



English Policy

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CLIFFE VC PRIMARY SCHOOL'S ENGLISH POLICY IS BASED ON THE FOLLOWING PRINCIPLES:

- The ability to effectively verbally communicate, read and write are fundamental to many aspects of life.
- These skills are central to securing general progress and developing an understanding in a wide range of areas of the curriculum.
- The teaching of all aspects of English are to be given a high priority by all staff.
- Success in English is crucial in developing children's self-confidence, motivation to learning, later life chances and quality of life in general.
- The ability to effectively verbally communicate, read and write enables pupils to communicate their own thoughts and ideas and potentially communicate with people around the world.

AIMS:

Through the effective implementation of this policy we aim to:

- Develop our pupil's ability to communicate effectively in speech and writing, and to listen with understanding.
- Enable all pupils to succeed in education, employment, participate fully in society and promote mental wellbeing.
- Develop children into enthusiastic, fluent and responsive readers and writers who can learn and gain pleasure from producing and reading the written word.
- Provide pupils with opportunities to interrelate, consolidate and reinforce English skills within a broad and balanced curriculum.
- Explore and communicate British Values.
- Enable children to communicate their ideas and emotions to others effectively.

This policy needs to be read in conjunction with the Reading, Phonics, Feedback, Assessment, Home Learning and Teaching and Learning policies.

INTENT:

Our work within the English Curriculum at Cliffe VC School is based upon the intent that when children leave our setting they will be able to:

- Achieve their full potential in all aspects of English.
- Read and write with confidence, fluency, understanding and enjoyment, demonstrating a range of independent strategies to self-monitor and correct.
- Develop their oral and listening skills through drama, assemblies and other structured activities.
- Have an interest in texts and read for enjoyment, as well as understand a range of text types and genres.
- Be able to write accurately, and in a variety of styles and forms appropriate to different audiences and purpose.
- Develop a broad vocabulary, with depth of understanding to articulate and elaborate their oral and written responses clearly, and to acquire the skills to continue to develop their lexicon.
- Appreciate British literary heritage after experiencing different historical authors of fiction.
- Confidently communicate ideas and knowledge through formal presentations, informal dialogue, debate and demonstrations with and to others.

LONG-TERM CURRICULUM PLANNING:

Curriculum coverage throughout school will be based upon that prescribed by 'The Early Years Foundation Stage (EYFS) Statutory Framework' and the 'The National Curriculum - English programmes of study: key stages 1 and 2'. Teachers in the Foundation Stage work to the objectives set out in the Early Learning Goals which underpin their curriculum planning. Later in the Foundation Stage year, the National Curriculum may be used alongside the Early Learning Goals, to ensure continuity and progression from one framework to the other.

Curriculum objectives are reflected within the English section of individual class annual plans and teachers' short term lesson planning. We believe our teachers must work together to plan, deliver and moderate the teaching of English in order to ensure that expectations are high and children are able to achieve to the best of their ability.

Crucially, planning is underpinned by the current needs of the class, which is why long term plans can be flexible and may be tweaked across the year by their class teachers.

Individual class annual plans for English will give note to the following:

- Writing Purpose and Audience
- Writing Genre and Focus Texts
- Rationale
- Curriculum Coverage (Speaking and Listening, Reading and Writing)
- Pedagogy
- Enhancements
- Skills developed (transferable)
- Knowledge acquired (Subject specific)
- Writing Non-Negotiables (High Five)
- Vocabulary learnt

At Cliffe, we believe that consideration of purpose and audience is vital for effective writing. We strive to provide our children with real reasons to write with a clear purpose and audience across the curriculum. We believe that when children have a real purpose and audience to write for, they develop pride in their work. Additionally, children learn to modify their writing by selecting an appropriate form or genre to suit the purpose and audience. Pupils learn the features and conventions of different genres to enable them to do this effectively. As children progress through school, they are exposed to a wider and richer range of genres and how purposes can overlap in a particular text type (e.g. tourist brochure – inform and persuade).

We follow the four main purposes of writing:

- ❖ To entertain
- ❖ To inform
- ❖ To persuade
- ❖ To discuss

In KS1, the main purposes are 'entertain' and 'inform'. Writing to persuade is introduced in Year 2 and writing to discuss in Year 4. Poetry is covered within 'write to entertain' and is included at least three times per year. The table below outlines the progression of purpose through school and as a guide, how many units need to be covered within each per year.

Reception/Y1	Year 2/3	Year 4/5	Year 6
Write to entertain (Narrative – 4+ units) (Poetry – 3+ units)	Write to entertain (Narrative – 4+ units) (Poetry – 4+ units)	Write to entertain (Narrative – 3+ units) (Poetry – 3+ units)	Write to entertain (Narrative – 3+ outcomes) (Poetry – 3+ outcomes)
Write to inform (4+ units)	Write to inform (3+ units)	Write to inform (2+ units)	Write to inform (2+ outcomes)
	Write to persuade (1+ units)	Write to persuade (2+ units)	Write to persuade (2+ outcomes) Include overlap
		Write to discuss (2+ outcomes)	Write to discuss (2+ outcomes) Include overlap with inform

- ❖ Teachers are flexible with the order of purposes, however the weighting follows the plan above. Repetition of purpose and/or genres ensures application of skills through the year.
- ❖ Teachers use the long-term genre planning document to ensure coverage of text types for their year

group, as well as revise earlier text types. These text types increase in complexity through school. For example, for narrative, year 1 children may write a simple retelling of a known story, whereas year 6 may write a complex flashback.

- ❖ Genres studied are helpful to the children; likely to help them develop transferable life skills and be used in the future (writing a letter, for example).
- ❖ Focus texts are chosen to inspire writing and provide models.
- ❖ Focus texts are chosen using the recommended reads document for each year group as a guide, ensuring:
 - It is appropriate for the children's needs and next steps, and considers their interests.
 - There is a mix of film, picture books, extracts, short and extended novels.
 - There is a diverse range of authors, settings, dominant characters (e.g. race, gender, ability).
 - Children are accessing both modern and classic/archaic fiction across the long term planning cycle.
 - There are cross-curricular links where appropriate, providing the text is high quality and meets the children's needs.
 - Books with world issues and 'Learning for Life' (PSHE) links are included in long term planning.
 - Books contain rich vocabulary appropriately challenging children in their class, with a range of tier 2 and 3 vocabulary.
- ❖ Our whole school progression maps for spoken language, reading and writing inform teachers' planning of knowledge and skills developed in a unit for their individual class.
- ❖ Grammar and Punctuation objectives are planned carefully through the year, to allow children to apply skills throughout the year and embed them as part of a 'mastery' approach.
- ❖ Link aspects of the curriculum together when possible, utilising background knowledge and providing meaningful opportunities and links to practise skills.

These long-term plans are reviewed by the subject leader to ensure coverage and progression.

MEDIUM-TERM PLANNING:

Our medium-term planning is produced with the following principles in mind:

- We believe the separate skills of English (speaking and listening, reading and writing) are best developed through work which integrates and links these skills. By providing high quality text models, children learn to comprehend the text in order to understand it, then use their reading skills to analyse the purpose of a text, and the 'ingredients' which help to achieve this. They then take this forward and apply to their own writing. This is done with two text types or 'genres' with the same purpose, to allow children to practise and apply skills learned earlier in the half-term, as well as acquire and learn new knowledge and skills.
- Grammar and punctuation skills are taught in context, appropriate to audience and purpose so the children learn the purpose of these skills.
- Opportunities to develop spelling and handwriting are actively sought in a unit of work, however it is also necessary to focus separately on these aspects of language at times; we ensure that these aspects are taught in a systematic way, and that these skills are then applied and combined with other skills in context.

How we teach different aspects of the English curriculum is detailed further below:

Phonics:

See Phonics Policy.

Reading :

We believe the separate skills of English (speaking and listening, reading and writing) are best developed through work which integrates and links these skills. By providing high quality text models, children learn to comprehend the text in order to understand it, then use their reading skills to analyse the purpose of a text, and the 'ingredients' which help to achieve this. They then take this forward and apply to their own writing.

Children's reading skills are also developed in a variety of ways outside the English unit of work.

See Reading Policy for further details

Writing:

Cliffe's writing journey is guided by the key components of the writing journey recommended in the EEF's Improving Literacy Guidance. Children are guided through the journey of writing and the writing process through careful modelling. The writing journey varies slightly in Key Stage 1 and 2. Over time, children are expected to take increased ownership of this writing journey; however, we recognise that the modelling process is not linear and children will require differentiated levels of support with the process.

Shared writing is essential in our writing journey. Teachers 'think aloud' and speak their internal writer's dialogue, making the decisions made as a writer explicit. Thoughts of the writing process are spoken aloud, posing questions to themselves. We aim to share our 'internal monologue' as a writer to support children's development of his or her own. We model writing 'live', sharing the frustrations and successes involved.

We plan English writing units using the following structure:

The Learning Journey (summarised as P.I.C.C)

Hook

1. **Predict** – Before reading a focus text, children develop their ability to predict and develop their questioning skills. They activate background knowledge and make links between texts and their own experiences. Activities may include: book cover reveal, open-ended questioning, blurbs, trailers. This stage may not take a full lesson.

2. Interrogate

2a) **Reading as a Reader** – Children are introduced to the text. They are familiarised with the text, e.g. retelling, sequencing, acting out, focusing on specific parts of the text or pictures. Children analyse the text to develop their analytical, inference and deducing skills. Talk is key during this stage. Vocabulary is gathered, discussed and displayed at every opportunity. Activities chosen must support the final outcome (e.g. if the children are writing a diary entry, inference may be the reading focus in this stage).

2b) **Reading as a Writer – genre focus** - At this stage the children explore audience and purpose of a particular genre, and how the purpose is achieved at a text, sentence and word level. Children analyse models, both good and bad, and focus on effectiveness of different models and how that is achieved. From here, children develop the success criteria/steps to success for the piece of writing ahead with support from the class teacher. These are displayed on the working wall. 'Mini-writes' may be used in this stage to practise skills of the text type or purpose. For example, practising writing headlines or introductions for a news report. This is then applied in the drafting stage.

2c) **GPS focus** - Grammar and punctuation relevant to the genre and purpose is explicitly taught and practised in context.

3. **Capture Ideas** – Children capture and generate ideas prior to writing, relevant to the genre/purpose. They capture content, words/phrases to support them. Children move towards their own ideas based on the text for inspiration. Talk is key.

4. Create

Planning – Planning formats are explicitly modelled and taught. As children progress through school, they select

planning formats to suit the text type. Planning is modelled, guided and independent as needed.

Drafting – Noting down key ideas in a ‘first draft’ format. Children are encouraged to write freely whilst setting out their writing in a logical order.

Sharing and Evaluating – Children share their work to provide them with ongoing feedback. This can be with peers, teachers, or online platforms. We encourage partner work and take the time to allow pupils to share, read and edit each other’s work. This process is modelled, providing initial support and gradually reducing, to increase the fluency of these skills. Children check their writing goals are being achieved throughout, through re-reading or feedback from adults or peers.

Revising/Editing – At this stage, children focus on spelling and grammar. Children make changes to ensure the text is accurate and coherent. Changes are made to the writing in light of feedback and self-evaluation along with responding to marking and next steps provided by the class teacher. See marking policy for further details. Children each have a red editing pen, which is used to edit and revise all written work. Resources are readily available to support this process in each classroom: word banks, dictionaries, thesauruses and working walls. Children are encouraged to use these resources as independently as possible.

Publishing - After work has been carefully edited and revised with consideration of purpose and audience, we publish our work: this is presenting our work for others to read and enjoy. Although not essential for all pieces of writing, we believe this is an important part of the writing process, providing a strong incentive for children to produce high quality writing. We display examples of writing around school to allow children to feel a real sense of pride in their achievements. If written for a real audience, writing is presented.

In EYFS and KS1, children may publish parts of their writing, such as their favourite sentence, or perform their writing for parents or other classes using our online platform ‘Seesaw’. As children progress through school, their published work may begin to take the form of posters, more advanced recording apps (such as adobe spark video), powerpoints, full rewrites or leaflets.

SHORT-TERM PLANNING:

When lesson planning:

- We seek to provide activities which are interesting and motivating themselves and lead to worthwhile outcomes. Such activities provide the best context for increasing children's knowledge about the English language.
- In all plans there is careful consideration for activities which are inclusive and well matched to the range of ability within the class/group.
- We use a variety of teaching strategies such as:
 - Teacher demonstration.
 - Modelling, explanation.
 - Questioning, discussion.
 - Guided and shared reading.
 - Guided and shared writing.
 - Group work.

Teaching and planning will be monitored by the Headteacher, Phase Leaders and Governors according to the agreed policy for the monitoring of teaching and learning.

EGPS and Vocabulary:

Vocabulary

Vocabulary teaching is organised, cumulative and rich at Cliffe. We expose our children to a rich language environment with opportunities to hear and confidently experiment with new words. We aim to develop vocabulary in the following ways:

- 1) **We promote and scaffold high quality talk** – adults in school have the responsibility of modelling and promoting high standards of literacy, speaking articulately and modelling the correct use of Standard English at all times. Strategies we use to scaffold high quality talk include rewording children's speech and responses, asking children to expand and elaborate on their answers, and encouraging children to be skilled speakers. We encourage this from EYFS.
- 2) **We provide well-planned reading opportunities** – Children have access to high quality, vocabulary-rich texts in lessons, classrooms and in the school library. We seize every opportunity to cultivate a love of reading and give opportunities for children's independent reading time, as well as listening to a class text read aloud.
- 3) **We provide a language rich classroom environment** - Classrooms display high quality vocabulary explored in lessons across the curriculum.
- 4) **We teach vocabulary explicitly** - Vocabulary is also taught explicitly with the focus mainly on tier 2 vocabulary, and tier 3 when writing about a specialist subject (e.g. science). It is taught directly before reading a text, or taught during reading using context to explore the meaning. The strategy chosen is dependent on the complexity of the word itself and the context it's within.

Spelling

Spelling forms a constant and frequent part of our practice. Spellings are taught according to the rules and words contained in Appendix 1 of the English National Curriculum. We use the National Curriculum as a guideline as to which spellings should be taught in each year group. Long term plans for spelling are in place for each class, covering a particular rule each week.

Spelling is taught daily for 15 minutes at a time decided by the class teacher. The structure of spelling sessions across a typical week is as follows:

Day 1: Introduction of spelling rule and investigative activities.

Days 2-4: Practise of spellings related to the rule or pattern, using multi-sensory approaches across the week.

- Spellings are sent home as part of a Seesaw activity weekly.
- Spelling 'tests' are not formally taking place, but rather children have at least fortnightly 'quizzes' with opportunity to reflect on their progress. These quizzes will also include recap spelling words from previous weeks.
- In order to facilitate application of written spellings to writing, common exception words are displayed for children to use when writing, and spelling rules/reminders are displayed for children to refer to when writing.

Grammar and punctuation

- Grammar and punctuation is strongly embedded in all classroom talk, reading and writing. It is taught contextually, linked to the audience, purpose and text type.
- However, we do teach discrete grammar lessons where grammar is applicable to most types of writing (e.g. a/an).
- Grammatical rules and terminology are taught according to the grammar and punctuation set out in Appendix 2 of the English National Curriculum.
- Grammar lessons feed directly into the writing process, for example, the teaching of reported and direct speech when writing a newspaper report.
- All previously taught grammar objectives are recapped as a 'starter' as part of English lessons, either stand-alone, or linked to the current day's learning.
- 'Non-negotiables' are used on display and in children's books to maintain high standards and expectations of grammar, spelling and punctuation in all written work.

Handwriting and Presentation

We believe that accurate letter formation is an essential early skill that forms the basis of a fluent handwriting style.

- Regular handwriting lessons are incorporated into each week throughout the school. During this time, teachers teach children the conventions and rules of handwriting.
- At Cliffe we follow the 'Letter Join' style of letter formation, which is used in the pre-cursive from Reception onwards, moving to continuous cursive (joined) from Year 2 onwards.
- Handwriting books/guided sheets are introduced to Year 1 pupils, as appropriate, with handwriting books/guided sheets used for all children from Year 2 onwards, initially to assist in the setting out and formation of letters.
- Handwriting pen is used from year 4 onwards, at the teachers' discretion. In Year 6 children write in pen and are given the opportunity to bring in their own.
- Teachers typically use the cursive style on the board (see Handwriting guidance), when writing handwritten labels and when marking.
- Teachers are expected to model handwriting through their own good practice.
- Teachers are expected to plan for the teaching of handwriting related to the development of English skills and transcriptional progression. In certain cases, children may use print for writing; this will be decided by the class teacher with support from the English Curriculum Lead.
- Children are expected to present their work carefully.

Speaking and Listening

- To develop our pupils as speakers and listeners we:
 - Give them opportunities to express their ideas to a range of audiences.
 - Give them opportunities to take part in group discussion and drama activities.
 - Encourage them to listen and respond appropriately to others.
 - Help them to understand the need to adapt their speech to different situations.
 - Give them opportunities to evaluate and reflect on their own speech.
 - Encourage them to use the vocabulary and grammar of Standard English whenever appropriate.
- Teachers provide opportunities for children to talk, both formally and informally within the classroom across the whole curriculum.
- Children are taught that different modes of expression, as well as language, may be appropriate in different situations.
- Opportunities are given for children to carry out different types of speaking e.g. predict, reflect, recall and imagine.

Homework

- The home-school link is sustained through tasks set to be completed at home, see our Home Learning Policy.
- Information that children are given about their next steps in learning and sharing new developments in the curriculum with parents/guardians to keep them informed and updated.
- Homework is focused on spelling activities.

IMPACT :

Feedback and Assessment

Assessment, recording and reporting (please see Assessment policy)

- Assessment takes place in three connected ways: ongoing assessment, self-assessment and summative. These assessments are used to inform teaching in a continuous cycle of planning, teaching and assessment.
- Ongoing Assessments
 - As part of the ongoing teaching and learning process, teachers will assess children's understanding, achievement and progress in English within the lesson itself.
 - Daily annotations, which inform day to day teaching and learning, are based on observation, questioning, informal testing and the marking and evaluation of work.
 - This will also enable appropriate feedback to children and TA planning for the following day.
 - Teachers will make use of diagnostic questioning at different stages of pupil's learning, including prior to a unit beginning to identify misconceptions, during a unit of work to check these have been addressed and also at the end.
 - Any children who have not met the learning objective will be identified and provision for them tailored before or during subsequent lessons.

See Feedback and Marking policy for further details.

- Self Assessment
 - Learners will also be taught to assess and evaluate their own achievements by recognising successes, learning from their own mistakes and identifying areas for improvement.
 - Pupils will be involved in self and peer marking as felt appropriate by the Class Teacher.
 - Pupils will be given time to reflect and act upon either written or verbal feedback from the class staff, either to correct mistakes or further their learning.
- Summative Assessments
 - Summative assessments will be carried out towards the end of each term. Formal PIRA written assessment tests will be used in order to assess and review pupils' progress and attainment in Reading. In writing, a variety of independent pieces will be taken and assessed against criteria for their particular year group, or in some cases, the year group appropriate to their ability level. This enables attainment to be tracked across the year and will inform provision maps and planning. Gap analysis will be carried out and used to inform planning.

ENTITLEMENT AND EQUAL OPPORTUNITIES

- The school has an Equal Opportunities Policy; in addition to applying this, we will ensure that:
 - All children cover the content made statutory by the programmes of study within the National Curriculum for English.
 - Children access the curriculum at the appropriate level, thus ensuring progression and differentiation.
 - Suitable resources and learning environments are available.

SEN AND INCLUSION

- We will ensure that:
 - The class teacher, SENCO and the English Coordinator liaise to ensure that individual needs of pupils are met and that appropriate targets are set and regularly reviewed.
 - Teachers set high expectations and appropriate targets which are also reviewed regularly; teachers differentiate questions and activities to allow all children access to learning.
 - Children with learning difficulties are diagnosed and provision is made for individual needs.
 - Where necessary, outside agencies are involved (SEN policy).
 - Parents are kept informed and are encouraged to support their child's learning through homework activities and termly targets.
 - Adult support is used in school to support groups/individual children.