



Introductory statement

This policy covers speaking, listening and writing (including spelling and grammar). Some aspects of these are distinctive but language development relies on the inter relationship of all these factors. Therefore links will be evident within planning, delivery and pupil outcomes.

In KS1 and KS2, we follow a Mastery approach to English through the programme 'Pathways to Write.' This is a proven methodology built around units of work which develop spoken language, vocabulary, reading and writing skills through the mastery approach. Units of work are delivered using high quality texts and children in all year groups are given varied opportunities for writing. Skills are built up through repetition within the units, and children apply these skills in the writing activities provided. Many opportunities for widening children's vocabulary are given through the Pathways to Write approach and this builds on the extensive work we do in school to provide our children with a rich and varied vocabulary.

In EYFS, Literacy is taught through our phonics scheme, Reading Planet Rocket Phonics, and Drawing Club. Rocket Phonics is a story-based approach to raise phonics attainment, develop wider literacy skills and ignite a love for books. Drawing Club uses the approach "one week and move on" to keep the children engaged in every high-quality text used. However, on occasions, we may use a text for longer than a week if appropriate. Drawing Club focuses on the "3 Ms": Making Conversation; Mark Making; and Mathematics.

Making Conversation

Talking confidently, using new vocabulary, listening, sharing ideas having conversations back and forth, collaborating, respecting and helping one another.

Mark Making

Writing at the cusp of confidence, reading with interest, developing phonic knowledge, discovering the art of writing, and increasing fine motor control with purpose.

Mathematics

Drawing is full of mathematical opportunities: counting; comparing; adding; taking away; dividing; numeral writing and recognition. All the time, building confidence through purpose.

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English document (2014) and in the Communication and Language and Literary sections of the Statutory framework for the Early Years Foundation Stage (2021).

Aims

The aim of our policy for English is to:

- raise the level of educational achievement of all children and provide consistency of approach by all staff
- strive for every child to reach high standards in English
- enable all children to be successful and to make progress, maximising opportunities to enable them to realise their full potential

- ensure that teachers maintain high expectations of all children
- provide children with a learning environment where English is at the heart of all learning
- apply vocabulary, grammar, punctuation and spelling accurately and confidently for a range of contexts and audiences
- use assessment to monitor and evaluate writing leading to future learning opportunities
- enable children to apply their English skills to understand their community, help them feel valued within it and help them make a positive contribution towards it
- provide staff with the clear methodology of the teaching of English

Progression

The 'Pathways' units have been designed to aid and guide progression, as well as the tracking of skills throughout each year group, using a series of Gateway, Mastery and Feature Keys that are aligned to the National Curriculum's requirements for writing. Gateway Keys outline skills that have been previously taught, Mastery Keys introduce the children to new skills and, finally, Feature Keys address the genre requirements of a unit.

Each 'Pathways' unit journeys to a final extended writing outcome where the children's success relies on their application of the Keys. However, contained in the journey are many 'short burst' writing opportunities, where the children can explore a wide variety of genres and practise specific mastery skills through shared, guided and independent writing.

Children are expected to apply their writing skills and knowledge in cross curricular lessons; teachers provide further extended writing opportunities to ensure children can write for sustained periods of time and at length. Furthermore, during all writing activities, high expectations and standards of writing in terms of composition, word selection, spelling, punctuation and grammar are expected across all subject areas. We believe it is essential to provide time for the children to reflect on their writing, evaluating and editing their work to make improvements.

English Grammar and Punctuation

Grammar and punctuation activities are primarily aligned to the Pathways units to allow children to apply their learning in context.

Aims

- To provide rich and stimulating learning environments across the school where children have access to a range of resources which they can use autonomously to help them move their learning forwards.
- To create a rigorous and effective approach to teaching grammar across the school to engage and embed pupils' learning.
- To give children the opportunity to practise the grammar that has been taught in extended pieces of writing within all curriculum areas.

Handwriting

Presentation of written work reflects the awareness of the writer to the needs of his or her audience. Our ultimate goal is for pupils to achieve a fast, flowing, legible style of writing. Children in F2 and year 1 will be taught how to print letters clearly, concentrating on letter formation and size, including lower case and capital letters. From year 2 onwards, children will be taught how to use a cursive handwriting style.

Spelling

Weekly spellings are sent out on Dojo from Y3 to Y6 and are linked to the Twinkl Planit Spelling resources to ensure complete coverage of all the National Curriculum spelling requirements for each year group.

Spellings, spelling patterns and spelling rules are introduced at the start of the week, practised in class and as part of children's homework and tested at the end of the week. Pupils in EYFS and KS1 will be taught spelling rules and phonemes as part of their daily phonics lessons

Aims

- To develop a whole school approach in order to ensure a consistent approach, continuity and progression during the stages of spelling development.
- To teach spelling within meaningful contexts of writing.
- To ensure that teachers are familiar with the teaching of phonics and spelling.
- To regularly teach alphabetic knowledge, blending and segmentation.
- To build on phonic knowledge in KS2.
- To develop investigative approaches, etymology, morphology and dictionary skills.
- To teach spelling and strategies to support the spelling of tricky and high frequency words
- To respond to mis-spelt words according to the agreed marking policy.
- To develop pupils' knowledge of the structure of words; compound/complex words, prefixes, suffixes, roots and origins.
- To encourage a variety of strategies to enable independence in spelling, such as word banks, dictionaries, displays and mnemonics etc.

Speaking & listening

Purposeful talk is one of the main ways through which children construct and refine their understanding of language. Modelling appropriate and expressive speech is an integral part of our teaching. Talk should underpin all language activities and many writing activities. A pupil's spoken language reflects the local culture and heritage of the individual and is therefore crucial to his or her identity and should be valued and built upon. However, pupils are also entitled to gain knowledge, competence and confidence in the use of Standard English, thus empowering them to use whichever is most appropriate to purpose, audience and situation.

Aims

- To encourage children to communicate confidently by providing them with purposeful language interactions and experiences
- To create an environment which promotes active listening and learning and productive talking; a caring environment where others listen, show an interest in and value what they say
- To provide children with opportunities for exploratory talk, where children shape thoughts in new ways, as well as the opportunity to develop their presentation skills, where children present their ideas that are already formed
- To encourage children to communicate in a style appropriate to the audience and purpose of the task.
- To provide real situations, affording the children the opportunity to develop a range of strategies and skills, which will enable them to function in society as confident, well spoken adults.

- To create opportunities for speaking and listening across all areas of the curriculum, as we believe speaking and listening is a vital part of the whole learning process and cannot be developed in isolation.

Inclusion

All staff ensure that their planning and delivery of the English curriculum provides equality of access for all children regardless of race, gender or ability in line with the Equality policy. For different abilities, tasks are adapted at the short term planning stage. Children who are on SEND Support may have specific SEND targets.

Whilst the National Curriculum and Early Years Foundation Stage states that most children should be taught at each key stage and year group, teachers should teach the knowledge, skills and understanding to suit pupils' abilities and opportunities to learn. This may include choosing objectives from earlier or later stages.

Parental/carers involvement

We aim to involve parents/carers directly in the life of the school, and thus in the development of children's skills, knowledge and understanding in English. Parents and carers are involved in hearing children read and are encouraged to discuss books with them. All children in school take reading books home and a home/school reading diary to provide a reading partnership with parents and carers. Parents and carers are welcomed into school to support reading in the classroom.

Spellings in KS2 are sent home or uploaded onto Dojo as homework on a regular basis. These will relate directly to the spelling patterns set out in the English appendix 1 of the 2014 National Curriculum.

At the beginning of each term, curriculum overviews containing English objectives and text types to be studied, are uploaded onto the class pages of the school's website for all parents and carers to view.

Role of the English leader

The English leader will be directly responsible to the Head for the development of an appropriate English curriculum.

This can be achieved through:

- Ensuring that the primary aim will be to promote and maintain good standards in all aspects of English throughout the school.
- The continuous monitoring, evaluating, development and organisation of Whole School English (through delegation if necessary),
- Ensuring that the resources for the teaching of English in the school are well organised, frequently reviewed and easily accessible to children and staff to enable maximum usage.
- Obtaining and disseminating information concerned with the development of the English curriculum and work with other members of staff on the development of appropriate continued professional development.
- Devising and supporting opportunities for parental/carer involvement in aspects of English, including reading and other English skills, which can be practised and achieved at home.

- Ensuring all staff understand the non-negotiables of teaching writing and the requirements of the National Curriculum.

Links with other subjects

We believe that English is an integrated and fundamental component of the whole primary curriculum. It is pivotal for all learning in every curriculum area and as such, should be promoted holistically. Children will have the opportunity to develop their English skills through extended writing opportunities in other foundation subjects.

Opportunities for children to explore and develop language use in other curriculum areas are identified by teachers at the planning stage.

ICT links are also promoted whenever possible to assist and enhance English skills. These include opportunities for pupils to compose, revise and edit texts. Radio and television programmes, computer software, newspapers, comics, photographs and advertisements may also be used, as outlined in the National Curriculum, to ensure pupils receive access to a full range of texts.

Assessment and recording

English is part of the whole school's assessment and recording procedures (see assessment and marking policy for details). Assessment for learning is an integral part of daily teaching, through planning, teaching and annotations.

Assessment also includes more formal frameworks for assessing outcomes, monitoring progress and diagnosing specific learning needs.

Targeted marking, peer and self-assessment give quality feedback to celebrate achievement and provide next steps in learning.

Within the Foundation Stage, children are assessed using the Northfield benchmarking tool. All children are assessed within the first six weeks of starting school using the baseline assessment. An end of year judgement is made against the Early Learning Goals using the Foundation Stage Profile.

Writing and English grammar, punctuation and spelling assessment

- A termly assessment of writing, using objectives set out in the school's tracking and assessment tool (ScholarPack) is currently used to monitor attainment and progress.
- Exemplification material from Pathways to Write is available to support teacher assessments and this guidance can be used with the latest interim TA framework if pupils are in Y6 and alongside Pathways to Write assessment frameworks in years 1 to 5.
- F1 pupils are assessed on entry to establish a baseline and then again at the end of each term.

Online learning

If children are unable to attend school due to potential lockdown procedures being implemented, staff will provide opportunities to continue their education through online learning platforms such as TEAMS. This can be through recorded lessons by the teacher or links to online learning resources such as Oak National Academy.

Equal opportunities

Northfield has universal ambitions for every child, whatever their background or circumstances. Children learn and thrive when they are healthy, safe and engaged.

In order to engage all children, cultural diversity, home languages, gender and religious beliefs are all celebrated. Our curriculum includes a wide range of texts and other resources which represent the diversity and backgrounds of all our children.

Continued professional development (CPD)

Opportunities for staff development will be identified within the School Improvement Plan. These areas will be determined by monitoring teaching and learning in English and may be based on the needs of the whole school or on individual. Appraisal and Capability targets provide information for staff development decisions.

Monitoring and evaluation

- The English Leader meets with the Head Teacher/Deputy Head Teacher on a regular basis to monitor and evaluate writing.
- Head Teacher/DHT and co-ordinator are involved in a series of classroom visits with feedback for staff on teaching and learning.
- Short term planning is monitored as part of the monitoring timetable. All staff receive feedback on this.
- The Governing Body has a named Governor for English who is also included in monitoring the subject. Information is fed back to the full Governing Body via the Strategic Committee.
- Attainment and progress in reading and writing is shared at the Strategic Development Committee
- This policy will be reviewed and evaluated by staff on a two-yearly basis.

Policy written by: Nicola Corrigan October 2024

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