



**Discovery Schools**  
Academy Trust

# Asfordby Captain's Close English Policy

**October 2019**

## English Policy

This policy reflects the school's aims and objectives in relation to the teaching and learning of English. It sets out a framework within which teaching and non-teaching staff can operate. It gives guidance on planning, teaching and assessment. The policy should be read in conjunction with the Early Years Foundation Stage framework and the National Curriculum. These set out the rationale for teaching each area of the English Curriculum and specify the skills that will be developed for the majority of pupils in each year group. This document is the outcome of consultation and review undertaken by the English subject leader with the staff.

This policy outlines the teaching, organisation and management of English taught and learnt across Discovery Schools Academy Trust (DSAT).

At Asfordby Captain's Close Primary School we use the new National Curriculum for English (2014) as the basis of our English programme. We also supplement this with our academy-devised framework for oracy and specific schemes of learning which support progressive planning and teaching of spelling and reading.

### Rationale:

The National Curriculum (2014) clearly states that teaching the English language is an essential, if not the most essential role of a primary school.

At Asfordby Captain's Close School we are committed to nurturing our children to become highly effective communicators in order to succeed in our future world. We know that we have a duty to ensure that English teaching is a priority and we recognise that this is wholeheartedly cross-curricular and a constant throughout school life and beyond. It is part of the 'essential knowledge' (p6 National Curriculum) that is needed in society:

'Teachers should develop pupil's spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.' (p10 National Curriculum)

### Aims

We aim to encourage all pupils to:

- *Be competent in the arts of speaking and listening, making formal presentations, demonstrating ideas and opinions to each other and participating in debate.*
- *Use discussion in order to learn: they should be able to elaborate and reason for their opinions, clearly explaining their understanding and ideas.*

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- *Develop their cognitive skills, imagination and personal expression through a range of writing opportunities using ambitious language with accurate punctuation and grammar, in a style appropriate for the purpose.*
- *Make progress towards becoming an accurate speller, using neat, legible joined handwriting.*
- *Read competently, demonstrating fluency and a strong comprehension of the text.*
- *Develop the habit of reading widely and often, for both pleasure and information.*
- *Acquire rich and varied vocabulary with an understanding of how to use such language for effect.*
- *Demonstrate an understanding of grammar and knowledge of linguistic conventions for effect within reading, writing and spoken language.*
- *Appreciate our rich and varied literary heritage.*
- *Write clearly, accurately and coherently, adapting their language and style in a range of contexts, and for different purposes and audiences.*
- *Make accurate reflections on their own English learning, as well as fair, constructive comments about the work of their peers and critical responses to that of popular authors and poets.*
- *Apply their full potential across the curriculum with extended opportunities to read, write, discuss and perform.*

The above aims are consistent with our school's aims and take account of the Early Years Foundation Stage Framework, the National Curriculum Programmes of Study and End of Key Stage level descriptions.

## **Primary English Curriculum**

### **Foundation Stage**

Teachers in the Foundation Stage follow the *Communication and Language strand and English strand of the Early Years Foundation Stage (EYFS) Framework 2017.*

By the end of the Foundation Stage children should:

- *Listen attentively in a range of situations.*
- *Listen to stories, anticipate key events and respond with relevant comments, questions or actions.*
- *Give attention to what other say and respond appropriately, while engaged in another activity.*
- *Follow instructions involving several ideas or actions.*
- *Answer 'how' and 'why' questions about their experiences and in response to stories or events.*
- *Express themselves effectively, showing awareness of the listeners' needs.*
- *Use past, present and future forms accurately when talking about events.*

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- *Develop their own narratives and explanations by connecting ideas or events.*
- *Read and understand simple sentences.*
- *Use phonic knowledge to decode regular words and read them aloud accurately.*
- *Read some common irregular words.*
- *Demonstrate understanding when talking with others about what they have read.*
- *Use phonic knowledge to write words in ways which match their spoken sounds.*
- *Write some irregular common words.*
- *Write simple sentences which can be read by themselves and others.*
- *Spell some words correctly and other in a phonetically plausible way.*

*(EYFS Framework 2017)*

### **Key Stage One and Two**

*The new English Programme of Study (2014) is based on four areas:*

- *Spoken language*
- *Reading*
- *Writing*
- *Spelling, grammar, and punctuation*

*The new National Curriculum is divided into three Key stages: Key Stage 1, Lower Key Stage 2 (Years 3 and 4) and Upper Key Stage 2 (Years 5 and 6).*

*By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. The new National curriculum 2014, gives detailed guidance of what should be taught at each Key stage under the following headings:*

- *Spoken language*
- *Reading - Word reading & Comprehension*
- *Writing – transcription, spelling, handwriting, presentation and composition*
- *Grammar and punctuation*

### **Role of Subject Leader**

English Subject Leaders are responsible for the development and monitoring of the English curriculum to ensure a coherent English strategy for the school. They can help teachers with their planning and are responsible for developing the school's policy. The subject leader will assist teachers by leading staff meetings, planning and leading INSET activities, providing consultancy and advice and by supporting them in the classroom. The subject leader also ensures that all staff access relevant CPD. The Head teacher / Subject Leader will scrutinise planning, English work, reading records and assessments. They will also gather the views of children in pupil discussions.

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## Planning

It is the responsibility of the class teacher to plan the English learning for their pupils in the year group(s) that they teach.

Planning is based on:

- The EYFS Framework.
- The National Curriculum 2014.
- The CLPE (Centre for Literacy in Primary Education) Power of Reading Teaching Sequences for core texts.
- Lancs Grid for learning medium term overviews ( edited)

Teachers use the long-term overview of English to develop their units of work, taking into account the necessary progression of skills for non-fiction text-types and narrative. Where possible, cross-curricular links are made between the units of work covered in the English lesson and the current class topic. English is at the heart of curriculum planning so that subject matter from other curriculum areas is available as content or stimulus for speaking, listening, reading and writing. All curriculum areas will involve some aspects of English, providing opportunities for consolidation and extension of skills.

Short term plans are produced in approximately three-weekly blocks by individual class teachers. These plans include opportunities to review learning, teach and consolidate key skills which link towards an overall outcome, and apply their understanding through challenge which ensures mastery of learning. Additionally, short term plans integrate and revisit necessary opportunities to work on non-negotiable, as well as age-related, end of year targets.

## Teaching

### Foundation Stage

In the Foundation Stage the children learn through directed and self-initiated play. The EYFS curriculum consists of some whole-class and adult-led English teaching and they have access to independent child-initiated English activities daily. Children are given opportunities to explore a language rich environment with lots of opportunities to use their reading, writing, speaking and listening skills both indoors and outdoors.

### Key Stage One and Two

In KS1 and KS2 teaching can be individual, small group or whole-class depending on the area of study. Reading and Phonics sessions take place, where applicable, in addition to the English session. Our school provides a fully inclusive English curriculum where teaching and learning prioritises challenge for all pupils, and scaffolds are used to support the needs of all learners in reaching this.

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## **SEN Provision**

If a child has a specific difficulty relating to English, they may be given extra time to work on these skills or areas with a teacher or LSA as part of personalised PIVATS provision, or they will receive additional support with a teacher or LSA within the lesson to develop their English knowledge and skills accordingly.

## **More Able Provision**

All of our learning is planned to deepen children's understanding of texts and challenge pupils to apply higher-order thinking skills in justifying and explaining their grasp of a text. However, where children are excelling in an area of English, they are encouraged to manipulate the linguistic and grammatical decisions they have made to enhance or alter the effect this creates, before discussing this thought-process with others.

## **EAL Provision**

When language is the barrier to learning, opportunities are provided to enable EAL pupils to engage with learning and convey and develop their English skills. Specific support for their skills in English and home language will be tailored to meet their needs.

## **Expectations**

Children are expected to reach an age-appropriate standard by the end of each key stage. These expectations are laid out in the National curriculum 2014 and in the interim framework assessment standards for Reading and Writing in Years 2 and 6.

## **Assessment**

Effective assessment involves careful observation, analysis and review by practitioners of each child's knowledge, skills and understanding, in order to track their progress and make informed decisions about planning for the next steps of learning.

- Assessment is on a continuous basis, taking into account the children's work throughout the year.
- Work is monitored by the class teacher, Headteacher /SLT/ English Subject Leader to assist in planning for future work to meet the needs of the children.
- Work scrutinies are carried out across the school to track teaching and learning and areas for school development.

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- Summative assessment records are passed to the English Subject Leader for information and analysis. These are stored on our automated assessment systems.
- Phonic assessment activities are used.
- Standardised test materials will be used to monitor the school's progress in all year groups.
- Independent writing opportunities are given, followed by individual target setting through learning conversations about these pieces. This information is then shared with parents.

### **Assessment Record Keeping**

Assessment records are kept by all class teachers. In the Foundation Stage teachers continually update children's 'Learning Journeys' with observations, photographs and work samples which details the children's progress in English. Class teachers also keep more formal records directly relating to learning objectives and Early Learning Goals.

In Key Stage 1 and 2, teachers records may include annotated planning, notes on observations, photographs, videos and written work recorded in books.

### **AfL in English**

Children are also expected to assess their own learning in English. This can take different forms on our learning slips depending on the age and ability of the children. In the early stages of AfL, children will be expected to talk about their learning by identifying what they are good at, what they find challenging and what they would like to improve. As children progress through the school, they will begin to talk in more detail about their learning and areas for improvement. This is founded on an ability to reason for the impact of language and grammatical choices through both 'reading as a reader' and 'reading as a writer'.

### **Intervention**

Class teachers plan for interventions for children in Key Stages 1 and 2. They use their knowledge of the children and various materials and resources (specified in the areas of English and including PIVATS for SEN pupils, as well as precision teaching) to support children who are not working at age-related expectations in English. These interventions provide short-term targeted support to move the children's learning forward and enable these learners to reach their full potential. These interventions are carefully tracked and monitored. For more information please see 'Intervention Policy'.

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## Resources

We use a number of resources to support the teaching of English. Our planning is rooted in the concept of engaging with a writing context linked to our core text, and this will always be supplemented with additional high-quality models demonstrating the necessary language and grammatical features for that piece of writing. We incorporate the active strategies we have learnt as part of working with the Royal Shakespeare Company in our English planning for many purposes, the principles of Mantle of the Expert are also used to prioritise articulation. To help provide a cross-curricular writing approach, the school has mapped core texts in line with our curriculum to ensure that the teaching of English is taught thematically where possible.

We use a formative assessment approach to all areas of English to ensure that children move towards mastering key skills.

Various materials are used to support teaching and learning and intervention such as: Literacy shed, Century Tech AI, Word Study Spelling; Grammar, Reading and Writing materials from Collins and Schofield and Sims; Word Blaze Spelling intervention for Key Stage 2; Moving Reading and Writing On and school-made resources to support specific needs.

## Phonics

Children in the Foundation Stage and Year 1 follow the DfE Letters and Sounds scheme through Phases 2-5, which is structured through the review, teach, practice, apply cycle. Phonics lessons are planned as daily, twenty-minute sessions and these incorporate opportunities to develop and consolidate the following skills:

- Decode grapheme-phoneme correspondences quickly and effortlessly, using their phonic knowledge and skills.
- Blend individual sounds to read words and sentences, counting these out verbally.
- Read 'tricky' words on sight.
- Read aloud with fluency and expression.
- Spell with increasing accuracy by segmenting the sounds in words, using sound buttons (dots, dashes and split digraph notation) to distinguish between digraph and trigraph GPCs.
- Develop an awareness of rhyme to encourage links between spelling.
- Acquire an understanding of print handwriting in Year R, moving towards a developing understanding of pre-cursive letter formation.

It is expected that classroom displays of Phonics learning will include relevant aids to the stage of Phonics that is currently being taught, while the current week's learning will be evident on the English Working Wall for children to refer back to when writing

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independently. The school subscribes to Espresso Education and Education City to enrich our provision of active and kinaesthetic Phonics learning with motivating visual resources, in order to encourage all pupils to reach their full potential.

Assessment is sharply diagnostic and recorded on teachers' planning. Intervention which supports children to consolidate prior gaps in knowledge is planned for and delivered in addition to the age-related teaching they receive. This is based on a set of Phonics assessment materials we have developed as a school to accurately track the development of these core skills. By the end of the Reception year, it is expected that children will be secure in Phases 2 and 3, while children in Year 1 will have secured their understanding of Phases 4 and 5.

### ***National Phonics Screening Assessment***

All pupils in Year 1 will be screened using the National Assessment materials in June. Any child in Year 1 who scores lower than the pass mark in the screening will receive targeted intervention throughout the rest of the summer term to ensure the gap between themselves and their peers does not widen. It is imperative that these children continue to be supported to reach the expected standard. On entering Year 2, the children will continue to receive focused support and be monitored closely through interventions with teachers. Should they continue to miss the expected standard of the screening materials in Year 2, pupils will be tracked thoroughly across a Key Stage Two spelling intervention programme.

## **Reading**

At our school we share a real passion for reading and a love of books. We recognise that the development of reading skills is crucial to the progress that children make across the curriculum and we are intent in supporting the children to become confident and critical readers. We have high standards for our readers and expect them to make rapid and sustained progress throughout their time in school. We do this by setting challenging goals and by putting extra support in place if needed. As readers ourselves, we have a common goal. We want the children to share our love of books and to open their minds to a world of imagination. We recognise that Reading is a multi-strategy approach to absorb meaning; it is not simply the decoding of marks on the page but involves the ability to develop and interpret understanding of a range of texts. The School's continued links to the Royal Shakespeare Company's rehearsal room techniques is imperative to driving standards forward in reading.

We have the following non-negotiables for our reading provision:

- At least two taught reading sessions each week, with class teachers adopting the whole-class approach to teaching reading comprehension skills, incorporating groups of key pupils as part of this. Key Stage will also prioritise regular guided sessions to ensure core skills in fluency are prioritised alongside reading for meaning.

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- All children have access to books relating to their topic from our school library on display in classrooms, with age-appropriate fiction and non-fiction books in class reading areas, including First News newspapers in Key Stage 2.
- KS2 children use the accelerated reader scheme which tailors reading to the ability of the child.
- Children have opportunities to discuss and review their reading material with adults and peers in class.
- Children are exposed to recommendations of engaging books by staff promoting a 'Hot Read', which is changed fortnightly.

Children begin their journey of reading in Reception with a number of reading scheme materials, including The Oxford Reading Tree and Usborne Phonics Readers. We make sure that the children read books that are closely matched to their developing knowledge of phonics and understanding of tricky words. Re-reading and discussing these books with both the teacher and teaching assistants supports increasingly fluent and confident decoding and developing comprehension. As the children become more confident readers through the school, they are encouraged to choose their own books, which suit both their interests and reading needs. Our aim is for the children to develop an ownership over the books they choose and to be confident in talking about their reasons for their choices. Regular storytelling and rhymes are prioritised across EYFS and Key Stage 1.

### **Shared Reading**

Each half term, teachers in Years 1-6 will choose a class read for their pupils, which they will use to model reading for enjoyment with. This will be a high-quality text which broadens children's awareness of authors and is possibly beyond their class's independent reading levels. As such, it affords children the opportunity to listen to teachers articulating meaning and verbalising the meta-cognitive reading skills that occur when interacting with a text. It is expected that every class teacher will share this book with their class for 10 minutes every day. Every time that this is matched with 10 minutes reading at home with a family member on the same day, children will receive a raffle ticket towards the end of term book raffle. In Reception, children have a daily story read to them, which contains repetitive narrative or rhyming patterns. We have mapped Pie Corbett's Literature Spine to each group for teachers to use either as class texts or within reading lessons.

### **Teaching of Reading**

Our reading curriculum is taught through whole-class reading lessons, with guided groups supported or extended with the teacher and teaching assistant. This approach enables all children to access age-related learning and widens the scope for children to master reading skills. Children are involved in reading a variety of texts, which includes print and on-screen text; we place high importance on developing children's comprehension through visual literacy, including Pobble 365's picture of the day, The Literacy Shed resources and wider RSC techniques. During whole-class reading lessons, the

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overarching aim is for children to build their understanding of vocabulary and texts through experience and discussion. We apply active approaches to unpicking texts and developing comprehension from our learning partnership with the Royal Shakespeare Company. Whole class reading in Year 1 is a shorter session which focuses on developing key comprehension skills to supplement children's individual development in phonics.

### **Individual reading**

In Key Stage One, children have regular weekly opportunities to read their choice of school book independently to a teacher, teaching assistant or school volunteer. Across Key Stage Two, children are given more independent reading time, although they all have the opportunity to discuss their book with their peers and make recommendations to the class, irrespective of ability. Additional time to read with adults will be given to targeted individuals who require accelerated support to reach age-related expectations. When children have finished reading their books, they complete a quiz on what they have read on Accelerated Reader to earn book points as an incentive to read widely and often.

### **Assessment of Reading**

The teacher's reading lessons will provide evidence of assessment in line with the objectives of the National Curriculum (2014) and this is recorded on Target Tracker. Assessment will be used to inform planning for personalised learning, and emphasis will be placed on securing a breadth of skills and deepening understanding of key concepts. A miscue analysis can be used where appropriate as a diagnostic tool. Each half term, reading is assessed summatively to monitor those on track to achieve age-related expectations in reading. Children who are judged not to be making the expected progress will receive additional intervention support with resources including Collins Treasure House Comprehensions. We use Accelerated Reader Star Tests and paper-based formats to provide us with accurate assessment information on individual children, including reading ages and progress measures through the year.

## **Writing**

At Asfordby Captain's Close we are committed to providing our children with meaningful and purposeful opportunities for writing, built on inspiring shared experiences wherever possible. We want them to recognise the power they have as authors to influence their readers' emotions, opinions and ideas and draw inspiration from high-quality texts. As part of this, we encourage our children to develop their ideas through the writing process, considering their audience throughout.

We have the following non-negotiables for our writing provision:

- High-quality models are used in all lessons to motivate and challenge children to appreciate, recognise and apply language and grammar patterns.
- Clear progression of skills will be evident through a unit of writing linked to a core text. This makes the writing process of planning, drafting, revising, editing and publishing clear to the children.

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- Engagement with high-quality vocabulary is underpinned by children reasoning for the impact of this on the reader and its meaning is explored actively.
- Shared and guided writing should regularly take place in English lessons and across the curriculum.
- Drama is integral to fuelling exciting shared experiences for children to write from, and to developing children’s emotional literacy.
- All adults in school model the use of the writing process, making meta-cognitive decisions for writing explicit to the children.
- Writing is published for an audience through written and oral presentations.
- Cross-curricular writing is planned to enable children to apply and master English skills across other subjects in relation to topic learning.

### **Independent writing**

Children in Key Stage 2 have individual ‘free writing journals’ to develop their confidence as writers and their stamina for producing quality within longer texts. Each week, children are provided with a stimulus for writing from, which can include Pobble 365’s image of the day, an object, a painting, a news article or any other inspirational prompt that fires the children’s enthusiasm to write across a range of genres.

### **Provision of Writing in EYFS**

- Our classroom has a well organised writing area that includes a variety of different resources for mark making and writing such as large sheets of paper, coloured paper, clipboards, whiteboards, pens, pencils, high-frequency word cards, alphabet cards, interactive displays, messages and examples of children’s writing. These resources are all available for the children to use independently.
- Puppets, props and small world are available for role-play.
- The outside area also provides extended opportunities for reading, writing and role-play.
- Activities to develop children’s fine and gross motor skills are provided e.g. building wrist strength by twirling ribbon sticks, practising writing patterns with big brushes and water, making letters in the sand.
- A computer and interactive whiteboard is accessible to the children to consolidate and extend their learning with.
- Self-initiated learning is recorded in the children’s learning journeys.

### **Provision of writing in Key Stage 1 and Key Stage 2**

Children are given a daily one-hour English lesson each week to engage with their planned writing focus. One of these lessons a week is dedicated to the discrete learning of age-related grammar objectives and this is planned to link in with the writing outcome of the unit.

Each week, our English working walls are updated with the current journey of learning through an approximate three-weekly unit and they are designed to reflect a meta-

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cognitive understanding of how we develop our skills for writing to the children. Model texts are integral to unpicking success and quality and these are to be supported with relevant but also challenging vocabulary. Other key aids that we display to foster children's independence when writing include Sue Palmer's skeleton frames on text-type planning mats and year group writing expectations.

In addition to our working walls, every child has a 'writing window' on display outside of their classroom in which a portfolio of their published writing is showcased to our school community. These displays celebrate children's achievements and make self and peer reflection on the quality of writing evident to everyone.

### **Grammar**

Grammar objectives are taught as part of a discrete skill-development lesson to develop fluency and confidence with using particular language and grammar patterns and are revisited throughout relevant writing units to demonstrate how they are used for effect on the reader. We use a range of resources, including Schofield and Sims Grammar and Collins Treasure House resources in addition to Twinkl plan it units and Espresso videos to teach a thorough grasp of grammar. Children track their own progress with understanding age-related grammar skills through weekly Grammar Hammer skills checks from Assertive Mentoring. These are incorporated into the weekly discrete grammar lesson. Grammar objectives are assessed and tracked by teachers using school tracking systems.

### **Spelling**

Pupils in Years 2 -6 primarily use the Word Study approach to develop their understanding of spelling and vocabulary linked to morphology and sound patterns. They are taught a specific objective each week and are given opportunities to revise and consolidate this learning across daily, 15-20 minute sessions. This incorporates dialogic and collaborative learning opportunities with much self and peer-assessment. Our planning comes directly from the Affinity TSA collaborative which devised the resource to implement this approach, but teachers are supported to adapt this where necessary. The Word Study approach encourages children to take ownership of investigating and unpicking spelling patterns and rules before applying these to consolidation activities. We will also use Read Write Inc and No Nonsense Spelling resources to structure these consolidation resources. Our weekly spelling learning is recorded and displayed in the classroom for the children to regularly refer to. We are also passionate about encouraging the children to learn the key spelling patterns for their year groups through active, games-based approaches and providing the children with the opportunity to devise their own games. The common exception words for Year 1 and 2, as well as the National Curriculum Statutory word lists for Years 3-4 and 5-6 are also taught to ensure children spell at an age-related level.

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Spelling lists are sent home for children to consolidate their learning of the weekly objective, as well as key curriculum words. These spellings are grouped into three parts; at an easy entry point, a more challenging set of words linked to the focused objective, and the statutory curriculum spelling lists for years 3/4 and 5/6. In Year 6, this structure is adapted to prepare for assessment of the end of key stage expectations, and we place greater emphasis on learning the spelling list words for Year 5/6 during the summer term. These spelling lists are displayed in the classroom and are tested weekly. Class teachers then use this information to prioritise which objectives are revisited regularly. Personalised spelling lists which adapt the structure above can be created for children with specific needs to support their next steps in learning and achievement towards personal goals.

Spellings are regularly peer-marked and checked by the teacher. Assessment is mainly formative, although we are currently in the process of devising specific documents to track each objective in each year group. This is judged according to making emerging, expected and exceeding progress towards age-related objectives.

We are trialling the use of Rising Stars, Word Blaze intervention programme for children in Key Stage 2 with significant gaps in phonics and morphological understanding from Key Stage One. A specialist teacher is also employed to support identified gaps in understanding of reading, spelling and writing with children across Key Stage Two.

When writing independently, children are encouraged to make attempts at spelling using a variety of strategies (mnemonics, searching for words within words, knowledge of root words, GPC charts) and dot under any spellings they are unsure of in the moment of writing, ready to check this at the end of the piece. During the editing phase of writing, children are encouraged to reflect on spelling corrections through self and peer assessment.

### **Handwriting**

We use a school-specific font (from Joinit resources) to teach progressive letter formation and accurate joins with. The programme we have collated is founded on similar letter shapes. Every child in Key Stage Two records their English learning in an A4 book with handwriting line guides in the first Autumn Term to develop children's proficiency with forming and joining letters accurately within every English lesson. Pen licences are awarded to children in every year group who demonstrate consistently accurate and high standards of handwriting in relation to their year group objectives.

### **Oracy**

We recognise that Oracy underpins children's development in reading and writing and afford high importance to this through the use of drama, presentations, debates and performances of key English learning. We use the DSAT Oracy framework to support our planning of this and track National Curriculum objectives.

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### **Assessment of Writing**

The teacher’s lessons will provide evidence of assessment in line with the objectives of the National Curriculum (2014) and this is recorded in school assessment overviews. Assessment will be used to inform planning for personalised learning, and emphasis will be placed on securing a breadth of skills and deepening understanding of key concepts. Individual pieces of writing at any stage of the writing process are assessed in line with year group expectations. We use the DSAT writing frameworks and the interim writing framework for Year 2 and Year 6 to judge and moderate writing standards.

### **Role of the Advisory Board**

The purpose of the Advisory Board is to ensure the implementation of the Early Years Foundation Stage Framework, the National Curriculum and to review the policy. Additional meetings may be held to discuss English priorities across the school and to gain an overview of the teaching and learning of English.

### **Policy Review**

This policy was written by the English Leaders across the Discovery Schools Trust and adapted by individual leaders for their schools.

It is due for review during the summer term of 2019.

Signed ..... Chair of Governors

Signed ..... Head teacher

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