

TANKERSLEY C of E (A) PRIMARY SCHOOL

ENGLISH POLICY



***“Guide me in your truth and teach me, for you are God my Saviour
and my hope is in you all day long”***

We aim high and have self-belief

We have community spirit

We are enterprising

We have enquiring minds

We are respectful

Updated February 2024

Next review September 2026

Intent

English is a subject we value very highly at Tankersley St Peters. We are tenacious in ensuring every child can read and write by the time they enter KS2.

We intend:

- To enable our children to read and write with confidence, fluency and understanding;
- To use the full range of reading cues (phonic, graphic, syntactic, contextual) to monitor their reading and correct their mistakes;
- To enable our children to understand the sound and spelling system and use this to read and spell accurately;
- To enable our children to have fluent and legible handwriting;
- To equip our children with the understanding of key grammatical features;
- To enable our children to have an interest in words and their meaning and a growing vocabulary;
- To enable our children to write in a range of genres in fiction and poetry, and understand and be familiar with some of the ways in which narratives are structured through basic literary ideas of setting, character and plot;
- To enable our children to understand, use and be able to write a range of non-fiction texts;
- To enable our children to plan, draft, revise and edit their own writing;
- To equip our children with a suitable technical vocabulary through which to understand and discuss their reading and writing;
- To nurture our children's interest in books, and encourage them to read with enjoyment and evaluate and justify their preferences;

Implementation

Curriculum and School Organisation

We use the National Curriculum, Cornerstone termly tests and gap analysis grids, RWI Phonics and Spelling Schemes and the EYFS curriculum guidance as the basis of our planning for English.

Foundation Stage

We believe that communication and language with opportunities to explore reading and writing underpins children's future learning.

The teaching of English in FS will include:

- a wealth of opportunities to develop and experience speaking and listening;

- experiences that develop gross and fine motor skills through play and RWI phonics or handwriting activities;
- sharing and enjoying a range of rhymes, songs, stories and books;
- immersion in a print rich environment with opportunities for oral language and written communication, e.g. differentiated phonic activities;
- focus activities that teach children early communication language and literacy skills.

KS1

At the beginning of Year 1, the assessments from Foundation Stage are passed on in order to enable the planned work to follow a smooth transition.

The teaching of English in KS1 will include:

- Explicitly taught and planned sessions following the guidance and objectives of the English National Curriculum;
- Speaking and listening activities, e.g. role play, pair talk, drama and hot seating in order to prepare pupils for the writing process
- SPAG warm ups
- Word level work with explicit teaching of phonics and spelling using the Read Write Inc. scheme.
- Sentence level work led by quality texts to develop grammatical awareness and punctuation skills;
- Text level work using a range of genres will develop comprehension and composition skills and the understanding of print;
- Letter formation and handwriting taught and modelled using the RWI scheme.
- Immersion in a print rich environment that promotes a reading culture and develops children's oral and written communication.
- Drama into writing activities
- Phonics taught using the Read Write Inc. scheme.

KS2

At the beginning of Year 3, the teacher assessments and the statutory tests will enable the planned work to follow a smooth transition.

The teaching of English in KS2 includes:

- explicitly taught and planned sessions following the guidance and objectives of the English National Curriculum;
- word level work with explicit teaching of spelling strategies and rules and phonics where required using the Read Write Inc. scheme.

- sentence level work led by quality texts to develop grammatical awareness and punctuation skills;
- text level work involving reading a range of genres to develop comprehension skills and scaffold writing;
- a range of text types, including cross-curricular writing, modelled to promote sustained composition;
- handwriting and presentational skills taught and modelled using the RWI scheme.

Immersion in a print rich environment that promotes a reading culture and develops

- Speaking and listening.
- Drama into writing activities
- SPAG warm ups

Phonics

We use a highly structured phonics scheme, which has lively and vigorous teaching. This begins with the common 44 sounds in the English language and how to sound blend words for reading at the same time as developing spelling skills.

As part of our commitment to teach every child to read, we provide parents of children starting in Reception with a pack of phonic cards. This enables parents to continue the work done in school and consolidate learning at home.



Pupils learn to read a range of lively storybooks with the words they can decode so they achieve early success in reading.

The more sounds they know the greater the range of texts they can read.

Pupils are working in mixed year groups with their Read Write Inc. teacher at the correct level for their phonic and reading ability.

Children are taught phonics in small-differentiated groups following the Read Write Inc. scheme.

Read Write Inc. is used to support children in KS2 who are experiencing difficulties with spelling and reading strategies.






All Foundation stage, KS1 teachers and all teaching assistants have received Read Write Inc. training.



Reading

We believe in developing a reading culture throughout the school by creating welcoming book areas in classrooms, and raising the profile of reading through a print rich environment, attractive book displays and promoting the written word at all times. High priority is given to reading in all classes.

Reciprocal strategies are used to develop decoding and comprehension skills daily in guided sessions. Pupils learn to use the Canine Pals to improve their understanding of the reading content domains.

Vocabulary Questions with Vocabulary Victor Vocabulary Victor will help you to look at how authors and poets have chosen to use certain words and phrases. 	Summarising Sheba What is the main point in this section of the text? Recap what has happened so far in 20 words or less. Which is the most important point in this paragraph? Is it mentioned anywhere else? Content Domain 2c: Summarise main ideas from more than one paragraph. 
Retrieval Questions with Rex Retriever Rex Retriever will help you to go into a text and retrieve the facts. 	Inference Iggy What do these words mean and why might the author have chosen them? Can you explain why...? Which words give you the impression that...? Content Domain 2d: Make inferences from the text / explain and justify these with evidence from the text. 
Sequence Questions with Sequencing Suki Sequencing Suki likes everything in order! She will help you sequence the events in a text. 	Predicting Pip Can you think of another story with a similar theme/opening/ending? Why did the author choose this setting? Will it influence how the story develops? How is this character like someone you know in real life? Would they act in the same way? Content Domain 2e: Predict what might happen from details stated and implied. 
Inference Iggy Inference Iggy will help you hunt for clues in a text about how someone might be feeling or why something is happening. 	Cassie the Commentator Explain how a character's feelings change throughout the story. How do you know? What are the clues that this character is liked/disliked/loved/hated? How could this part of the text be improved? Content Domain 2f: Identify/recognise how information/narrative content is related and contributes to meaning as a whole. Make comparisons within the text. 
Prediction Questions with Predicting Pip Predicting Pip tries to see the future and she will help you work out what might happen next. 	Arlie the Author What does the word... tell you about...? Does the author use another word to do the same? By writing in this way, what effect has the author created? Has the author been successful in their purpose/use of language? What makes you think that? Content Domain 2g: Identify/recognise how meaning is enhanced through choice of words and phrases. 

Children are encouraged to read at home and home reading tokens are given out in daily group reading sessions to pupils who have read at home at least 3 times that week - a weekly reading raffle takes place in Sparkle and Shine assembly each week. On a weekly basis child on the RWI phonics scheme, take home the storybook that they have been studying that week alongside a 'Book Bag' book that matches the phonic ability level of the child. Children not on the RWI phonics scheme take home two age appropriate books from the library.

Reading areas in the classroom are inviting and lively with space for the children to sit and read. Children visit their class and school libraries regularly to change their books. Pupils in Y6 are reading

We are developing a good range of fiction and non-fiction books in our new school library, which will be updated in light of planned themes. Children are encouraged to borrow school library books to take home.

The print rich environment encourages children to interact with displays, to follow instructions and signs, promoting functional language. Within the classroom, the reading area is attractive and inviting, books are clearly accessible and regularly changed to maintain children's interest. Themed displays are encouraged along with opportunities to write book reviews and show homemade books. Books are also displayed and promoted around the classroom, school library and the completely learning environment of the school.


At the end of the school day there is a dedicated story time and all children are read to by their class teacher after afternoon break. Each class has a designated story chest which contains specifically chosen quality texts.

Vocabulary

Tier 2 vocabulary: We use the Canine Pal 'Victor Vocabulary' to make children aware of the importance of words and their meanings. In KS2, we collect words on bookmarks whilst reading for pleasure. We then find the definitions of these words. We collect words every day, throughout the week as a class and display them on a vocabulary board. These words are then removed from the board the following week and recorded with their definitions. In EYFS and KS1, the words are written in 'Our Giant Book of Gargantuan Words'. In KS2, the children individually record these words and others in their 'Little Book of Big Words'.



Tier 3 vocabulary: We have 'SUBJECT GLOSSARY BOOKS' that are filled with subject specific Scientific /Historical and Geographical (TIER 3) vocabulary. The idea is that the children use these glossaries when they are completing written work. This will support the children with their understanding, application and spelling of new vocabulary without having to search for it in a dictionary. In KS2, the children have individual glossaries and in KS1, we have a whole class large glossary.

T1a - Living Things and their Habitats		
Vocabulary	What is it?	How will I remember?
habitat	the home of an animal or plant	
conditions		
living		
dead		
observe		

KS1

T3a - Living Things and their Habitats		
Vocabulary	What is it?	How will I remember?
organism	a living thing made up of one or more cells and able to carry on the activities of life	
life cycle	the important stages in the life of an organism	
reproduce	when new, young organisms are made	
insect	a small invertebrate animal that has 6 legs and usually a pair of wings	
mammal	a warm-blooded vertebrate animal that has hair/fur, females that provide milk for their young and (usually) the birth of live young	
amphibian	a cold-blooded vertebrate animal that is able (when adult) to live both in water and on land	
life processes	the processes that are needed for the maintenance of life/living organisms	
naturalist	an expert or scientist who studies nature	
similarities	having a likeness (in appearance, character or quality) without being identical	
independent variable	a variable that I change and can control in my experiment	

KS2

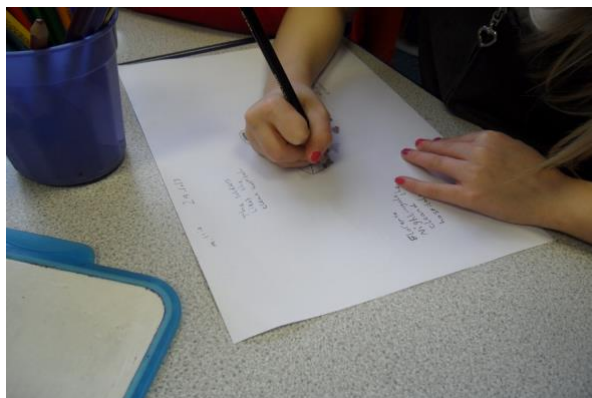
Writing

We believe that writing should be a creative/developmental process at both a functional and an imaginative level. All attempts at writing are valued and we know that all children have potential to be successful writers. Sentence structure and punctuation along with text level skills are taught alongside the creative aspects of writing. Immersion in reading, talk and preparation for writing is essential to the writing development process.

Writing involves both transcription and composition. Transcription skills include spelling and handwriting. These should be the focus for writing in the early stages of primary.

Writing is taught through:

- The teacher dictating sentences for pupils to practise applying these skills so that their working memory doesn't become overloaded by the demands of composition.
- Knowledge of what to write, as well as how to write. Teachers provide frequent modelling, examples and opportunities for practice so that children can develop their writing. Pupils are also taught knowledge of the conventions of the writing they are creating, and the tools which can help them achieve their purpose.
- Knowledge of grammar needed for composition. Pupils are taught how to construct and combine sentences. The curriculum is organised so that pupils are taught to use a variety of different sentences. Teachers model which is then followed by extensive deliberate practice.
- TAs support significant groups of pupils to lead the development of writing according to pupils' individual targets.



Independent writing.

Throughout the school, children are provided with opportunities to develop their confidence and practice their writing skills. All writing activities have a purpose and quality is promoted through publication or presentation to another audience. Writing strategies are modelled and independent writing is supported with dictionaries, word banks and the English learning/working wall.

Extended writing is key to ensure our pupils have the opportunity to apply spelling, punctuation and grammar skills to their work. Each pupil should complete an extended piece of writing following input from a unit of work.

Highlighters are used to identify aspects of SPAG for each piece of writing.

Follow up from the Extended Write is built in on the following day – e.g. up levelling a piece of work / Mystery author/Grammar detectives.

Each half term a piece of Extended Write is assessed using the Writing Standards (Y2 and Y6 use end of KS standards) to ascertain where the pupil is in their writing.

Writing Feedback

- **Perfect presentation posters (PROUD)** – teachers will ensure that pupils in their class demonstrate the highest standards of work and adhere to the agreed principles as outlined in the posters.
- **Teacher & pupil feedback on Learning Objective** – teacher and pupil will assess against each element of the objective in the success criteria.
- **2 stars and a wish for an extended write – Teacher feedback (Blue pen)** teacher will give feedback, which is succinct, short and clear relating to the lesson objective/year group standards.
- **Polishing learning-responding to teacher feedback (Green pen)** - pupils will explain their learning, address misconceptions and next steps using green pen (time should be given for this to allow for consolidation and progress).
- **AFL Peer and self-marking (Red Pen)** – pupils can peer assess and self-assess against their learning objective using red pen.

Writing environment

The school environment celebrates quality writing through displays of work in both handwritten and typed form as well as signs and labels. All classrooms have attractive and well-equipped resources for writing that children can access through writing areas or tables. Opportunities for writing are planned for and accessible throughout the learning environment and school day. Functional and creative writing are demonstrated and promoted by staff and visitors.

Handwriting

- Formal teaching of handwriting begins in Nursery and Reception where children are taught how to hold a pencil - the tripod grip for almost all cases. Children become better at handwriting through repeated practice of accurate letter formation.
- We promote the highest standard of work and consistency of approach with our pupils.
- We follow the RWI handwriting scheme.
- **Perfect Proud Presentation Posters** are displayed in each class and teachers ensure the pupils use these. The acronym PROUD reminds children how to set out work neatly in books.
- A short handwriting session is taught frequently to promote the highest standards.
- Strategies - *BBC-bottom back chair*, *Spare hand on work* and *Feed the dinosaur to hold your pencil* are encouraged at all times.

- Children are awarded a pen licence and a school pen when they are using neatly joined writing.
- A piece of quality handwritten work is sent every other week to the head teacher for sparkle and shine assembly for the handwriting of the week award. One piece is selected and framed in the school entrance on a special stand.

Speaking and listening

In line with the English National Curriculum, we believe that speaking, listening is fundamental to children's development, and that confidence in this area is essential to be successful in all areas of English.

Speaking and listening skills are directly taught, modelled and sensitively encouraged in whole class and small group settings. Opportunities across the whole curriculum are planned for and developed. Children play an active part in presentations, topic talks, debates and drama activities. Kagan structures are used to encourage discussion.

Spelling

We use the Read Write Inc. Spelling scheme, which ensures each child is prepared for the spelling component of the Year 6 Grammar, Punctuation and Spelling Test. It comprises of engaging online resources; Practice Books with a range of activities and Log Books to track progress. The scheme provides tightly timetabled units of work for each year group from year 2 to 6, based on a regime of rapid-fire daily sessions. The daily activities take approximately 20 minutes.



Weekly spellings are sent home. Children are encouraged to share with their parents and other family members who can help them practise spelling their weekly selection of words.

Cross-curricular links

We believe in a cross curricular approach to learning and providing children with high quality first hand experiences wherever possible in order to provide opportunities for them to use and apply the literacy they have been taught.

Children are encouraged to make links between subjects and to make choices about the ways in which they record their writing.

Equal opportunities and inclusion

The SENDCO will:

Support the English co-ordinator and teachers in identifying children with special needs and encourage whole class inclusion where possible.

Support staff in using the objectives in the English National Curriculum / B Squared document when preparing individual education plans.

Be aware of intervention materials and ensure they are used effectively.

Have an overview of all interventions and the evaluation of their impact.

Inclusion

All pupils, regardless of race or gender, have the opportunity to learn English at their own level. The school promotes equal opportunities and fairness of distribution of English resources.

Children with other languages at home are encouraged to use them for educational benefit.

Positive images of use of English by people of both sexes will be promoted.

Impact and assessment, Recording and Reporting

The children's English books are scrutinised frequently to monitor standards and progression.

Children are aware of targets as in KS1 and KS2 the children have pupil friendly target sheets in their home/school reading record books. Targets are reported to parents / carers during parents' meetings.

Children on the Read Write Inc. scheme are screened every 6 to 8 weeks. Their progress is analysed and they are placed in the group, which matches their correct level for their phonic and reading ability.

An individual class reading record is used to document those children who have read 3 or more times at home by checking their home/school reading diary. A tick is placed in the right-hand column under each week's date. At the end of the half term, parents of children who have not received a token for less than 50% of the duration of the half term are contacted to discuss supporting their child's reading at home.

When children are heard read the left-hand column is ticked under each week's date. In KS1 this might be ticked more than once.

In KS1 and KS2 children, complete termly formal reading and SPaG Cornerstone assessments, the results of which are analysed.

Progress in reading and writing and SPaG is reported to the head teacher on a termly basis.

Monitoring

The English subject leader and members of the SLT carry out a range of monitoring activities including:

- lesson observations
- work scrutiny
- moderation of work
- planning
- pupil interviews
- views of other stakeholders
- some of these activities are supported by the designated member of the governing body.

English is an integral part of the 'Subject in the Spotlight' cycle however due to the fact that it is a core subject the monitoring is more detailed and frequent and follows the annual monitoring cycle.

Developing and monitoring, Subject in the spotlight

The Head teacher will:

Set high expectations and monitor teaching and progress.

Encourage a whole school approach, keeping parents, governors and all support staff well informed.

Support the co-ordinator and individual teachers.

Regularly review the English Action Plan within the Developing Excellence Plan.

Set targets for teachers for performance management.

The subject leader will:

Manage the implementation of the policy, evaluating its impact and effectiveness and liaising with staff to update on a regular basis.

By engaging with current educational research and developments and keeping staff abreast of relevant developments;

Carry out staff audits in order to identify needs and arrange/lead INSET so that all staff are confident in how to teach and assess all aspects of English and have good subject knowledge.

Set whole school English targets based on evaluation of assessment data to develop the subject – Reading Writing, Speaking and Listening, EYFS CLL.

Work with the SLT to analyse all available data and identify areas for development.

Write and action the English Action Plans and evaluate the impact.

Lead by example showing a thorough understanding of the subject.

Offer support to teachers in planning, teaching and assessment.

Work alongside the Head teacher to monitor and evaluate planning, teaching and learning.

Ensure resources are appropriate and organised.

By ordering/updating/allocating resources;

By taking an overview of whole school planning to ensure that there is continuity between year groups and that progression is taking place;

Ensure parents are encouraged to develop positive attitudes to English and actively support their children when homework is given.

Ensure parents are kept well informed of their children's progress.

Liaise with receiving schools.

Governors will:

Be well informed through the leadership of the Head teacher, English Subject Leader and English Governor.

Support the staff in implementing the school's policy for English.

Monitor and review the progress of the English Action Plan.