS curriculum which is also linked to 'Talk 4 Writing'.

Planning of the teaching sequence is based on the use of high-quality texts and cross-curriculum themes linked to our Leading Questions using Pie Corbett's 'Talk 4 Writing' structure.

The length of a teaching unit may vary. However, best practice is to complete two units every short term. Teachers plan closely with year-group colleagues to ensure consistency of opportunity for all children.

Clear objectives are set for each section of the planning sequence and are shared with pupils on a daily basis. Teachers use intervention programmes for targeted support. Writing is developed across our curriculum and links are made where appropriate.

Joy in self-expression is at the heart of each unit of English; the ultimate aim is to help children to be writers and to find their authorial voice rather than just to 'do writing'.

ICT is used where it enhances, extends and complements English teaching and learning.

Teaching Partners are used to support the teaching of English, as necessary. They support whole-class learning and also work under the guidance of the SENDCo/Inclusion Lead and teacher on specific targeted interventions.

Writing Journey books, from Reception to Year 6, provide writing progress at a glance. Three examples of unaided writing are added to these books throughout each academic year. The books are passed up to the next teacher at the end of the academic year.

Children are given a variety of 'real' opportunities and 'choice' for writing to aid writing for purpose.

### **Assessment**

Formative assessment takes place on an on-going basis to ensure progress and attainment against the National Curriculum objectives for each year group.

Formal summative Teacher Assessments (TA) are made twice a year and the standard for each child is entered into Insight – our assessment programme. Pupils are assessed against the NC Objectives according to whether they are Working Below, 0; Working Towards, 1; Working At the Expected Standard, 2; or are working at Greater Depth, 3.

Formative assessment is managed independently by class teachers. However, the expectation is that evidence gathering (eg ticks against NC Objectives) takes place during lessons and while marking independent work. This record keeping may be requested by SLT and Subject Leaders when doing a work scrutiny.

Marking is carried out in line with the school's Feedback & Marking Policy; and Assessment is carried out in line with the school's Teaching, Learning and Assessment Policy.

Before each new unit of work, teachers use a Cold Task formative assessment task to ensure their planning is based on prior knowledge and attainment. Pupil Targets are derived from these Cold Tasks so pupils know what they need to do to achieve the next steps in their learning. These Targets are discussed with the children and a label is placed in their English book. A Hot Task is completed at the end of a unit of work to see if pupils have achieved their Targets.

### **SPELLING: Implementation**

Spelling rules are taught discretely in each year group based on objectives from the NC English Programmes of Study. Children are also given differentiated, weekly spellings lists to learn (usually about 10 words a week). These words are sent home in a Home/School spelling book, usually on a termly/weekly basis. Words are tested on a weekly basis via

dictations or lists. It is essential that the children understand the definitions of these words before they are expected to learn their spelling.

In KS2, children are given daily Look, Say, Cover, Write, Check sheets of their weekly spelling words to help them to learn their spellings. These may also be sent home, where appropriate. Currently, Year 3 to Year 6 use the Purple Mash spelling scheme. KS1 and EYFS use the Sounds-Write phonics scheme to teach spelling (please see separate policy, Early Reading and Phonics).

Pupils in KS2 each have a copy of the Year 3/4 and Year 5/6 statutory spelling words in a bound set. Pupils are tested on these lists throughout the year and, as the words are learnt, they are ticked off. These class sets are sent up to the receiving new teacher at the end of each academic year. It is the responsibility of Year 3 teachers to begin these books with spare pages to accommodate new pupils.

### **GRAMMAR & PUNCTUATION: Implementation**

Grammar and punctuation 'rules' are taught intrinsically within Talk 4 Writing sessions and in discrete lessons based on the NC English Programmes of Study. Year groups have their own set of NC age-appropriate Learning Objectives which are used as starting points to plan units of work.

Grammar and punctuation objectives are teacher assessed on a continual, formative basis and should be recorded by teachers in their own Mark Books.

### **HANDWRITING: Implementation**

Handwriting is currently under review. At the moment, children are taught a joined, cursive handwriting script from Year 1. Handwriting and mark making is taught daily in EYFS and Key Stage 1, both as a discrete lesson and through other lessons eg phonics. In years 3, 4 and 5 it is taught several times a week depending on the needs of the child and class. Special, lined books are used where appropriate.

It is paramount that children are rigorously taught correct letter and number formation from the very beginning of their time in school. As soon as the children are ready, they should be taught to sit properly in order to have the correct posture for writing; hold a pencil in the correct tripod grip; and develop a legible and joined handwriting style. A mixture of whole-class, small group and individual teaching is planned for and delivered depending upon the needs of the cohort.

It is expected that all members of staff model the school handwriting style at all times i.e. when writing on the board or in children's books.

By the end of Key Stage 2, all children should be displaying an efficient, quick, neat and legible handwriting style that is effective for recording their ideas.

### **ORACY/SPOKEN LANGUAGE: Intent**

Children should be able to:

- communicate effectively, speaking with increasing confidence, clarity and fluency;
- participate in discussions and debate in a variety of contexts;
- listen to the views, opinions and ideas of others with increased interest;
- articulate ideas and thoughts clearly with appropriate tone and vocabulary recognising audience;
- respond to questions and opinions appropriately, learning to offer reasons for their views or ideas;
- retell stories and poems which are known by heart;
- ask questions with increasing relevance and insight;
- feel their ideas and opinions are valued;
- listen to verbal instructions which are clear;
- offer ideas and opinions which may differ from others;
- verbalise ideas in a variety of situations;
- ask and answer questions appropriately;
- think before they speak – plan out what they want to say in their heads;
- appreciate opinions of others;
- speak aloud with confidence for the appropriate audience;
- communicate collaboratively in small and larger groups.

### **Implementation**

Pupils have access to a wide range of speaking and listening opportunities that include:

- talking about their own experiences, recounting events;
- participating in discussion and debate;
- Talk 4 Writing activities;
- retelling stories and poems;
- expressing opinions and justifying ideas;
- listening to stories and poems read aloud;
- presenting ideas to different audiences;
- taking part in school performances;
- responding to different kinds of texts;

- Buddy Reading;
- poetry-based English units;
- World Book Day activities;
- talking to visitors in school;
- listening to ideas and opinions of adults and peers;
- role-play and other drama activities across the curriculum to explore ideas and texts.
- experiencing Just Reading, WCTR (Whole Class Teaching of Reading) and Book Talk (based on ideas from Aiden Chambers' *Tell Me*);
- Talk 4 Reading activities.

Teachers provide a wide range of contexts for spoken language throughout the school day. Discussion and purposeful dialogue are at the heart of every lesson so that the children's views are shared and valued and allow learning to move forward.

Teachers and other adults in school model speaking. This includes using: clear diction; repetition of ideas in different or more precise way; reasoned, restorative argument; use of different sentence structures; using imaginative and challenging language; and the use of 'standard' English – language that we all understand.

Listening is modelled, as is the appropriate use of non-verbal communication, respecting the views of others. Teachers are also sensitive in encouraging the participation of reluctant speakers.

### **READING: Intent**

*"We don't teach comprehension, it is an outcome; rather we teach strategies to support comprehension."*

Tenant, W; Reedy, D; Hobsbaum, A; & Gamble, N (2016) *Guided Reading – Layers of meaning*

The assumption of this Reading section of the English Policy is that children in EYFS and KS1 will be following the school's daily phonics scheme (Sounds-Write) ensuring that they become independent, fluent readers by the time they enter Key Stage 2. (Please see accompanying Early Reading & Phonics Policy.)

The majority of pupils in KS2 will therefore possess phonological understanding and be able to decode and/or recognise most words. Therefore, this policy focuses on the higher-order reading skills of fluency, orthography (visual word recognition) and comprehension including understanding, inference, prediction and authorial intent.

Pupils who do not yet have relevant decoding skills will continue to follow the school’s phonics scheme during relevant interventions.

This policy should, be read in conjunction with our Early Reading & Phonics Policy. In EYFS and KS1, the emphasis will primarily be on the gaining of phonological (phonics) knowledge and understanding by pupils and this learning is detailed in our separate policy.

### **Implementation**

During Terms 1 and 2 teachers deliver a daily, 30-minute Just Reading lesson. This generally comprises a 5-minute summary of yesterday’s reading; a 5-minute pre-teaching of vocabulary; a 15-minute teacher reading session; and a 5-minute summary of the day’s reading written with the class and displayed.

Each child has their own copy of the text and must read along silently as the teacher reads aloud. The text is magnified on the screen using a visualiser and the teacher keeps place in the text as they read. This allows any child who has lost their place to get back on track immediately.

Two texts are chosen for each class (see below), one modern fiction (Term 1) and one classic fiction (Term 2). They are designed to be at a level just above the most able reader in the class.

<b>Year Group</b>	<b>Modern Text</b>	<b>Classic Text</b>
<b>EYFS</b>	A range of appropriate texts	
<b>1</b>	<i>Fantastic Mr Fox</i> by Roald Dahl	<i>The Owl Who was Afraid of the Dark</i> by Jill Tomlinson
<b>2</b>	<i>The Guardians of Magic</i> by Chris Riddell	<i>Iron Man</i> by Ted Hughes
<b>3</b>	<i>The Nowhere Emporium</i> by Ross MacKenzie	<i>Krindlekrax</i> by Philip Ridley
<b>4</b>	<i>The Night Bus Hero</i> by Onjali Rauf	<i>The Firework-Makers’ Daughter</i> by Philip Pullman
<b>5</b>	<i>Who Let the Gods Out?</i> By Maz Evans	<i>The Odyssey</i> by Geraldine McCaughrean
<b>6</b>	<i>The Girl of Ink and Stars</i> by Kiran Millwood Hargrave	<i>A Christmas Carol</i> by Charles Dickens

In terms 3 to 6, teachers will teach a 30-minute Reading lesson using WCTR (Whole-Class Teaching of Reading strategies) based on Pie Corbet’s ‘Talk 4 Reading’ model and ideas from Aiden Chamber’s Book Talk strategies outlined in his book, *Tell Me*. These strategies support the pupils’ comprehension skills of literal, deductive and inferential understanding. Strategies will be underpinned by the use of P.E.E. (Point, Evidence, Explain) and VIPERS (see



below) to ensure pupils' understanding of a range of reading strands based on Reading content domains from the National Curriculum. These strands will be signposted by the acronym VIPERS.

Vocabulary  
Inference  
Prediction  
Explanation  
Retrieval  
Summarising

These strands provide a framework (question stems/examples) to ensure various elements of a child's understanding. Rich texts linked to the Leading Questions from each year group will be used to highlight different strands where the opportunity presents itself and should be applied organically. Books comprise one fiction and one non-fiction and both are read during the week. Short-burst writing activities will accompany some of the teaching to embed learning.

### **Assessment**

At the start of Term 1, each child is assessed using YARC (York Assessment of Reading Comprehension). This is a standardised assessment used to measure reading comprehension. It investigates the oral decoding (reading accuracy); fluency (reading rate); and text comprehension (for literal and inferential meaning).

Children are then re-assessed using YARC at the end of Term 2 to identify progress.

Children in the lowest 20% of Reading for each class and those who did not pass the Phonics Screening Test at the end of Year 1 may also be assessed using the Sounds-Write Phonics Diagnostic Assessment to establish their particular area of reading need. Following analysis of this data, an individualised 'recovery' programme will be put in place, provision established and details added to any relevant My Plans etc as necessary.

Summative assessment of Reading Comprehension in KS2 currently also incorporates completing NTS comprehension materials in terms 2, 4 and 6. (Year 6 may replace/supplement these assessments with previous National Curriculum Tests.) This data is input into Insight (the school's on-line assessment system) after tests have been marked and standardised.

All SEND pupils are also currently tested using the Salford Reading test. Data is logged, analysed and used to inform progress, attainment and next steps.

The lowest 20% of attainers from each class in Reading and Writing are also identified and discussions raised about their progress with relevant staff members and progress plans implemented.

Summative data is input into the school's assessment programme, Insight. Pupils are assessed according to whether they are Working Below, 0; Working Towards, 1; Working At the Expected Standard, 2; or are working at Greater Depth, 3.

Formative assessment by teachers takes place on an on-going basis to ensure progress and attainment against the National Curriculum objectives for each year group. Teachers input this Teacher Assessment data on Insight at each data drop. Teachers' formative record keeping may be requested by SLT and/or Subject Leaders when doing a work scrutiny.

Inputting of data is known as the 'data drop' on the school's annual plan and includes formative and summative assessment information.

### **Independent Reading**

Each pupil has an independent reading book/s in school that is ability appropriate. This book can be provided by school or brought in from home but, if so, must be checked by the teacher for appropriacy. Pupils have a Reading Diary which must be completed daily at home by parents as a record of their reading. Depending upon their year group, pupils are expected to read a minimum of five times a week:

- Years R and 1, 10 minutes per day
- Year 2, 10 to 15minutes per day
- Years 3 & 4, 15 minutes per day
- Years 5 & 6, 20 minutes per day

The expectation is that pupils will have their Reading Diaries in school every Monday to be checked by staff and returned on the same day.

### **Other...**

**Buddy Reading** When appropriate (ie not during Covid), classes are 'buddied' up with another class and pupils read to each other. This usually happens at the end of terms and, once classes have been linked, they remain buddies for the entire year in order to build relationships between the classes. Year 6 buddies up with Reception for the whole year.

**Boys' Reading Club** This club takes place once a week. A number of boys from Year 1, who are identified as reluctant readers, are teamed up with Y6 boy readers who provide reading role models for them.

**Year 6 Book Ambassadors** A group of interested Year 6 children share their love of reading and books (during a lunchtime) with a small group of KS2 children chosen by teachers to help ignite their love of reading. The Ambassadors share favourite books; advise others on what to read; and generally model being enthusiastic readers.

**School Library** There is a Key Stage 1 and a Key Stage 2 library. The KS1 library contains a range of fiction and non-fiction books while the KS2 library contains predominantly non-fiction, dictionaries, thesauruses and poetry. There is now a small, but increasing, range of fiction books in the KS2 library chosen by the Year 6 Book Ambassadors (see above). An ability-appropriate selection of banded, colour-coded fiction is kept in each KS2 class library.

Library monitors keep these library spaces tidy and welcoming. KS1 reading scheme books and Guided Reading books are organised in colour-coded boxes along the KS1 corridor to provide ease of sharing and independent access for all children.

For further information on EYFS and KS1 reading books, please see our separate policy, Phonics and Early Reading.

### **Time Allocation**

According to the DfE, the only requirement is that maintained schools need to allow enough time per subject to cover the content set out in the National Curriculum. For English at NPPS, this amounts to approximately 45 minutes per day as an English lesson; 30 minutes a day for whole-class Reading; and weekly 30-minute sessions for handwriting and spelling. KS1 has daily phonics sessions of about 30 minutes, which incorporates spelling, reading and dictation. This equates to approximately 7/8hrs per week in both key stages. YR children follow the principles prescribed within their EYFS curriculum.

In addition, it is expected that cross-curricular work will contribute to pupils' effective learning in writing, grammar, punctuation, spelling, reading, speaking and listening. This is reinforced through our delivery of the curriculum. Children may also benefit from daily story sessions.

### **Inclusion**

All children receive quality first English teaching on a daily basis. In addition, where identified pupils are considered to require targeted support to enable them to work towards age-appropriate objectives, intervention programmes will be implemented. Teachers, Teaching Partners and the SENDCo plan programmes together and monitor progress of these pupils.

There will be a third wave of support for pupils who are placed on My Plans, My Plan Plus or EHCPs that will be additional and different. Pupils who are more-able are planned for in line with our policy for teaching these pupils.

The needs of children with English as an additional language (EAL) will be met through planning and support where appropriate. This is supported by our Equal Opportunities policy and overseen by the SENDCo.

### **Staff Development**

Teachers are expected to keep up to date with subject knowledge and use current materials that are available in school or online.

Training needs are identified as a result of whole-school monitoring and evaluation, performance management and through the school's induction process; and these needs will be reflected in the School Development Plan. The English team will arrange for relevant advice and information, such as feedback from courses or CPD, to be disseminated. Where necessary, the English team will lead or organise school-based CPD training.

Additional staff who are involved with intervention programmes will receive appropriate training that may be school-based organised by the SENDCo, or externally provided.

### **Monitoring and Evaluation**

Having identified priorities within the English Action Plan and Whole-School Development Plan, the SLT and English team monitor this subject according to an annual cycle. Any form of monitoring activities will clearly identify when, who and what is to be monitored and how this will take place eg classroom observation, work scrutiny, Learning Walks etc.

### **Review**

This policy will be reviewed in **March 2023** or according to the School Development Plan.