



# Naunton Park Primary School

## English Policy

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

Updated: June 2024

Next review date: June 2025

Approved by Governors 16.7.24 

## **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 developing 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, read, 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 pupils' 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. As 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 manner, and to add to their understanding of the world and other people;
- 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 to aid learning;
- 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.

In EYFS teachers use the Talk4 Writing strategy as a starting point for creating the EYFS Literacy unit plans. Planning starts with a high-quality text that informs and provides the structure for the unit of work within the Talk4Writing teaching sequence. The children access a Talk4Writing activity daily. This might be discussion; adding to the class floor book; incorporating elements within continuous provision; taking on a role and telling a story; writing letters and lists; counting and labelling fruit and veg etc.

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.

Before each new unit of work, teachers use a Cool Task for formative assessment to ensure their planning is based on prior knowledge and attainment. Pupil Targets are derived from these Cool Tasks so that 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. In Key Stage 2, these are then colour-coded so that when children edit their work, they can colour-code this in the same colour to see which targets have been addressed. In Key Stage 1, these are annotated by the teacher and/or teaching partner. A Hot Task is completed at the end of a unit of work to see if pupils have achieved their Targets.

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 Assessment Policy.

Formal summative Teacher Assessments (TA) are made three times a year and the standard for each child is entered into Insight – our assessment system. Pupils are assessed against the NC Objectives for Reading and Writing according to whether they are Working Below; Working Towards; Working at the Expected Standard; or are working at Greater Depth.

### **SPELLING: Implementation**

Spelling is taught using an integrated approach linked to our phonics programme, Sounds-Write. Daily sessions are delivered in Key Stage 1 and lower Key Stage 2 while upper Key Stage 2 classes have about 3 lessons a week. All staff have been trained, or are currently being trained, to plan and deliver these lessons.

Spelling lessons follow the Sounds-Write programme and planning dovetails with the objectives from the NC English Programmes of Study as appropriate. Lessons follow a three-part plan: review prior unit; new learning for current unit; and retrieve learning from previous units (e.g. dictation or reading task).

For further information see our Early Reading & Phonics Policy.

In Key Stage 2, children are given daily Look, Say, Cover, Write, Check sheets of their weekly spelling word patterns to help them to learn their spellings. These contain links to the Sounds-Write spelling patterns, topic words and statutory words. These may be sent home, where appropriate.

Key Stage 2 teachers all 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 Talk4Writing 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 are recorded by teachers and input into Insight (our online assessment program) as appropriate.

Summative testing of grammar, punctuation and spelling is carried out as necessary to effectively inform teacher assessments.

### **HANDWRITING: Implementation**

As a whole school we follow the Letter-Join handwriting scheme.

Mark making and print handwriting with entry and exit strokes is taught from Reception. From Year 1 the children then progress to joined, cursive style which is perfected throughout the school.

Handwriting and mark making is taught daily in EYFS and Key Stage 1, both as a discrete lesson and through other lessons e.g. 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 and for best presentation of their work.

### **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 (whether they have Special Educational Needs or EAL considerations) 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 4-part lesson: 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.

Generally, in Years 1 to 6, each child has their own copy of the text and must read along silently using their finger as a place marker as the teacher reads aloud. Throughout the school, the text is also 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, 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. These texts may alter from year to year depending on the cohort.

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 the teaching of the various elements of comprehension. 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.

Planning is based on a 2-week cycle. Books comprise one fiction, one non-fiction and picture books, all read during a 1- or 2-week cycle. Short-burst writing activities will accompany some of the teaching to embed learning. Age-appropriate Testbase texts with accompanying comprehension-style questions are also included approximately every fortnight.

We also offer a **Fluency** catch-up programme for those who are not progressing with their Reading. Currently this comprises two groups of Year 5 pupils and two groups of Year 6 pupils. Each group (approximately six pupils) receives half an hour of Reading Fluency four times a week delivered by trained Teaching Partners. The programme lasts for six weeks and then the children are re-assessed. They may then either leave the programme or stay for another six weeks. Children are assessed through videoing their reading aloud before and after the six-week programme. Depending on the need, the year groups involved in the programme may change year on year.

To support our Sounds-Write Phonics programme, we have a 'library' of levelled books that the children have as their school reader and which they take home to read to their parents. In Key Stage 1 this 'library' incorporates Sounds-Write and accompanying Dandelion books; and, from the end of Year 1, they can access Oxford University Press (OUP) levelled books from Level 6.

In Key Stage 2, children have a library of 'levelled' reading books from the OUP book bands up to Level 17 when they become 'Free Readers'. These levelled bands are input into our Insight assessment program at the end of each academic year to show progress and attainment.

At the start of each new year, every child is assessed by their teacher (basing their knowledge in Insight data) and given a colour/level of book. Children then move up through the bands as the teacher decides.

Children are heard to read by teachers, Teaching Partners and adult helpers as often as is possible. Focus is always on the lowest 20% of our readers but all children are heard to read aloud. We aim for all children to be 'free Readers' by the time they enter Year 6.

### **Assessment**

At the start of Term 1, children with SEND and children who are eligible for Pupil Premium are 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 the year 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 also includes completing NFER comprehension materials in terms 2 and 6. (Year 6 may replace/supplement these assessments with previous years' National Curriculum Tests.) This data is input into Insight (the school's on-line assessment system) after tests have been marked and standardised.

All pupils with SEND and those eligible for Pupil Premium are also currently tested using the Salford Reading test and Schonell spelling test. Data is logged into Insight, 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 system, 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.

All 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 15: minutes per day
- Years 3 and 4:, 15 minutes per day
- Years 5 and 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** Year 6 pupils are 'buddied' up with Reception children for the whole year. They have weekly reading visits.

Year 6 children listen to a selection of year 3 readers on a weekly basis for 10 minutes in the hall.

**Year 6 Book Ambassadors** A group of interested Year 6 children share their love of reading and books 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 model being enthusiastic readers.

**School Library** There is a Key Stage 1 and a Key Stage 2 library. These libraries contain a range of fiction and non-fiction books and poetry. Our Sounds-Write, Dandelion and OUP scheme readers are situated in the relevant libraries. Where possible, children are encouraged to change their own books to develop a sense of ownership with their reading.

Library monitors keep these library spaces tidy and welcoming and are encouraged to make it child-friendly with their own book recommendation labels and displays.

We also celebrate Reading through:

- having a school Book Wish List, updated with children's book wish ideas for their classrooms.
- author visits to school.

- participating in the annual World Book Day events.
- whole-school annual visits to the Cheltenham Literature Festival (excluding EYFS).
- providing a Comic and Story-Writing Club.
- displaying book recommendations in class where children share books they love with their peers.
- offering The Magic Wardrobe Book Club, where children help to judge the Carnegie Illustrated Book Awards (the club is invitation only and children nominated by their teachers; including a high proportion of Pupil Premium children and also those who might need extra inspiration to love reading).

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 Leading Question 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 to require targeted support to enable them to work towards age-appropriate objectives, intervention programmes will be implemented. Teachers, Teaching Partners and the Inclusion Lead 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. The 'more able' pupils are planned for in line with our SEND policy .

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 Inclusion Lead.

### **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 Inclusion Lead - 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 June 2025 or according to the School Development Plan.