



Wawne Primary School

English Policy

Contents:

Statement of intent

1. Legal Framework
2. Role and responsibilities
3. Early years foundation stage (EYFS)
4. Teaching and learning
5. Reading
6. Writing
7. Planning
8. Homework
9. Assessment and reporting
10. Cross-curricular links
11. Equal opportunities
12. Monitoring and review

Appendix

- English programmes of study: key stages 1 and 2

Intent

At Wawne Primary School, we believe that sound English skills are essential for progress across the curriculum and aim to inspire children to be proud readers and writers. We believe that a secure skills base is crucial to a high quality education and will give our children the tools they need to participate fully as a member of society through to their adult life.

All teachers have a responsibility to develop pupils' competence in reading, writing, speaking and listening in their own subjects and to ensure that pupils become competent users of language. We aim for all pupils to access the curriculum effectively and achieve their full potential.

Wawne Primary School:

- Aims to create a positive environment where children are encouraged and supported to develop a love of reading and writing.
- Recognises the effect that a confident, fluent and coherent understanding of English will have on a pupil's progress, both inside and outside of the school environment.
- Recognises that by focusing on basic reading and writing skills from the very start with our youngest learners, with the emphasis on quality-we will help children have a strong foundation for all of their future learning, - reflecting the aims and strategies recommended in the Writing and EYFS framework updates.
- Provides a balanced and broad curriculum which encompasses writing practice, including handwriting, spelling, widening vocabulary, and writing for different styles, purposes, and audiences, as well as focussing on spoken English, reading, grammar and pronunciation.
- Ensures that all staff members are aware of planning, assessment, teaching and learning requirements for the English curriculum.
- Ensures that all pupils know how to plan, practise and evaluate their work.
- Ensures that all pupils understand all elements of English, as per the national curriculum.

Implementation

At Wawne Primary school we have implemented a curriculum that is progressive and has firm foundations that fulfil the requirements of the National Curriculum and reflects the content and strategies recommended in the Writing and Early Years Frameworks. Our English curriculum begins at the very first stages of Nursery with our phonics programme so that our children have the best opportunities at the start of their education. Teachers and teaching assistants follow a thorough, well organised framework and progression documents for Phonics, Reading and Writing from EYFS to Year 6. The needs of the children drive all curriculum choices and also local, national and international influences as well as the children's interests to ensure the learning is broad, engaging and balanced. New teaching opportunities take into consideration prior learning and knowledge and skills are revisited to allow children to practise and deepen their understanding. Where possible, teachers ensure that cross-curricular links are made effectively according to the current topic or theme of work to allow for context. We share our work in classrooms, around the school and on Dojo to enable our families to support and engage with us. As you explore our classroom environments, you will see carefully designed displays which support, engage and celebrate our learning.

Phonics and Spelling

Phonics is taught through the Read Write Inc programme which begins in Nursery. Children are assessed and placed at the correct stage for their ability. Phonics is taught in small groups with

trained staff which may include teaching assistants. As children progress through the programme, they are then introduced to key words that are taken home to practise writing. Children will begin with five spelling words and then progress to ten. Children are taught spelling rules and the statutory words in line with the expectations of the National Curriculum. Staff follow the Spelling Progression document and online resources on Spelling Shed to ensure all spelling rules and words are covered across the whole year.

Reading

The children at Wawne Primary School are encouraged to become confident and fluent readers with a good understanding. Our children develop a love of reading through quality texts, both for pleasure and for information. Our broad and balanced curriculum ensures that children listen to and read a wide variety of genres and texts, linking to the current theme where possible and to their own interests. From EYFS, the children listen to a wide variety of engaging stories as a whole class or in small groups and have access to a vibrant and inviting reading area to allow them to choose books independently and engage in reading activities. In KS1, children are assessed and grouped for daily Phonics/Reading sessions and will focus on various reading skills. Children who are developing their reading skills also have access to Lexia online personalised reading program which can be accessed at home and school and delivers a set of activities which are set to each child's current level. As children move in to KS2, they are encouraged to become more involved in discussions and conversations about a text during whole class reading sessions. The reading sessions will focus on key reading skills using VIPERS- Vocabulary, Inference, Prediction, Explain, Retrieve and Summarise.

At Wawne Primary School, it is vital that we provide children with opportunities to develop and deepen their relationship with reading. Children have access to a variety of books in their classroom and opportunities are given to spend time reading in the library and with children from other year groups.

Writing

At Wawne Primary School we use the inspirational Pie Corbett's 'Talk for Writing' scheme from EYFS to Y6 as the vehicle for teaching writing. This ensures consistency and clear progression of specific vocabulary linked to 'Talk for Writing' and the National Curriculum. Using quality model texts, children work through stages to create a piece of writing. The stages are; Imitation, Invention and Innovation. More details of the stages can be found in Point 6 of our English Policy document. The children are taught Non-fiction, Narrative and Poetry through this approach. Throughout the process, the children's work is marked and areas for improvement or corrections are identified, allowing them to edit and improve their work as they go along. Further details can be found in our Marking and Feedback policy. Formative assessments take place regularly to identify next steps.

Grammar and Punctuation

Grammar and Punctuation knowledge and skills are taught through the English lessons. In line with the national curriculum, we ensure that each year group is taught the explicit grammar, punctuation and spelling objectives required for that age groups. Teachers plan and teach the required skills, following the school's progression document and link to the text and genre they are focusing on. Staff deliver sessions linked to Spelling Shed and set children activities online that the children can access from home.

Speaking and Listening

Throughout our curriculum, all children are provided with many opportunities to develop and improve their speaking and listening skills. Our 'Talk for Writing' approach allows children to practise these skills through role-play, group work and discussions not only during English lessons, but across the whole curriculum.

1. Legal framework

1.1. This policy has been created with regard to the following statutory guidance:

- DfE (2013) 'English programmes of study: key stages 1 and 2'
- DfE (2025) 'Statutory framework for the early years foundation stage'

2. Roles and responsibilities

The **headteacher** is responsible for:

- Appointing an appropriate **subject leader**.
- Ensuring that appropriate procedures are in place for reporting and managing accidents.
- Ensuring that effective health and safety procedures are in place.
- Completing a risk assessment.

The **subject leader** is responsible for:

- Encouraging staff to provide effective learning opportunities for pupils.
- Help to expand on colleagues' areas of expertise in English.
- Organising the deployment of resources and carrying out an annual audit of all related resources.
- Liaising with teachers across all phases.
- Communicating developments in the subject to all teaching staff and the senior leadership team (SLT), as appropriate.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities regarding English skills.
- Ensuring common standards are met for recording and assessing pupils' performance.
- Advising on the contribution of English in other curriculum areas, including cross-curricular and extra-curricular activities.
- Collating assessment data and setting new priorities for the development of English in subsequent years.

The **classroom teachers** are responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' English skills, with due regard to the national curriculum.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum.

- Liaising with the **subject leader** about key topics, resources and support for individual pupils.
- Monitoring the progress of pupils in their class and reporting this on an annual basis.
- Reporting any concerns regarding the teaching of the subject to the **subject leader** or a member of the SLT.
- Undertaking any training that is necessary in order to effectively teach English.

The **special educational needs coordinator** (SENDCO) is responsible for:

- Liaising with the **subject leader** in order to implement and develop specialist English-based learning throughout the school.
- Organising and providing training for staff regarding the English curriculum for pupils with special educational needs and disabilities (SEND).
- Advising staff on how best to support pupils' needs.
- Advising staff on the inclusion of English objectives in pupils' individual educational plans.
- Advising staff on the use of teaching assistant (TAs) in order to meet pupils' needs.

The **pupil** is responsible for:

- Ensuring they complete work on time and to the best of their ability.
- Ensuring they behave in accordance with the school behaviour expectations.

3. Early years foundation stage (EYFS)

All pupils within the EYFS are taught to develop their English skills as an integral part of the topic work covered during the academic year.

All English objectives are underpinned by the areas of learning and development that are required to shape educational programmes in early years settings.

Communication and Language Educational Programme

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with

support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Literacy Educational Programme

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words.

Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Assessment-

The government baseline assessment on entry to reception (RBA) is completed for all children as well as the practitioner's own assessments in order to create an accurate baseline.

Evidence is then collected over the year of children's achievements at home and school. These may take the form of photos, short video clips, observation notes, examples of work as well as discussions with children and their parents. These are recorded by staff and parents on the Tapestry online program.

The level of development children should be expected to have reached by the end of the EYFS is defined by the early learning goals (ELGs). Practitioners use these to complete the EYFS Profile assessment to make judgements about a child's development at the end of EYFS and readiness for year 1.

Communication and Language ELG:

Listening, Attention and Understanding Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG: Speaking

Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Literacy ELG: Comprehension

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate – where appropriate – key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

ELG: Word Reading

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

ELG- Physical development-Fine Motor Skills

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing

ELG: Writing

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

4. Teaching and learning

The English curriculum is delivered daily in both key stages 1 and 2.

Grammatical errors are corrected on written work by classroom teachers, and discussed orally with pupils where necessary, in accordance with the school's marking and feedback policy.

Classroom teachers will use high-quality resources which effectively model English skills and demonstrate good practice.

Pupils will be encouraged, by their classroom teachers, to discuss their English skills with their peers and with the whole class before beginning their written work.

Pupils will be given sufficient time to discuss, plan and edit their work.

In regards to handwriting, writing frames and scaffolds will be provided for pupils who are less confident, in order to develop their handwriting skills, following the school's handwriting policy.

To broaden pupils' vocabulary and improve understanding, the following teaching methods will be implemented by classroom teachers:

- Using displays of key words linked to topics and subjects.
- Practising using the correct vocabulary orally.
- Dedicating lessons focussed on word patterns and choices.
- Encouraging the use of dictionaries and thesauruses.
- Reading a variety of examples of texts to explore new vocabulary.
- Providing one-to-one support, where necessary.

Classroom teachers will encourage the development of speaking and listening through activities within each English lesson. Class teachers have been provided with word of the day vocabulary lists to explain and promote the use of more elaborate 'tier 2' vocabulary.

Speaking and listening will be commented on where appropriate in pupils' books, with positive work/progress rewarded.

Systems such as 'collaborative group work' structures and talk partners are to be used to ensure active participation in group and class discussions.

Pupils will be provided with checklists to self-assess their work and the work of peers, so they can share ideas and evaluate work effectively.

The classroom teacher, in collaboration with the **subject leader**, will ensure that every pupils' needs are met by:

- Setting tasks which can have a variety of responses.

- Providing resources of differing complexity, according to the ability of the pupils.
- Utilising TAs to ensure that all pupils are satisfactorily supported.

5. Reading

At Wawne Primary School, we nurture and encourage enthusiastic readers who respect books and read for pleasure. Teachers share their love of reading; children see that our teachers enjoy reading. All children have access to the school library and books in their own classroom. Each year group has a collection of age appropriate books called our 'Wawne Reads' which the children are encouraged to read often throughout the year or have read by an adult to them.

EYFS and Key Stage 1 Reading

To provide adequate provision for developing both decoding (reading) and encoding (spelling in a phonetically plausible way and writing at length) each class will provide a daily Read Write Inc lesson. These lessons enable children to read with increasing fluency, spell in a phonetically plausible way and write at length which are in line with age related expectations. Read Write Inc lessons usually last for 20 minutes and will consist of Speed sounds and a reading lesson.

To ensure children make progress in their reading all children are grouped for Read Write Inc via their reading ability. Therefore we teach reading and systematic, synthetic phonics to their stage, not age.

This ensures teaching is differentiated not only via group, but the small focus groups provide the trained members of staff with opportunities for regular assessment to meet the needs of every individual child in their group. Children develop their reading comprehension during these sessions.

In addition to this:

Pupils take part in reading session which can vary from whole class sharing of an online book, reading of a shared novel, a reading comprehension activity, phonics task, sharing book with a partner, non-fiction research, dictionary skills or poetry.

Children are listened to read by an adult at least once a week.

Pupils will participate in story time with their teacher on a daily basis to nurture and encourage a love of books. This can be a class novel, one of the class 'Wawne Reads' or books chosen or brought in by the children.

Pupils will be expected to take appropriate books home to read with their parents. Children are encouraged to read at least three times a week and parents are asked to write in their child's reading record that they have read.

In KS1 children are given time to read and share books daily. Year 1 children use laptops to access their Lexia personalised reading program frequently and are encouraged to read and revisit a range of familiar stories. They have access to story maps they have made and puppets so that they can retell and make up their own stories. Year 2 children explore a wide variety of reading texts. They complete written comprehension tasks and explore poems, learn dictionary skills and spend time reading a range of fiction and non-fiction texts. The children will be taught various reading skills and practise these within independent tasks. The skills will focus on vocabulary, inference, retrieval, sequencing and prediction in a similar, more simplified style to the KS2 VIPERS work.

On entry to year 1 baseline assessments of the reading of common exception and high frequency words are undertaken and these are assessed half termly to track progression.

Key Stage 2 Reading

Guided Reading is taught at least three times a week. Children in Key Stage 2 take part in whole class guided reading sessions focusing on the Reading VIPERS format. Children will focus on vocabulary, Inference, prediction, explaining, retrieval and summarising within the guided reading sessions.

These lessons may include looking at a text, and extract from a text, video clips or illustrations.

Children will have the opportunity to read for pleasure after lunch on a daily basis.

A 'Class Reader' is also used to encourage children's enjoyment of literature so that all children across the school have access to 'story time'. Each class reader is read regularly to the class with the aim of introducing the children to new authors, vocabulary and structures.

Key children in KS2 also have access to the personalised reading program 'Power Up' which follows on from Lexia used in KS1.

Whole School

Extra activities linked to reading, such as school trips and talks from guest speakers, will be organised sporadically throughout the academic year.

All pupils will have access to books from the school library. Pupils will also be encouraged to join their local public libraries and become enthused by reading.

The school's library area is furnished with cushioned seating and cushions suitable for use on the floor. Children are expected to sit quietly in the library area to minimise distractions.

On a daily basis after lunch, children will take part in independent reading for 15 mins.

Staff should provide opportunities for all pupils to show they are developing an understanding of words, sentences, grammar and information they are using.

All staff should be aware of the specific requirements of their subject and should prepare pupils where necessary. This could mean, for example, producing a glossary of specific terms used in a particular topic or textbook.

Pupils will, in groups or as a whole class, read texts linked to their topic work.

Every year the whole school takes part in World Book Day where children dress as their favourite character and the day is spent celebrating authors, books and sharing stories across age groups and with parents.

6. Writing

Wawne Primary School has adopted Pie Corbett's Talk for Writing as a model to improve achievement in writing. Talk for Writing advocates that children imitate the key language needed for a particular genre orally, before reading and analysing it. Through fun activities they rehearse retelling the text, then through shared writing they are shown how to craft their writing in the same style. The approach includes imitation, innovation and independent application (invention) – a two to three week process depending on the genre being taught.

The Imitation Stage

The teacher establishes a creative context for each 'Talk for Writing' unit with a 'hook' to draw the children in. Teachers then introduce children to an exemplar text, supported visually by a text map. Actions are created to help the children recall the story or non-fiction piece and reinforce the specific language patterns. In this way, children hear the text, say it for themselves and enjoy it before actually seeing it written down. Children interact with the text through drama activities and internalise the language patterns through sentence and word games based on the text. Once they have internalised the language of the text, they are introduced to the written text and encouraged to identify the key writing ingredients and 'magpie' key words and phrases. Children will develop their understanding of the structure of the text with the use of the boxing-up technique and by analysing the key features.

The Innovation Stage

Once the children have internalised the text, they are then ready to start innovating on the pattern of the text. Using an adaptation of the text, children orally rehearse what they want to say then create their own version. During innovation, spelling, sentence games and drama activities continue to be incorporated so that children have a wealth of oral and written practice in the language features required to write. The key activity in this stage is shared writing – which helps the children to create their own version by 'doing one together' first. This begins with the children boxing-up their innovated version of the exemplar text. Each stage of the writing process is modelled by the teacher. Throughout this process key words and phrases and shared writing are displayed so when children begin to write they have models and examples to support them. Children are encouraged to swap their work with a response partner to discuss their successes.

The Invention Stage

In this stage, children move towards becoming independent writers. They write the same text type but choose the content. This stage still requires a 'hook', games to help children to internalise the language patterns and understand the text, boxing up and shared writing (driven by teacher assessment). Teachers guide children through the whole process which ends with rereading and polishing.

Spelling- This is a key area of development for the school and the school has invested in the online program Ed Shed which gives staff and children access to resources and games on the Literacy, Spelling and Phonics Shed platforms.

The school has invested in staff training to develop writing across the school- looking at children's metacognition, ways to support writing from recommendations in the writing framework and adopting strategies from the 'Think Aloud, Write Proud' program to develop verbalisation, staff modelling and planning skills.

Assessment of Writing

Throughout the process, teachers use formative assessment to plan the next step in their teaching (based on what the children need to know in order to improve). 'Assessment for learning' clearly involves the child in thinking about what has worked well and points them towards what needs to be done to move forward in their learning. Staff marking in books and verbal feedback aides children to check and edit their own work. Once teachers have evidence from a few pieces of written work, they identify the writing criteria achieved by each child on the individual writing assessment grid. Teachers ensure the children's next steps for learning, identified from the writing assessment grids, form the basis of the exemplar text to be used in the next 'Talk for Writing' unit. At the end of each half term, teachers look at the writing books of each pupil and complete NC objective assessment grids in the red assessment folders. End of term levels are recorded on the Juniper/Sonar online program. Throughout the year, writing books are looked at in staff meetings with informal moderation conversations with staff from other year groups so content, progression, challenge and presentation can be checked. EYFS and KS1 meet to discuss reception children outcomes in order to prepare for a smooth transition to year 1. Writing targets are sent home to parents termly and consultation evenings inform parents about writing progress.

The long term English plan outlines the fiction and non-fiction genres to be taught across the school. This will ensure progression and the opportunity for children to experience a breadth of genres.

Early Years Foundation Stage

All pupils within the EYFS are taught to develop their writing skills as an integral part of the topic work covered during the academic year.

All writing objectives are underpinned by the areas of learning and development that are required to shape educational programmes in early years settings, specifically the literacy area of learning.

End of foundation stage Early Learning Goal- Writing

Write recognisable letters, most of which are correctly formed.

- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

Key Stage 1 and 2.

All pupils within KS1 and KS2 are taught writing in line with the requirements of the English national curriculum.

These objectives are derived from the aims and should inform planning, teaching and assessment:

To develop as effective writers, pupils should be taught to:

- Express themselves clearly and precisely for enjoyment.
- Use knowledge acquired through reading to write in different styles and genres.
- Write for an increasing range of purposes, matching their language and style to the needs of the appropriate audience.
- Understand the appropriate use and purpose of an increasing range of written forms on paper and on screen.
- Develop ideas and communicate meaning to a reader, using a wide-ranging broad vocabulary and effective style.
- Given time to experiment and expand on their own writing style.
- Write neatly using the cursive script, with accurate spelling.

7. Speaking and Listening

These objectives are derived from the aims and should inform planning, teaching and assessment:

To develop effective speaking and listening pupils should be taught to:

- Formulate, clarify and express their ideas.
- Express themselves in a variety of situations using language which is appropriate to their needs and the intended audience.
- Listen, understand and respond appropriately to others.

8. Planning

Planning of the English curriculum is focussed on five core areas:

- Teaching pupils to read easily, fluently and with good understanding.
- Developing the habit of reading widely and often, for both pleasure and information, which in turn will develop an appreciation for our literary heritage.
- Pupils will acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- Pupils will write clearly, accurately and coherently, adapting language and style in and for a range of contexts, purposes and audiences.
- Ensuring pupils feel confident with discussion; pupils should be able to elaborate and explain clearly their understanding and ideas, in order to learn.

The school creates long-term, medium-term, and short-term plans for delivery of the writing curriculum – these are as follows:

- Long-term: includes the topics studied in each term during the key stage.
- Medium-term: includes the details of work studied during each unit of work.
- Short-term: includes the details of work studied during each lesson.

The **subject leader** is responsible for reviewing and updating long-term and medium-term plans, and communicating those to teachers.

Teachers are responsible for reviewing and updating short-term plans, building on the medium-term plans, taking into account pupils' needs and identifying the methods in which topics could be taught.

All relevant staff members are briefed on the school's planning procedures as part of their staff training.

In the school, English is taught both as a singular lesson and as part of cross-cultural themes where appropriate.

Teachers will use the key learning content in the DfE's statutory guidance 'English programmes of study: key stages 1 and 2', published in 2013.

Plans will demonstrate a balance of interactive and independent elements used in teaching, ensuring that all pupils engage with their learning.

There will be a clear focus on direct, instructional teaching and interactive oral work with the whole class and targeted groups.

Long-term planning will be used to outline the units to be taught within each year group.

Medium-term planning will be used to outline the vocabulary and skills that will be taught in each unit of work, as well as highlight the opportunities for assessment. Word of the day lists are available for each year group to promote the understanding and use of more elaborate 'tier 2' vocabulary.

Medium-term plans will identify learning objectives, main learning activities and differentiation between units of work.

Medium-term plans will be shared with the **subject leader** to ensure there is a progression between years.

Short-term planning will be used flexibly to reflect the objectives of the lesson, the success criteria and the aims of the next lesson.

Schemes of works for phonics, grammar and spelling are used when developing lesson plans to ensure developmental learning, building on pupils' prior knowledge.

All English activities are built so that they build upon a pupil's prior knowledge. All pupils of all abilities are provided with the opportunity to develop their skills, knowledge and confidence, ensuring progression through increasing class challenges.

All lessons will have clear learning objectives, which are shared and reviewed with pupils.

9. Homework

Pupils will be set weekly homework tasks/ games on the Spelling Shed online computer program to practise spellings. Lexia personalised reading program can also be accessed for Year 1 children

Spelling homework is set in accordance with the school's whole school spelling overview document and to correspond with Read Write Inc weekly learning.

Children are encouraged to read at home three times in a week and this is to be recorded in the child's reading record.

Year 1 children will receive word lists and games to support with their phonic development.

10. Reading assessment and reporting

Pupils will be assessed and their progression recorded in line with the school's Assessment Policy. Whole school assessments are recorded termly on the Juniper/Sonar online program.

Nursery children are informally assessed through discussions and observations and recorded on Tapestry.

EYFS-

Children starting in Reception will undergo a short baseline assessment (RBA) as well as practitioner's own assessment tasks and observations.

Evidence is then collected over the year of children's achievements at home and school. These may take the form of photos, short video clips, observation notes, examples of work as well as discussions with children and their parents. These are recorded by staff and parents on the Tapestry online program.

Children at the end of EYFS will be assessed in accordance with the 'Statutory framework for the early years foundation stage 2025, in order to identify each child's strengths and identify any areas where progress is below the expected level.

An EYFS Profile will be completed for each pupil in the final term of the year in which they reach age five.

The progress and development of pupils within the EYFS is assessed against the early learning goals outlined in the 'Statutory framework for the early years foundation stage'.

Whole School

Throughout the year, teachers will plan on-going creative assessment opportunities in order to gauge whether pupils have achieved the key learning objectives.

Assessments will be undertaken in various forms, including the following:

- Talking to pupils and asking questions.
- Discussing pupils' work with them.
- Marking work against the learning objectives.
- Retrieval practice tasks
- Pupils' self-evaluation of their work and their peers' work.
- Classroom tests and formal exams.

Teachers attend termly meetings to discuss the progress of pupils, and regularly monitor the progress of pupils during lessons. When doing so, they consider, but are not limited to, the following questions:

- Is the writing legible?
- Are letters in the correct shape?
- Is the space between words, lines and letters appropriate?
- Is the size of the writing appropriate?

- How many pupils are achieving the standards set out in the national curriculum?
- Is there undue hesitation when reading?
- Can the pupil decipher an unknown word?
- Is the pupil confident with reading aloud?
- Can the pupil speak with confidence?
- Is the pupil making the expected progress set out in the national curriculum?

Formative assessment, which is carried out informally throughout the year, enables teachers to identify pupils' understanding of subjects and inform their immediate lesson planning.

In terms of summative assessments, the result of end-of-year assessments will be passed to the relevant members of staff, such as pupils' future teachers, in order to demonstrate where pupils are at a given point.

Parents will be provided with a written report about their child's progress during the Summer term every year. These will include information on pupils' attitudes towards English and their progress. An opportunity will be provided for parents to discuss this report with the relevant teachers.

Verbal reports will be provided at parent-teacher interviews during the Autumn and Spring terms.

The progress of pupils with SEND will be monitored by the **SENDCO**. Pupils with additional needs have their own personalised passport that lists objectives, strategies and resources that will support each child. These are created in collaboration with the parents and updated termly.

All children have individual targets for Reading and Writing which are shared with the child and their parents so that they know their next steps.

Targets are reviewed regularly to ensure the child is constantly aware of their learning focus.

11. Cross-curricular links

The English skills that are developed in English lessons are applied to and in every lesson that is conducted in accordance to the national curriculum. English skills make up the basis for all other future skills.

Mathematics:

- In regards to mathematics, English skills contribute greatly. In EYFS children encounter patterns, spaces and shapes in English lessons.

- Further on in their development, pupils will learn a new and wider vocabulary which will include mathematic-specialist terms.
- Children in KS1 come across stories that involve rhymes that include counting and sequencing.

Science:

- Pupils are expected to engage in research during science lessons. English skills are used here for writing a range of reports, and for verbally explaining their findings to the class and to a teacher.

Topic lessons:

- Topic lessons include history, geography and religious studies. These subjects require a technical and subject-specific language. English skills will be utilised here when learning the new language.
- Researching is also required for these subjects, meaning that the register in which any work is written often needs to be adapted depending upon the task set.

Drama:

- English skills are fundamental for oral expression. Effective English skills will ensure a pupil feels confident taking part in group tasks and class discussion/performance.

Computing:

- Using computer software, such as Word, develops a pupil's understanding of terminology, lexicon, sentence structure and many grammatical rules.

12. Equal opportunities

All pupils will have equal access to the English curriculum.

Gender, learning ability, physical ability, ethnicity, linguistic ability and/or cultural circumstances will not impede pupils from accessing English lessons.

If English is an additional language (EAL), support will be provided to the pupil where needed as well as seeking advice from outside agencies.

Where it is inappropriate for a pupil to participate in a lesson due to reasons related to any of the factors outlined above, the lesson will be adapted to meet the pupil's needs and alternative arrangements involving extra support will be provided where necessary.

Cultural and gender differences are positively reflected in lessons and teaching materials used.

13. Inclusion and achievement for all pupils.

Wawne staff recognise the importance of quality first teaching for all children and adopt an attitude of 'keep up, not catch up' to provide targeted support for our children who may need adaptations made in order for them to achieve this. This may take a different form across the classes and with different children. It can include things such as flexible timetables, adult support, short intervention sessions, dynamic groupings, practical resources, adapted writing utensils and seating, more practise time or simplified explanations and tasks. Pupils with additional needs have their own personalised passport that lists objectives, strategies and resources that will support each child. These are created in collaboration with the parents and updated termly.

14. Monitoring and review

This policy will be reviewed annually by the **subject leader**.

The **subject leader** will monitor teaching and learning in English at Wawne Primary School ensuring that the content of the national curriculum is covered across all phases of pupils' education. Staff meetings will share government updates and feedback from writing courses about strategies and resources that will enrich teaching and learning. Staff will also work together in staff meetings and transition meetings to look at books and discuss assessments.

Book looks, learning walks and pupil voice discussions will create a picture of our children's reading and writing journeys.

A named member of the governing body will be briefed to oversee the teaching of English, and meets regularly with the subject leader to review progress.

Any changes made to this policy will be communicated to all teaching staff.

English programmes of study: key stages 1 and 2

All pupils within KS1 and KS2 are taught English in line with the requirements of the English national curriculum.

Years 1-6

Spoken language:

- Listen and respond appropriately to adults and their peers.
- Ask relevant questions to extend their understanding and knowledge.
- Use relevant strategies to build their vocabulary.
- Articulate and justify answers, arguments and opinions.
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
- Speak audibly and fluently with an increasing command of Standard English.
- Participate in discussions, presentations, performances, role play, improvisations and debates.
- Gain, maintain and monitor the interest of the listener(s).
- Consider and evaluate different viewpoints, attending to and building on the contributions of others.
- Select and use appropriate registers for effective communication.

Year 1

Reading – word reading:

- Apply phonic knowledge and skills as the route to decode words.
- Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.
- Read accurately by blending sounds in unfamiliar words containing Grapheme Phoneme Correspondences (GPCs) that have been taught.
- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
- Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.

- Read other words of more than one syllable that contain taught GPCs.
- Read words with contractions, for example, I'm, I'll and we'll, and understand that the apostrophe represents the omitted letter(s).
- Accurately read aloud books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.
- Re-read these books to build up their fluency and confidence in word reading.

Reading – comprehension:

- Develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.
 - Being encouraged to link what they read, or hear read, to their own experiences.
 - Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.
 - Recognising and joining in with predictable phrases.
 - Learning to appreciate rhymes and poems, and to recite some by heart.
 - Discussing word meanings, linking new meanings to those already known.
- Understand both the books they can already read accurately and fluently and those they listen to by:
 - Drawing on what they already know or on background information and vocabulary provided by the teacher.
 - Checking that the text makes sense to them as they read and correct inaccurate reading.
 - Discussing the significance of the title and events.
 - Making inferences on the basis of what is being said and done.
 - Predicting what might happen on the basis of what has been read so far.
- Participate in discussion about what is read to them, taking turns and listening to what others say.
- Explain clearly their understanding of what is read to them.

Writing – transcription:

- Spell:
 - Words containing each of the 40+ phonemes already taught.
 - Common exception words.
 - The days of the week.
- Name the letters of the alphabet:
 - Naming the letters of the alphabet in order.
 - Using letter names to distinguish between alternative spellings of the same sound.
- Add prefixes and suffixes:
 - Using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs.
 - Using the prefix un-.
 - Using -ing, -ed, -er and -est where no changes are needed in the spelling of root words, for example helping, helper, eating, quicker and quickest.
- Apply simple spelling rules and guidance, as listed in [English Appendix 1](#), as seen in the national curriculum.
- Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Handwriting:

- Sit correctly at a table, holding a pencil comfortably and correctly.
- Begin to form lower-case letters in a correct direction, starting and finishing in the right place.
- Form capital letters.
- Form digits 0-9.
- Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practice these.

Writing – composition:

- Write sentences by:
 - Saying out loud what they are going to write about.
 - Composing a sentence orally before writing it.
 - Sequencing sentences to form short narratives.
 - Re-reading what they have written to check that it makes sense.
- Discuss what they have written with the teacher or other pupils.

- Read aloud their writing clearly enough to be heard by their peers and the teacher.

Writing – vocabulary, grammar and punctuation:

- Develop their understanding of the concepts set out in [English Appendix 2](#) by:
 - Leaving spaces between words.
 - Joining words and joining clauses using.
 - Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.
 - Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.
 - Learning the grammar for Year 1 in English Appendix 2.
- Use the grammatical terminology in English Appendix 2 in discussing their writing.

Year 2

Reading – word reading:

- Continue to apply phonetic knowledge and skills to decode words until automatic decoding has become embedded and reading is fluent.
- Read accurately by blending the sounds in the words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.
- Read accurately words of two or more syllables that contain the same graphemes as above.
- Read words containing common suffixes.
- Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
- Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.
- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.

Re-read these books to build up their fluency and confidence in word reading.

Reading – comprehension:

- Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- Listening to, discussing and expressing views about a wide range of contemporary and classical poetry, stories and non-fiction at a level beyond that at which they can read independently.
- Discussing the sequence of events in books and how items of information are related.
- Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.
- Being introduced to non-fiction books that are structured in different ways.
- Recognising simple recurring literary language in stories and poetry.
- Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.
- Discussing their favourite words and phrases.
- Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.
- Understand both books that they can already read accurately and fluently and those they listen to by:
 - Drawing on what they already know, or background information and vocabulary provided by the teacher.
 - Checking that the text makes sense to them as they read and correct inaccurate reading.
 - Making inferences on what is being said and done.
 - Answering and asking questions.
 - Predicting what might happen on the basis of what has been read so far.
- Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.
- Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Writing - transcription:

- Pupils should be taught to spell by:
 - Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.

- Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.
- Learning to spell common exception words.
- Learning to spell more words with contracted forms.
- Learning the possessive apostrophe (singular) for example, the girl's book.
- Distinguishing between homophones and near-homophones.
- Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly.
- Apply spelling rules and guidance, as listed in English Appendix 1.
- Write from memory simple sentences dictated by **the teacher** that include words using the GPCs, common exception words and punctuation taught so far.

Handwriting:

- Pupils should be taught to:
 - Form lower-case letters of the correct size relative to one another.
 - Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
 - Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.
 - Use spacing between words that reflects the size of the letters.

Writing – comprehension:

- Develop positive attitudes towards and stamina for writing by:
 - Writing narratives about personal experiences and those of others (real and fictional).
 - Writing about real events.
 - Writing poetry.
 - Writing for different purposes.
- Consider what they are going to write before beginning by:
 - Planning or saying out loud what they are going to write about.
 - Writing down ideas and/or key words, including new vocabulary.
 - Encapsulating what they want to say, sentence by sentence.
- Make simple additions, revisions and corrections to their own writing by:
 - Evaluating their writing with the teacher and other pupils.

- Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.
- Proofreading to check for errors in spelling, grammar and punctuation, for example end of sentences punctuated correctly.
- Read aloud what they have written with appropriate intonation to make the meaning clear.

Writing – vocabulary, grammar and punctuation

- Develop their understanding of the concepts set out in English Appendix 2 by:
 - Learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular).
- Learn how to use:
 - Sentences with different forms: statement, question, exclamation, command.
 - Expand upon phrases to describe and specify, for example, the blue butterfly.
 - The present and past tenses correctly and consistently including the progressive form.
 - Subordination (using when, if, that, or because) and co-ordination (using or, and, or but).
 - The grammar for year 2 in English Appendix 2.
 - Some features of the written Standard English.
- Use and understand the grammatical terminology in English Appendix 2 in discussing their writing.

Years 3 and 4

Reading – word reading:

- Apply their growing knowledge to root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Reading – Comprehension:

- Develop positive attitudes to reading and understanding of what they read by:

- Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- Reading books that are structured in different ways and reading for a range of purposes.
- Using dictionaries to check the meaning of words that they have read.
- Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.
- Identifying themes and conventions in a wide range of books.
- Preparing poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action.
- Discussing words and phrases that capture the reader's interests and imagination.
- Recognising some different forms of poetry, for example free verse, narrative poetry.
- Understanding what they read, in books they can read independently, by:
 - Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.
 - Asking questions to improve their understanding of a text.
 - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
 - Predicting what might happen from details stated and implied.
 - Identifying main ideas drawn from more than one paragraph and summarising these.
 - Identifying how language, structure, and presentation contribute to meaning.
 - Retrieve and record information from non-fiction.
 - Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Writing - transcription:

- Use further prefixes and suffixes and understand how to add them to root words (English Appendix 1).
- Spell further homophones.
- Spell words that are often misspelt (English Appendix1).

- Place the possessive apostrophe accurately in words with regular plurals (for example, girls', boys') and in words with irregular plurals (for example, children's).
- Use the first two or three letters of a word to check its spelling in a dictionary.
- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Handwriting:

- Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
- Increase the legibility, consistency and quality of their handwriting (for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch).

Writing – composition:

- Plan their writing by:
 - Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
 - Discussing and recording ideas.
- Draft and write by:
 - Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2).
 - Organising paragraphs around a theme.
 - In narratives, creating settings, characters and plot.
 - In non-narrative material, using simple organisational devices, for example headings and sub-headings.
- Evaluate and edit by:
 - Assessing the effectiveness of their own and other's writing and suggest improvements.
 - Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.
- Proofreading for spelling and punctuation errors.
- Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Writing – vocabulary, grammar and punctuation:

- Develop their understanding of the concepts set out in English Appendix 2 by:
 - Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.
 - Using the present perfect form of verbs in contrast to the past tense.
 - Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.
 - Using conjunctions, adverbs and prepositions to express time and cause.
 - Using fronted adverbials.
 - Learning the grammar for years 3 and 4 in English Appendix 2.
- Indicate grammatical and other features by:
 - Using commas after fronted adverbials.
 - Indicating possession by using the possessive apostrophe with plural nouns.
 - Using and punctuating direct speech.
- Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

Years 5 and 6

Reading – word reading:

- Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.

Reading – comprehension:

- Maintain positive attitudes towards reading and understanding by:
 - Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
 - Reading books that are structured in different ways and reading for a range of purposes.
 - Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.

- Recommending books that they have read to their peers, giving reasons for their choices.
- Identifying and discussing themes and conventions in and across a wide range of writing.
- Making comparisons within and across books.
- Learning a wider range of poetry by heart.
- Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.
- Understand what they read by:
 - Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.
 - Asking questions to improve their understanding.
 - Drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
 - Predicting what might happen from details stated and implied.
 - Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
 - Identifying how language, structure and presentation contribute to meaning.
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
- Distinguish between statements of fact and opinion.
- Retrieve, record and present information from non-fiction.
- Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.
- Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.
- Provide reasoned justifications for their views.

Writing – transcription:

- Use further prefixes and suffixes and understand the guidance for adding them.
- Spell some words with 'silent' letters, for example, knight, psalm, solemn.
- Continue to distinguish between homophones and other words which are often confused.

- Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1.
- Use dictionaries to check the spelling and meaning of words.
- Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.
- Use a thesaurus in order to expand vocabulary.

Handwriting and presentation:

- Write legibly, fluently and with increasing speed by:
 - Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.
 - Choosing the writing implement that is best suited for a task.

Writing – composition:

- Plan their writing by:
 - Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
 - Noting and developing initial ideas, drawing on reading and research where necessary.
 - In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.
- Draft and write by:
 - Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
 - In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.
 - Précising longer passages.
 - Using a wide range of devices to build cohesion within and across paragraphs.
 - Using further organisational and presentational devices to structure text and to guide the reader, for example headings, bullet points, underlining.
- Evaluate and edit by:
 - Assessing the effectiveness of their own and others' writing.
 - Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.

- Ensuring the consistent and correct use of tense throughout a piece of writing.
- Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.
- Proof-read for spelling and punctuation errors.
- Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Writing – vocabulary, grammar and punctuation:

- Develop their understanding of the concepts set out in English Appendix 2 by:
 - Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.
 - Using passive verbs to affect the presentation of information in a sentence.
 - Using the perfect form of verbs to mark relationships of time and cause.
 - Using expanded noun phrases to convey complicated information concisely.
 - Using modal verbs or adverbs to indicate degrees of possibility.
 - Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.
 - Learning the grammar for Years 5 and 6 in English Appendix 2.
- Indicate grammatical and other features by:
 - Using commas to clarify meaning or avoid ambiguity in writing.
 - Using hyphens to avoid ambiguity.
 - Using brackets, dashes or commas to indicate parenthesis.
 - Using semi-colons, colons or dashes to mark boundaries between independent clauses.
 - Using a colon to introduce a list.
 - Punctuating bullet points consistently.
 - Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.