

Eccleston Mere Primary School

English Policy



Approved by: V.Atherton / R Mugan

Last reviewed on: May 2023

**Next review due
by:** May 2026

At Eccleston Mere we aim to deliver a high-quality English curriculum providing children with the best possible opportunities to become confident and successful readers and writers. We endeavour to promote a deep understanding and a life-long passion of the English language. We maintain that the development of reading and writing is fundamental to improving a child's life chances.

KS1

Phonics

At Eccleston Mere we follow the Read Write Inc Programme to teach phonics.

Phonics is taught daily in small groups. The groups are organised according to reading ability which is assessed using RWI assessment tools. Assessments are completed each half term and groups are altered accordingly.

Those children who need further phonics support in Year 2 will also still receive daily RWI sessions by joining the appropriate group.

Reading

Early Reading is a priority at Eccleston Mere. Children have access to a wide range of both fiction and non-fiction texts by a range of different authors, and a love of reading is promoted throughout school. In KS1 children have a guided reading at least once per week and individuals will read one to one at least once per week.

Pupil Premium children will read 3 times per week.

In Year 2 the children will also complete a weekly reading comprehension and daily ERIC (Everyone reading in class)

For guided reading in Year 1 children will follow the Oxford Reading Tree scheme and for Home reading they will take home 'Floppy's phonics' books that will be at an appropriate level for them. The children will also have the opportunity to read their home reader during their individual reading session.

Handwriting

In Year 1 children complete daily handwriting sessions and follow the RWI mnemonics for letter formation. In Year 2 children have a handwriting lesson each week but are also taught handwriting in each English lesson.

Writing

At Eccleston Mere we follow the 'Pathways to Write' scheme of work. The children write each day based on a given stimulus. This will then feed into a longer piece of writing at the end of each unit. Children will also complete an extended piece of writing in a foundation subject each half term.

Spelling

In Year 1 Spelling is done each day during RWI sessions and writing lessons. Children are also given weekly spellings to learn as homework. In Year 2 children do weekly spelling tests. They will then complete work where they use these spellings in sentences.

Effective teaching in KS1

Lessons should be engaging with a clear learning objective and focus. Children should be encouraged to take risks and develop confidence and independence. Resources should be easily accessible and children should be encouraged to make decisions about what they need to do to improve their work and maximise their learning.

Pupils should be given regular opportunities to work collaboratively and share ideas with their peers. Teachers should be aware of the needs of the children in the class and be able to support and scaffold their learning appropriately whilst still fostering independence and developing their ability to be active learners.

In KS1 Work is evidenced as follows:

- English books which contain spelling, grammar and punctuation.
- Writing books which contain all daily writing activities.
- Handwriting books which contain daily handwriting.
- Jotters which contain independent free writing
- Photos of group work or collaborative projects – presented in books
- Half termly piece of extended writing through another curriculum subject

KS1 Assessment

- Assessment for RWI is half termly and determines ability groups which are reviewed every half term.
- Writing assessments are termly and assessed against year group specific objectives.
- Schonelle reading tests are completed each term.
- Year 2 interim grids are completed throughout the year.

Learning Environment

In KS1 there is a reading area available to access in each classroom. There are a range of different fiction and non-fiction books available for children to read. In each classroom there should be an English working wall, appropriate vocabulary displayed and at least one cross curricular or discreet English display showing children's work. In Year 1 there should also be a Phonics speed sounds chart on display.

Marking and Feedback

Work is marked according to our marking policy. Each piece of work is marked against the learning objective. It is indicated if the work has been completed independently or with support. If work has been completed with support, the ratio should be indicated on the work.

If verbal feedback has been given this should be indicated in marking with 'VF'

Where appropriate a next step will be identified for children to try to achieve in the next piece of work. This should be indicated with 'NS'. In some cases children may be expected to edit their work to improve it. This should be indicated as 'EBI – (Even better if)'.

SMSC/British Values/Cultural Capital

These areas are incorporated into our English curriculum by giving children access to a wide range of texts, experiences and other stimuli, either through classwork, homework, trips, assemblies, visitors and a rich school-wide curriculum. This is made explicit in subject specific medium-term plans.

KS2

Reading

Reading remains a focus in Key Stage 2 and has a timetabled slot each day. Reading takes a number of forms to ensure the interest and enthusiasm of the children is maintained. These are, guided reading; Reading Plus and Cracking Comprehension.

2 x 30 minute sessions – Model/ Apply / Practice using Cracking Comprehension or other

2 x 30 minute sessions – Reading Plus

1 x 30 minute session – Guided reading

All children have a reading record or journal (Y6) in which to record their daily reading. A child will have 1 book that they take home and bring to school each day. This may be Oxford Reading Tree, Tree Tops or a free reader (A book of their choice) determined by their level of ability. Each time a child reads their book, they record the date, the pages read and the number of minutes read for. To demonstrate their understanding, they will write a sentence about what they have read. The class reading charts celebrate when a child has completed a book. A teacher/TA will hear all vulnerable children (PP/SSP) in the class read each week and a record of their reading is noted in the class reading file.

Handwriting

In KS2 handwriting sessions are timetabled twice per week. From year 3, children are encouraged to adopt a cursive style (following the 'Letter Join' scheme) and the handwriting lessons reinforce this together with promoting the correct joins to enable fluent and legible writing. Quality handwriting is encouraged in all writing activities and throughout the wider curriculum.

Writing

At Eccleston Mere we follow the 'Pathways to Write' scheme of work which provides a writing unit each term. This is further supplemented with additional writing units to ensure that all the statutory genres are covered. The children progress through a series of activities that encompass

examination of a text/stimulus, related grammar work and discussion, planning, writing and editing. Children will also complete an extended piece of writing in a foundation subject each half term.

Grammar and Punctuation

Where possible, grammar and punctuation activities are linked to the writing focus for the unit. This gives children a context and encourages them to make connections and see the practical application of their learning. Furthermore, it feeds into their piece of writing that will form the culmination of the unit. Additional skills that are cited in the National Curriculum but do not fit into the unit, are taught as discrete sessions.

Spelling

In KS2 spelling rules are taught through grammar lessons. The children are given weekly spellings (determined by their year group) to learn as homework and these are tested the following week. To maximise engagement, the class spellings are loaded onto Spelling Shed which enables pupils to practise them through games and challenges. It is intended that pupils will retain these spellings for application in their written work. Each year group also has their own statutory word list that they are expected to be able to read and spell independently.

Effective teaching in KS2

Lessons should be inspiring, engaging and motivational. They should be well planned with very clear evidence of highly effective learning opportunities for every individual within the class. We endeavour to provide challenging and imaginative tasks which will not only engage pupils, but will encourage them to explore, take risks and become confident learners. A wide variety of resources are used to present learning in different forms in order to maintain children's interest and enthusiasm. Pupils are encouraged to be active participants, positively interacting with one another throughout the lesson and asking spontaneous, pertinent questions. Above all, children should feel proud of their achievements and keen to explain what they are doing and why.

In KS2 Work is evidenced as follows:

- English books which contain spelling rules, handwriting, grammar and punctuation and work relating to the text or stimulus the children are studying.
- Writing books which contain planning and independent writing tasks.
- Reading folders which contain evidence from Cracking Comprehension and guided reading activities.
- Spelling books which contain the evidence of weekly spelling tests.
- Jotters which contain notes (these are used in other curriculum areas).
- Collaborative activities – presented in books and on the working wall.
- Half termly piece of extended writing through another curriculum subject

KS2 Assessment

Years 3 to 5

- NFER Assessments for Reading, Grammar and Punctuation and Spelling are carried out each term and provide children with a standardized score.

- Reading Plus – Assessments carried out each term which show details of pupils’ fluency, comprehension and vocabulary. Progression through different levels is measured.

Year 6

- Formal Reading assessment using previous year 6 papers – September, October, December and March.
- Formal SPAG assessment using previous year 6 papers – September, October, December and March.
- Spag.com teaching/assessment
- Reading Plus – Assessments carried out each term which show details of pupils’ fluency, comprehension and vocabulary. Progression through different levels is measured.
- Year 6 National Curriculum writing grids are completed throughout the year.
- Summative assessment in summer term through SATs tests in reading, grammar & punctuation and spelling, while writing is teacher assessed.

Learning Environment

In KS2 there is a reading area in each classroom with a selection of different fiction and non-fiction books available for children to read. There will also be a reading chart in class that celebrates when a child has completed a book e.g. lighthouse, guitar, cat in the hat, ladder etc. In each classroom there should be an English working wall, appropriate vocabulary displayed and at least one cross curricular or discreet English display showing children’s work.

Marking and Feedback

Work is marked according to our marking policy. Each piece of work is marked against the ‘I can...’ statement (which is written at the top of the page) and this will be ticked if the child has achieved the objective. In year groups 3 to 5, writing activities will have a grid which details objectives that should feature in the piece of written work. Both the child and teacher complete this grid. It is indicated if the work has been completed with support using an ‘S’ and, where appropriate, the adult to child ratio should also be noted eg. 1:6. If verbal feedback has been given this should be indicated in marking with ‘VF’. Where appropriate a next step (‘NS’) will be identified for children to try to achieve in the next piece of work. In some cases, children may be expected to edit their work to improve it either during the lesson or in the first few minutes of the next session. This should be indicated as ‘EBI’ – (Even better if).

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