



**Pewsey Primary School**

**English Policy**

### **Rationale**

English unites the fundamental skills of reading and writing. It also involves speaking and listening, discussion and reflection. It is a life skill, which enables us to make sense of our world. We aim for all children to become confident, critical readers and writers with the capacity to express themselves through a variety of different literary activities.

### **Aims**

#### **Literate children should:**

- Read and write with confidence, fluency and understanding;
- Be able to orchestrate a full range of reading cues (phonic, graphic, syntactic, contextual) to monitor their reading and correct their own mistakes;
- Understand the sound and spelling system and use this to read and spell accurately;
- Have fluent and legible handwriting;
- Have an interest in words and their meanings and an ever-increasing vocabulary;
- Know, understand and be able 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;
- Understand, use and be able to write a range of non-fiction texts;
- Plan, draft, revise and edit their own writing;
- Have a suitable technical vocabulary through which to understand and discuss their reading and writing;
- Be interested in books, read with enjoyment and evaluate and justify their preferences;
- Through reading and writing, develop their powers of imagination, inventiveness and critical awareness.

### **Core Responsibilities of English Subject Leader:**

#### **Strategic Leadership**

- Develop and implement the English curriculum - ensure it meets the National Curriculum requirements and is sequenced effectively to build pupils' knowledge and skills progressively.
- Monitor and evaluate the quality of teaching and learning in English across the school.
- Lead on assessment in English, ensuring accurate tracking of pupil progress and identifying gaps in learning
- Set targets and drive improvement in reading, writing, and oracy outcomes.

#### **Teaching & Learning**

- Prioritise accurate and fluent word reading, spelling, and handwriting for pupils;
- Extend pupils' language and vocabulary, both spoken and written, and increase their reading competency across all subjects;

- Ensure teaching of reading is rigorous and sequenced, developing pupils' fluency, confidence and enjoyment;
- Weave oracy into the curriculum, developing academic vocabulary, reading aloud skills, debate and discussion, and listening skills.
- Promote and monitor the effective use of high-quality texts across the curriculum.
- Building a strong culture of reading across the school, shown by pupils' confidence and enjoyment.

### **Staff Development**

- Lead professional learning for staff in English, ensuring access to high-quality, evidence-informed training;
- Attend CPD training and network meetings;
- Support colleagues in the implementation of the 2023 Reading Framework, 2025 Writing Framework, 2014 'National Curriculum for England: Programmes of study for English' and in building up banks of ideas and resources;
- Support colleagues with planning, assessment, and intervention strategies;
- Facilitate purposeful collaboration between teachers on curriculum, teaching and assessment.

### **Intervention and Support**

- Ensure assessment accurately identifies gaps in pupils' foundational knowledge and that targeted teaching is prioritised;
- Support teachers' assessment of pupils so it is precise, so that pupils 'keep up' with their learning.
- Identify pupils' starting points and reasons why pupils need additional help, particularly those with EAL or SEN;
- In conjunction with the SENCo, oversee the delivery of English intervention programmes throughout the school, to support pupils in reading and writing;
- Children who experience difficulty in particular aspects of English will – according to their stage on the Special Needs Register - receive support as outlined on the Provision Map or Individual Education Plans. Where appropriate, the use of assistive technology will be encouraged.

### **Monitoring and Accountability**

- Assist the Head and Senior Leadership Team in monitoring standards of the teaching of English within the school, through lesson observations, planning and work sampling, learning environment walks and pupil conferencing;
- Analyse data to identify trends and areas for development;
- Report to senior leaders and Governors/Trustees on progress and standards in English;
- Ensure reading attainment is assessed accurately and gaps are tackled quickly.

## What does reading look like at Pewsey Primary School?

### In FS2:

- Reading is taught as a whole class through the teaching of Supersonic Phonic Friends and the sharing of books.
- Children learn to read using phonetically decodable books, appropriate to the child's current ability.
- Children are heard reading individually by the Class Teacher or TA weekly (or more frequently where possible). Where possible we use volunteer readers.
- Children are encouraged to also take part in the 'Book Challenge.' From the recommended list of high quality books, children are encouraged to read as many as they can over the course of the key stage. Each child has a booklet detailing the books in the challenge and they are on the school website.

### In Key Stage 1:

- Reading is taught as a whole class through the teaching of Supersonic Phonic Friends and the sharing of books.
- Reading is also taught through whole class reading focussed lessons.
- The 'Reading Essentials' targets, used to plan reading lessons, are divided into four strands: Retrieve, Interpret, Choice and Decode.
- Children learn to read using phonetically decodable books, appropriate to the child's current ability.
- Children are heard individually reading by the Class Teacher or TA weekly (or more frequently where possible). Where possible we use volunteer readers.
- Children are encouraged to take part in the 'Book Challenge.' From the recommended list of books, children are encouraged to read as many as they can over the course of the key stage. Each child has a booklet detailing the books in the challenge and they are on the school website.

### In Key Stage 2:

- Children who have not yet mastered the alphabetic code, will continue to explore grapheme/phoneme correspondence with a systematic approach to building on the firm foundations from the Supersonic Phonic Friends Programme.
- Reading is taught through whole class reading focussed lessons.
- The 'Reading Essentials' targets, used to plan reading lessons, are divided into six strands: Retrieve, Interpret, Choice, Perform, Viewpoint and Review.
- Individual reading continues for those children who are not yet confident and fluent readers.
- Children are encouraged to take part in the 'Book Challenge.' From the recommended list of high-quality books, children are encouraged to read as many as they can over the course of either the upper or lower key stage. Each child has a booklet detailing the books in the challenge and they are also available on the school website.

### Across the school:

- Teachers use high quality class texts as the main driver for most of their curriculum planning, including English, History, Geography, Art and DT
- Reading lessons are planned using the 'Reading Essentials' targets as objectives and will usually focus on a target/s from one of the strands: Retrieve, Interpret, Choice, Perform, Viewpoint, Review. Despite having a reading focus, the lesson may result in a written outcome.
- The Reading Essentials target reference should be specified next to the date / WALT of the reading lesson and the symbol to represent the strand being taught should also be visible.
- A whole class copy of the Reading Essentials will be kept by the teacher and these will be dated and RAG rated when any of the targets have been achieved.
- Throughout the school, children see the teacher modelling 'good' reading, in order to learn how to add vocal expression, punctuation and dramatic affect to their own reading.
- A range of high-quality texts are shared with the class regularly, from FS2 through to Year 6, promoting opportunities for discussion about the different text types and personal preferences.
- The Fantastic Four initiative is in place to encourage home reading and for every 4 times that a child reads at home in a school week they achieve a stamp on the class charts. Home

school record books are checked weekly by the class teacher or teaching assistant. Weekly, each class will do a raffle with children reading 4 times or more receiving a ticket into the draw. Termly a larger raffle will take place during the celebration assembly.

- Children who participate in the book challenge will get 1 ticket into the termly raffle for each book they read from the challenge.

### What does writing look like at Pewsey Primary School?

#### In FS2:

- In Reception, whilst children are developing their ability to form letters and spell, the majority of composition will be oral.
- Developing communication and language skills are vital and are based on high quality adult to child interactions. In Reception, this will include: shared reading, storytelling, rhymes, rich opportunities for oral composition, and explicitly taught handwriting and spelling through modelling and guided group sessions with the Teacher.
- The Teacher and TA often give verbal feedback to children, supporting them in making corrections, where necessary, during the lesson.
- The emphasis in reception, will be on building the foundations of writing: transcription & composition.
- Self-initiated writing is actively encouraged in the continuous provision, with activities and opportunities provided for children to apply their skills independently in fun and interesting ways.

#### In Key Stage 1:

- Transcription – pupils will receive direct explicit teaching of handwriting and spelling to gain automaticity.
- Dictation will be used as a way for pupils to practise transcription, to help them write more automatically.
- Writing is taught through teachers expertly modelling the writing process and desired outcome; it often also takes the form of guided group teaching.
- Teachers and TAs will give feedback to children, often verbal, supporting them in making corrections where necessary during the lesson.
- Teachers will promote the writing of sentences and the practice of these essential key skills.
- Self-initiated writing is actively encouraged in the continuous provision, with activities and opportunities provided for children to apply their skills independently in fun and interesting ways.

#### In Key Stage 2:

- At the end of each unit of work, children complete an independent piece of writing in the particular text type that the unit focusses on.
- At least 1 piece of extended, independent writing is completed in each year group for each term (i.e.6 pieces over the course of each academic year).
- There are opportunities for the children to produce 'published' pieces of writing for a purpose, where they have had opportunities to edit and improve their initial writing before 'publishing' a final piece.
- At least weekly, children's work is thoroughly marked using the agreed system outlined in the Marking Policy - highlighting the 'next steps' the children need to take in order to progress.
- Teachers check for evidence of children achieving the Writing Progression statements and date the appropriate target.
- Dictation will be used as a way for pupils to practise transcription, to help them write more automatically.
- Children editing, reviewing and responding to feedback regularly forms part of lesson time and children do this with purple pen.

**Across the school:**

- Sentence mastery is the foundation of writing, beginning with oral rehearsal and sentence-combining in Reception and KS1, and developing into the deliberate crafting of a wide range of sentence structures in KS2.
- Writing is taught in the context of the class driver text, to give children context and knowledge for their writing.
- Teachers plan for a balance between fiction, non-fiction and poetry, in accordance with our agreed school Text Map and Plans.
- At the beginning of a unit of work, children are immersed in examples of the text type to provide a clear understanding of what a 'good one' looks and sounds like, as that is what they will produce by the end of the unit. They will spend the majority of their time analysing the effect on the reader of the different grammatical constructions they will be taught to use within that unit.
- Teachers expertly model the writing process to provide examples of the desired outcome.
- Teachers will provide appropriate scaffolded support via the use of a 'thinking side' during the supported planning of writing tasks. Widgeo and colourful semantics will be provided for use as appropriate.
- Guided groups, supported by the Teacher, are also used to teach specific elements of writing.
- Children are taught how to gather ideas and plan their writing, with varying levels of support dependent on their age, ability and experience in the text type.
- Children are given time to write for an extended period of time (dependent on the year group) to enable them to build up their stamina in writing.
- When planning, teachers also look for regular opportunities for shorter pieces of independent writing, so that they have the opportunity to develop sentence control.
- From the end of Year 1 children are encouraged to proof read their writing, using their purple pen to correct spelling, punctuation or grammar errors.

**What does phonics and spelling look like at Pewsey Primary School?****In FS2:**

- Phonics is taught daily following the Supersonic Phonic Friends programme, covering Phase 2 and 3.
- Phonics teaching starts in Reception as soon as the children start school.
- As necessary, phonics intervention takes place in addition to the whole class phonics teaching, to ensure children 'keep up.'
- We expect and encourage children to apply this knowledge to their reading and writing.

**In Key Stage 1:**

- In Year 1, phonics is taught daily following the Supersonic Phonic Friends programme, first recapping Phase 4 and then teaching Phase 5 and Suze's Super Spelling Rules.
- In Year 2, phonics is taught daily following the Supersonic Phonic Friends programme, first recapping Phase 5 and then teaching Suze's Super Spelling Rules.
- As necessary, phonics intervention takes place in addition to the whole class phonics teaching, to ensure children 'keep up.'
- Where needed, there are planned phonic 'catch-up' sessions following a set model to address specific reading/writing gaps. These are short, sharp sessions lasting a maximum of 10 minutes in length and take place regularly.
- From Year 1, children are actively encouraged to proof-read their writing for spelling errors and to correct these with purple pen.

**In Key Stage 2:**

- In Year 3, as necessary, phonics intervention takes place to close gaps in children's phonic knowledge using the Supersonic Phonic Friends. Children access the appropriate phase to their ability with regular assessment using the tracker sheets.
- Children in Years 4-6 participate in small groups that are formed using the phonics assessment for catch-up sessions.

- The 'Supersonic Spelling Stars' programme from Supersonic Phonic Friends is used to plan and teach spelling, throughout Key Stage 2.
- Teachers follow the long-term plan and use the 2 week approach of Weekly 'Word Whizz' (Week 1) where children explore the words in more detail including etymology, definitions and synonyms/ antonyms and 'Spelling Stars' (Week 2), where the children apply their understanding of the spellings to a number of activities and games.
- Spellings will be sent home using the 'Parent posters' which details the spellings but also information from the 'Word Whizz' sessions. Children who participate in phonics intervention, will have some spellings highlighted from the parent poster alongside personalised spellings appropriate to their phonological understanding to ensure they keep up with the appropriate spelling rules.
- Spellings are tested weekly.
- It is an expectation that children will engage in spelling practice as part of their home learning. (See Home Learning Policy)

**Across the school:**

- Teachers ensure that the 'Common Exception Words' for each year group, as set out in the National Curriculum, are covered as part of their spelling teaching. In Key Stage 2, these are planned for within the Spelling Stars scheme.
- Children are encouraged to learn spellings in a range of ways, including dictation.
- Children have access to sound strips, words banks, tricky / high frequency words and dictionaries (as appropriate to their ability) to support them in their independent writing.
- Children are expected and encouraged to apply their phonic/spelling knowledge in their writing.
- Children are expected and encouraged to proof-read their writing for spelling errors and to correct these with purple pen.

**What does grammar and punctuation look like at Pewsey Primary School?**

**Across the school:**

- Grammar and punctuation are taught in each year group (in accordance with the National Curriculum) as set out in our Writing Progression document. Progression and complexity builds through the school.
- It is essential that the correct technical grammatical terms are used, as each new concept is introduced, from FS2 through to Key Stage 2. This ensures that the language used by the children and teachers will be consistent as they progress through the key stages, allowing them to build on their knowledge and understanding of each concept.
- The skills of grammar and punctuation will be taught and supported by the use of a 'thinking side' and then these skills will be applied within a writing text type to allow the children to apply new grammatical knowledge for a specific purpose.

**What does handwriting look like at Pewsey Primary School?**

**In FS2:**

- In the Foundation Years, pupils are not expected to produce extended pieces of writing. Rather, they are given plenty of opportunities to practise handwriting and spelling, write dictated sentences and develop oral composition.
- The children are introduced to pre-cursive handwriting as they learn each new grapheme – following the progression in Letter Join. In pre-cursive writing, the leading strokes are in place, with all letters beginning on the line, but not yet joined.
- Children are taught, with regular explicit handwriting instruction, how to form all lower case, capital letters and digits 0-9 correctly.
- The children are expected to hold their pencil correctly – 'nip, flip and grip'.

**In Key Stage 1:**

- Once children are confident in forming all letters in a pre-cursive style, we encourage them to begin joining.
- Children are taught how to join different letters, progressing through the Letter Join scheme.
- By the end of KS1, most children are expected to attempt to join their handwriting, although this may not yet be consistent.

#### **In Key Stage 2:**

- In the agreed handwriting style, most letters should be joined (except capitals) and all letters should start on the line.
- When the teacher is satisfied that the child's handwriting is of a clear, neat, legible joined script, the child is awarded a pen licence. This is a certificate and a pen to use for all their written work (not Mathematics).
- Pupils are supported to transition from English books with guided lines to lined exercise books during Upper key Stage 2.
- Additional handwriting support is provided to pupils, as required, including the use of a highlighted line guided book.

#### **Across the school:**

- When using flashcards for phonics or reading, these are not in a pre-cursive / cursive style. They should be in print only.
- We use English books with handwriting guidelines, in order to support children in developing a neat, joined style with ascenders and descenders consistently formed. There are 3 different line widths available to enable children to refine their handwriting style and size. Children will progress through these books over time, from widest to narrowest and then move onto lines without guides, dependent on their current handwriting ability.
- 'Letter Join' is available on the iPads, laptops and interactive whiteboards to support the planning and teaching of handwriting. This is also available for parents and children to access at home.
- Children's 'best' handwriting is expected at all times and across all subjects, not just English.
- Teachers will model 'good' handwriting, when writing on the board and writing feedback in children's books, reflecting the agreed handwriting style (using pre-cursive in FS2 / Year 1 and cursive in Year 2 upwards).
- Where possible, teachers should use the agreed handwriting style when producing worksheets or writing prompts (the font is available on all school computers).

### **What does oracy look like at Pewsey Primary School?**

#### **Across the school:**

- There are planned opportunities to support children to learn *to* talk successfully, focusing on developing their physical, cognitive, social and emotional and vocabulary skills.
- There are planned opportunities for children to learn *through* talk, focusing on improving their learning across the curriculum by engaging in high quality interaction.
- Opportunities for children to use and develop their speaking and listening skills are planned into all subjects, allowing them to speak and listen for a range of different purposes and in a range of contexts.
- They have opportunities to work in pairs, small groups and as a class, joining in discussions and making relevant points.
- They also have the opportunity to demonstrate these skills in more formal contexts such as class assemblies and school performances.