



Ivegill
C • E S C H O O L

IVEGILL CE SCHOOL

English Policy

Approved by:	
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Position:	Headteacher
Signed:	
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Review Date:	

Intent

Rationale

At Ivegill CE School, we believe all children should be curious and excited about their English learning. Through our broad, balanced and engaging curriculum, we provide the foundations, so all our pupils develop a love of reading and writing that helps to develop high aspirations and create lifelong learners. We have high expectations of every child and create challenging and progressive high-quality learning experiences. English teaching and learning are linked to subjects across the curriculum where possible so that all children make progress. All of our children are given a wide range of writing and reading opportunities including the use of paired, groups and independent tasks. A culture of learning from each other is promoted through these opportunities. This is developed across the whole school so that the children learn to respond appropriately and supportively to each other regardless of gender, age, culture or ethnic background.

Special Educational Needs Disability (SEND)

All children will have Quality First Teaching (QFS). Any child identified with SEND or in receipt of pupil premium funding may have work additional to and different from their peers in order to access the curriculum dependent upon their needs. As well as this, our school offers a linked and varied curriculum, providing children with a range of opportunities in order for them to reach their full potential and consistently achieve highly from their own individual starting points. As a school, we have regular meetings with our SENDco to establish targets to inform planning so every child has their needs met.

Implementation

Early years/Foundation stage

We use the new statutory framework for the EYFS foundation stage 2021. Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest and promote a love of reading, writing and books. We teach our children use their phonetic knowledge to write words in ways which match their spoken sounds. By the end of the year, children write simple sentences that can read back by themselves and to others. Some words are spelt correctly and others are phonetically plausible.

Children who aren't ready for writing

If a child is not ready for writing we encourage lots of opportunities for mark making. They will have planned activities which are used to practise fine manipulative skills as well as opportunities for writing throughout continuous provision. Children will also be taken for additional 1:1 support using our 'Little Wandle Rapid Catch Up'. This will focus on single letter sounds so children are not cognitively overloaded with a range of graphemes.

Key stage 1 and Key stage 2

From Year 1 – Year 6, children are taught English within their classes. Teachers and Teaching Assistants provide support and personalised high-quality teaching and aim for every child to reach their full potential. English teaching and learning are linked to subjects across the curriculum that enhance and enrich children's experiences so that they make good or better progress. We ensure children have access to a wide range of genres and make sure children know what underpins each writing element before producing a final write. Children are taught a range of spelling, punctuation and grammar elements during all writing units.

Approaches to Speaking and Listening at Ivegill CE School

We understand the importance of spoken language in children's development across the school curriculum. Spoken language underpins the development of reading and writing reflecting in all children having confidence and competence in spoken language and listening skills for life. As a result of this, children's learning is interactive, engaging and planned for accordingly. We intend for children to speak clearly, fluently and coherently.

We achieve this by:

- Talk partners
- Circle time
- Class discussions and group discussions
- Class presentations/ group presentations
- Class assemblies
- Whole school celebration assemblies
- Whole school Christian Values assemblies
- Through clear modelling
- Valuing conversation and opinions of others
- Encouraging children to listen with attention and understanding
- Encouraging children to listen and respond to questions appropriately

Reading at Ivegill CE School

Please see additional reading policy for information on how reading is taught/ monitored at Ivegill CE School.

Approaches to writing

Our school promotes a love of writing and offer every opportunity for children to write across the curriculum. The skills of writing are developed through planning, differentiation and support across school. Daily English lessons are progressive and support knowledge development. Our writing process focuses on different writing concepts and book talk to build up to an extended piece of writing with lots of incidental, shared, guided and independent writing opportunities throughout. Writing is linked to quality texts where possible which also correspond with other subject area when they can. Each class uses this approach with which to teach creative and technical writing skills from.

- Teachers use a hook, text maps, actions, oral rehearsal, drama, sentence and grammar games, learn new vocabulary, box-up texts, writing on the wall, writing frames, and analyse key features.
- Children begin adapting the text to make it their own, an emphasis on shared writing to refine skills from the previous stage.
- Children become independent writers. They use the same text type but choose their own content produce their own piece of extended writing that has been self/ peer/ teacher assessed, work is improved upon and verbal feedback given regularly. (All children are encouraged to be reflective learners and actively seek to improve their written work) Every child's work is celebrated and valued whether this is through sharing work in class or via displaying work throughout the classroom or school.

Shared Writing

At Ivegill CE School we demonstrate specific writing skills, usually acting as scribe and modelling for the children first before expecting them to write themselves. Shared writing teaches our children how to generate imaginative and informative ideas through discussion and questioning as well as structured ideas in writing through the use of appropriate language, sentence structure, punctuation, sequencing and lay-out. We spend time developing specific word level skills of spelling, handwriting and punctuation whilst encouraging children together to improve/ refine and correct along the way. Importantly, we encourage ourselves and all of our children to present their writing neatly. The shared writing process is done through positive and encouraging steps.

Guided Writing

Guided writing sessions are planned for and used to bridge between shared and the children working more independently. Teachers live mark children's work and shared discussions help the children make the best choices for their writing and support them through a particular section of their work. Support staff will also work closely with small groups of children during guided sessions, with children working on similar writing targets developing or reinforcing skills taught in shared writing. It is an essential teaching tool and again offers the children immediate feedback and promotes opportunities to improve writing through smaller steps.

Independent Writing

Children are given frequent opportunities to write independently so that the skills demonstrated during shared and guided writing are transferred into the children's own writing. At Ivegill CE we believe in planning opportunities for the children to write through a topic-based approach to teaching where the children can practise skills learnt during English lessons and produce high quality pieces of writing that they and we are proud of including foundation subjects. Children's writing is assessed and monitored constantly and teacher feedback is given at every opportunity to ensure that all children are applying, developing and improving upon their learned writing skills.

Handwriting

At Ivegill CE we believe the skill of handwriting needs to be taught. It is not a natural skill that will grow and develop like speaking or walking. Handwriting is a motor activity. A movement stored in the body rather than in the conscious memory. An effective handwriting policy is based on a style that is quick and easy to learn. At Ivegill, we aim to teach children to develop a neat, legible style that eventually will become automatic to use. An automatic style releases the brain to concentrate on the content of writing i.e. spelling, grammar, syntax, style and content. Handwriting should be taught alongside phonic and spelling knowledge at all stages. Effective teaching of handwriting can only be achieved through modelling. All members of staff (including teaching assistants, supply teachers and students) are provided with appropriate handwriting models and are expected to promote the agreed handwriting style by their own example. Staff should model accurate handwriting regularly and children must practise by carefully copying and repeating. It is important to observe children writing to ensure they are forming letters correctly. (Please see additional handwriting policy)

Spelling, Grammar and Punctuation

At Ivegill CE School, spelling is taught three times a week. Each child is given new spellings linking to their ability. They will be introduced to new spelling patterns in one of the sessions. Then, they will have the opportunity to practise this skill in a variety of different ways.

In Key Stage 1 spellings are tested every week on a spelling rule or particular grapheme linked to phonics learning or the year 2 common exception words. In Key Stage 2 children are tested weekly on specific spelling patterns/ rules. We encourage children to re-read their work to check for any incorrect spelling mistakes. Teachers have high expectations of spelling in all of the children's written work not just in English (writing across the curriculum).

Impact

Assessment – Monitoring and Evaluating

The quality of teaching and learning is monitored as part of our subject leadership roles along with support from the Headteacher. In line with the schools Teaching and Learning, Assessment and Feedback and Marking Policy, children are given verbal teacher feedback on how to improve their work. It is expected that, at least, once every half term, the children are asked to produce a piece of independent work for assessment. Progress is tracked and monitored through Knowledge and Skills Progression documents (reading and writing) FFT assessments, Reading age assessments, and through termly pupil progress meetings. Data is analysed and information is fed back to Governors at certain points throughout the year.

Feedback and Marking

Please see our Marking and Feedback policy for more information on this.

Support and intervention

At Ivegill CE School we believe in the importance of quality first teaching as the main strategy for raising standards in English however we make use of a selection of intervention programmes are appropriate to the needs of the individual child, or group of children when necessary. These include additional English support, reading interventions and small group targeted phonics work. Wherever possible, we endeavour to include all children in our daily English lessons and whenever possible, additional interventions take place at other times throughout the school day. Subject leaders and the senior leadership team monitor intervention programmes and then ensure all the key staff required to deliver the programme have sufficient training.

English Governor

Our curriculum monitoring governors work in partnership with the Curriculum Lead in monitoring the subject across the school. The linked Governors report back to the curriculum committee and full Governing body.

Parents

At Ivegill CE School we believe that the active support and involvement of parents is crucial to each and every child achieving their full potential in all aspects of the English Curriculum. Parents play such a vital part in this and we attempt to involve them at every level of their child's learning by:

- Inviting them into school regularly to discuss their child's progress and attainment
- Written reports in the summer term informing parents of their children's progress and attainment
- Inviting parents to any information evenings
- Inviting parents in to our school workshops to discuss certain areas (reading)
- To discuss any children working towards or above the expected standard

Our parents are encouraged to read and write with their children by filling in their child's home/ school reading records three times a week and these are also used to aid communication. Parents of younger children are invited into school to hear how they can help their children to develop reading and writing skills.