



English Policy

Intent

At Dallam Primary School, we support the development of our children's communication and language through both written and spoken words at every opportunity. Literacy is a key life skill and among the most important a child can learn in school. By providing curriculum rich in reading, writing and oracy, developing children's literacy is at the foundation of every learning opportunity.

Reading supports children's learning but also enriches their lives. At Dallam Primary School, we enable children to read fluently and for meaning as soon as possible, but a love of books is also of high priority. Nurturing a reading culture that excites curiosity and sparks imagination.

When writing, children are increasingly encouraged to understand the impact of their writing on the reader; knowing how and why their writing is effective. Children feel safe to make mistakes, confident to edit their work independently and help their peers if needed. Our children are taught, and will explore in depth, a wide variety of text types and toolkits for writing. They will use grammar and punctuation accurately and understand spelling conventions. Children will choose from an ever widening range of vocabulary and sentence structures, thus enabling them to communicate their ideas with growing confidence.

Speaking and listening is valued as fundamental in pupils' language and social development. It is an essential tool for all areas of the curriculum for both thinking and learning. Talking and communicating with others is an integral part of our curriculum and is not only encouraged but is also explicitly planned for.

Our curriculum will build on prior learning, knowledge acquisition and ensure progression as children move through school. By fostering creative and resilient learners, the children of Dallam Primary School will leave for their next stage in education, articulate and proud.

Implementation

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Document and in the Early Years Foundation Stage Framework. The Early Years classes also follow Development Matters and the principles of sustained shared thinking.

All of our implementation is underpinned by the research documents provided by the Education Endowment Foundations research document recommendations as follows:

- Preparing for Literacy –Improving communication, language and literacy in the early years
- Improving Literacy in Key Stage 1
- Improving Literacy in Key Stage 2

Curriculum content overview

Reading: word reading and comprehension

Writing: transcription, composition and English Spelling Punctuation and Grammar (EGPaS)

Spoken language

Reading Implementation

At Dallam Primary School we have a separate reading policy.

Writing Implementation

Following the National Curriculum objectives, our teaching of writing enables children to write effectively for a range of audiences and purposes using spelling and grammar accurately and confidently.

Within English teaching, the majority of sessions focus on text cohesion, sentence construction and punctuation, word choice and modification. From an early age pupils are encouraged to draw from their reading, learning to select words and phrases that add colour and precision to their writing, to refine meaning and consider whether they are appropriate to the audience.

Long Term and Medium Term Planning

The Dallam Long Term Plan has been constructed as a document that provides core books for the teaching of English from our youngest to oldest children. Our books spine consists of quality texts that are shared with adults throughout their time in primary school. The books that have been chosen have been strategically planned to include a wide range of text types and vocabulary exposure. These texts are read to the children as a class novel, as a Talk for Writing text or through a cross-curricular

link. The texts are purposefully wide ranging and intended to form a living library inside a child's mind that they will internalise and apply in future writing. More information regarding book choices is included in the Dallam Reading Policy. The Dallam long term plan across school includes a focus on high quality texts, meaningful tasks, grammar taught in context, purpose and audience.

Audience and purpose:

- Recount
- Entertain
- Instruct
- Persuade
- Report
- Explain
- Inform

Text types:

- Rags to riches, tale of fear, meeting, finding, journey, losing, character flaw and wishing.

Toolkits:

- Character, setting, opening/build up/resolution, ending, speech, action and hooking the reader

Non-fiction:

- Recount, report, discussion, explanation, persuasion and instructions.

Poetry

Medium and short term planning

The Dallam our writing is organised into Talk for Writing unit following a three-stage pedagogy:

- **Imitation** (where pupils learn and internalise texts, to identify transferrable ideas and structures)
- **Innovation** (where pupils use these ideas and structures to co-construct new versions with their teachers)
- **Invention** (where teachers help pupils to create original texts independently). These tasks aim to improve writing ability by giving pupils an understanding of the structure and elements of written language. Often there is a final audience or purpose for their writing.

Discussion, drama and collaboration are a key part of immersing children within a text. We focus on 'Book Talk, Writer Talk and Reading as a Writer.' Here the children can identify techniques and skills to create effect. Phrases and patterns are internalised for use in the future and build a bank that children take with them through school. High quality texts are analysed and the teacher models the writing process.

Word games and short writing opportunities to expand vocabulary and creative language are used. Children are frequently exposed to and explore Tier 2 words within English lessons. Words are analysed by looking at spelling structure, making connections with other words, finding synonyms and antonyms, giving definitions and applying. In Key Stage 1 and 2 medium term plans follow the Talk for Writing approach – four key aspects of English teaching: creating interest in the text- putting the text into context; reading, responding and comprehending the text through text, sentence and word level work and short writing opportunities; gathering ideas for content structure and language through short writing opportunities and planning, writing and editing an identified longer final outcome piece of writing. Differentiated final outcomes for structure, vocabulary and sentence are identified on the medium term planning. This is used as a basis for short term planning and adapted according to the needs of the children.

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teaching and Learning

Children are taught:

- The importance of audience and purpose
- Communicating effectively through written word and performance
- The process of planning, editing and redrafting as an essential part of writing
- Presenting and performing
- To apply spelling strategies and explicitly taught grammar in writing
- to explore a wide range of genres and use a variety of writing toolkits as they move through school

Teachers:

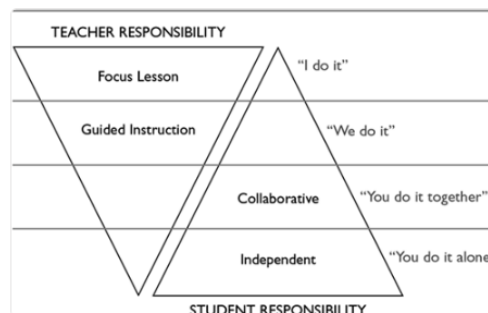
- Focus on the writing process by explicitly talking about structures when reading, discussing their thought processes and continually analysing the effect of writer's choice.
- Model through shared writing, showing how to plan, re-draft and improve.
- Model writing in a variety of forms, emphasising audience and purpose.
- Take frequent opportunities to focus learning towards an objective and review progress so far.
- Will encourage discussion, extending ideas and vocabulary.

- Expect children to collaborate with others and ask questions.
- Will allow children time to respond to teacher's marking or given action.
- Promote a culture of high expectations, encourage resilience and embrace challenge.

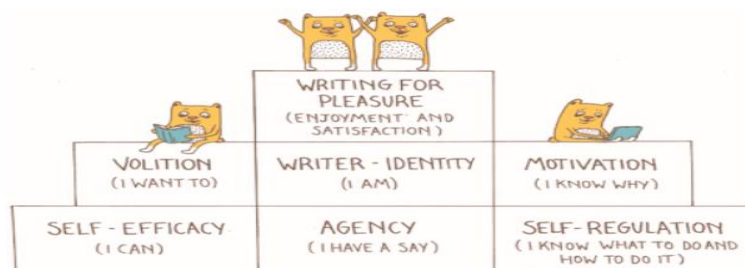
Independence is encourage by:

- Quality scaffolding on the working wall and through devices such as 'boxing up' and 'story maps'
- The writing process which includes quality discussion, use of a WAGOLL, drama, shared and guided writing which encourages self-regulation
- Motivation and knowing the purpose for writing
- Individual supports where needed, for example, word banks, prompts and visual aids
- Feedback target setting shared with children and nurturing children's writer identity

We follow the gradual release of responsibility model (Fisher and Frey)



We implement this writing process in order to write for pleasure.



The affective needs of young writers as identified by Young & Ferguson (2021)

The Foundation Stage (Nursery and Reception)

The development of communication and language, reading and writing are optimised at every possible moment in the Early Years setting. They are planned for through directed teaching activities, enhancements to the provision by weekly challenges and spontaneous, child led opportunities to maximise the development of literacy.

In the Foundation Stage classroom, teaching and learning is constructed so that children:

- experience a rich language environment;
- develop their confidence and skills in expressing themselves;
- speak and listen in a range of situations;
- link sounds and letters and to begin to read and write;
- experience a wide range of reading materials (books, poems, and other written materials) to ignite their interest.
- listen to and respond to high quality questions that deepen thinking and extend vocabulary

In our Foundation Stage classrooms, both inside and outside, you will see:

- children using a variety of writing tools such as chalks, pens, pencils and paintbrushes in continuous provision and inviting writing areas.
- children taking part in fine motor and gross motor activities as part of their continuous provision and adult led activities eg posting, threading, squeezing, using playdough and funky finger games.
- children listening to sounds, taking part in pre-phonics
- children matching objects then letters to sounds; moving, when ready into reading
- children dressing up and role playing a scenario with a variety props to encourage speaking and listening.
- children being encouraged to take part in activities that develop language and vocabulary in all areas.

Adults use effective strategies to support children's thinking including sustained shared thinking. This is detailed again further in this policy under spoken language.

For example by:

- Modelling thinking and comprehension monitoring
- Using questions to clarify ideas
- Recapping and repeating

- Suggesting
- Using encouragement to think further

'Sustained shared thinking usually takes the form of a conversation with a child where you work together, both contributing to ideas and coming to conclusions together. Children learn to be more curious and find their own solutions, while adults learn about a child's understanding and knowledge.'

Kathy Brodie 2019

Key Stage One

In Key Stage One children learn to speak confidently and listen to what others have to say. They begin to read and write independently and with enthusiasm. They use language to explore their own experiences and imaginary worlds.

In Year 1, English is taught through the Read, Write, Inc Phonics programme alongside Talk 4 Writing. Read, Write, Inc Phonics is the lively and vigorous teaching of synthetic phonics. Children learn how to sound blend words for reading at the same time as developing handwriting and spelling skills. The 'hold a sentence' method used in Read Write Inc helps to develop confidence and efficiency in composing and writing a simple sentence independently. Parallel to the teaching of Read Write Inc, Talk 4 Writing enables the children to discuss language structure in a variety of books, to orally rehearse before writing and begin to imitate familiar texts.

As children move into Year 2, some will continue to engage in Read Write Inc lessons as an additional intervention alongside Talk for Writing lessons. A daily writing lesson of 60 minutes including the explicit teaching of vocabulary, grammar and composition. Spellings are taught discretely through daily 15 minute spelling lesson and is detailed in our spelling policy.

At Key Stage Two (Years 3-6)

In Key Stage 2, children learn to change the way they speak and write to suit different situations, purposes and audiences. They continue to read a range of texts and respond to different layers of meaning in them. They explore the use of language of texts and learn how the structure of language works.

A daily writing lesson of 60 minutes including the explicit teaching of vocabulary, grammar and composition. Spellings are taught discretely through daily 15 minute spelling lessons.

The proportion of the daily English lesson is shared into whole class shared, guided, peer and independent writing. We follow a gradual release of responsibility model. On a daily basis all children throughout school are required to write independently, aiming for a minimum of 20 minutes focussed writing. Both reading and writing throughout the curriculum is expected.

Spoken Language Implementation

Early language development is key, therefore all adults engage in quality interactions with children which will include the following:

- Tuning in - listening carefully to what is being said and what the child is doing
- Showing genuine interest –giving whole attention, eye contact and smiling.
- Asking children to elaborate – 'I really want to know more about this'
- Recapping – so you think that...
- Clarifying ideas –So you think we should wear coats in case it rains?
- Using encouragement to extend thinking –You have thought really hard about your tower, but what can you do next?
- Suggesting –you might want to try doing it like this
- Reminding –don't forget that you said we should wear coats when it rains.
- Asking open questions that develop reasoning- how did you do? Why does this..? What happens next?
- Reflecting talk back to children. "tar" "Yes it's a red car" etc

Children are taught to listen carefully to the person who is speaking following Dallam Primary School good listening behaviours indicators displayed consistently in all classrooms. Children are required to listen attentively, evaluating what the other person has said.

We respect each other and everyone should feel safe and secure to express themselves. Children are asked to respond thoughtfully showing empathy where needed; speaking clearly, with confidence and using standard English.

Asking questions is encouraged and adults will use every opportunity to deepen children's thinking during discussion; modelling standard English, answering questions out loud and engaging positive interactions with others in school.

Through the curriculum, a range of opportunities will be provided for children to talk and listen in both formal and informal settings. All lessons will have the opportunity to develop speaking and listening skills eg. talk partners, group work, presenting to the class, debate, persuasion and an abundance of drama opportunities.

Handwriting

We recognise that handwriting empowers children to write with confidence and creativity. We consider handwriting to be a developmental process therefore our teaching is organised according to individual need as:

- readiness for handwriting : gross and fine motor skills leading to letter formation

- beginning to join
- securing the joins
- practising speed and fluency

Handwriting is taught using a Dallam approach which has been devised to link closely to the Read Write Inc suggested rhymes and letter formations. Children are taught handwriting daily and have an opportunity to practise letter formation for at least 10 minutes per day. Our 'letter patters' and agreed formation are designed to ensure a common language and expectation of handwriting across school. This ensures pursuit of high standards and consistency for the children in their learning. All EYFS and KS1 classrooms have letter formation displays. EYFS create a letter display as each letter is introduced and grouped in families. Year 1 begin lead ins throughout a transitional period. EYFS use lines to support 'sitting on the grass' and 'going underground' when writing. Y1 will use lines to support 'starting in the sky', 'stroking the grass', 'sitting on the grass' and 'going underground' in handwriting books. Teaching through computer images will reinforce this. Children are consistently reminded of the correct starting point and stopping points which is aided in EYFS by red and green dots. Digraphs and trigraphs will introduce joins through phonic and handwriting sessions and they will be taught to jump the red light. Year 2 will continue to reinforce starting all letters on the line 'sitting on the grass' but will also encourage joining of all digraphs and trigraphs.

Handwriting to be consistently modelled by all staff on lined paper whenever writing with the children. This should also be modelled in marking. Year 1 will continue to use handwriting books with lines to show sky, grass and ground. Children should be encouraged to try to apply the same standard of handwriting into English

Pupils are expected to apply their skills and to consider their handwriting when approaching any piece of writing across the curriculum.

English across the curriculum

Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum. By referring to the English long term plan, teachers are aware of the genres and skills previously encountered by children as they move through school.

Inclusion and SEND

All children receive quality first English teaching on a daily basis as their entitlement and lessons are adapted accordingly. We provide adapted learning opportunities for all children so that they can access all lessons. We are aware of building mental

models for children as they progress through school, making sure that they are building on solid foundations. This will include chunking, dual coding, giving time to retrieve and practise and being aware of cognitive overload. Where identified pupils are considered to require targeted support to enable them to work towards age appropriate objectives, intervention programmes will be implemented. Teachers and teaching assistants plan programmes together and monitor progress of these pupils. Work in English takes into account the targets set for individual children in their Individual Education Plans (IEPs) and those identified as working above age related expectations.

We identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment in line with our SEND policy. If specific needs are identified through teacher observation and pupil tracking, more specific assessment may take place. These will be used to identify gaps in learning and to put together an intervention plan with support from the SEND team. Interventions are delivered by the class teacher, teaching assistant and/or SEN teacher as appropriate. Interventions will be tailored to the child's individual needs and may include: multi-sensory work on phonics and reading/spelling of common exception/high frequency words, reading high interest/low ability texts, inference work, grammar and comprehension work. Breakfast club is utilised for booster groups in reading and writing. All children with an SEN need have access to Nessy, a multi-sensory online learning programme for reading and spelling. If appropriate they also have access to special equipment such as coloured overlays, visualisers, enlarged texts, dyslexia friendly dictionaries, reading prompts and reminder cards and high interest low ability texts or specialist texts from the library service.

Interventions are closely monitored in terms of delivery and effectiveness and reviewed continually. We have specialist speech and language, and SEND teachers who work 1:1 with identified children and create individual programmes. Dough gym, funky fingers and Teordorescu is used to improve fine motor skills and letter formation. Read Write Inc phonics continues for those children who need an additional intervention. Staff deliver an inference programme in reading in upper KS2. Those children who have been identified as more able writers become part of a cluster group for gifted and talented writers. These children work alongside other schools in the area, taking part in a writing project that culminates in a final piece that is celebrated in an event at Waterstone's.

Learning environment for English

Our learning environment is language rich and promotes a love of books. We have developed working walls as places that show the journey of learning through a unit and support children to be more independent while working. These walls are changed according to the skills and genres being taught but will always have a focus on vocabulary, grammar, modelled writing/example text, toolkits, story mapping and/or boxing up planning.

In every classroom, there is a display which demonstrates and celebrates what each child can achieve independently in their writing. This is added to throughout the year so that children are able to see the progress they have made in their writing skills. Each classroom should have a defined reading area, which is a comfortable and attractive space. This area should include books clearly categorised to support children

choosing to read a range of text types, links to project and science topics and information about the current class author. Children are encouraged to be independent in their learning by using additional resources in the learning environment, for example dictionaries, thesaurus's, word banks, alphabet strips, phonics speed sounds charts and target cards.

Parental involvement

Parents are encouraged to support with English in a variety of ways. Parents are invited into school to read with children. Home school reading diaries act as regular communication between teacher, parent and child and where necessary further meetings are set up according to need. Each year we hold many open mornings to raise parental awareness of school developments in English. Parents are encouraged to participate in many of the activities alongside their child. We believe in a partnership between parents and school and we are keen to share children's successes and advise on how to help them with their next steps.

Assessment of writing

Assessments in writing are made in line with the school assessment policy.

To make accurate and confident assessments the teachers use the following:

- PALS assessment material containing key expectations distributed across year groups by term which is found in the back of English books to record progress through each term. The file also contains exemplifications for each objective for clarity.
- Literacy Company exemplifications for differentiated abilities in all year groups in a central location on the school shared platform to enable teachers to make accurate judgements about all children in their class.
- Moderation with other schools in our English cluster, in-house moderation between classes, external local authority moderation meetings with the local authority and additional CPD for Reception, Year 2 and 6.
- Effective assessment for learning ensuring that first quality teaching happens 'in the moment' and children respond to teacher as they learn.
- The teacher keeps both formal and informal records that enable them to deliver an effective, creative and relevant curriculum that builds on prior attainment and meets the needs of pupils.
- Analysis of assessment data is used to set both class and individual targets which are regularly reviewed.
- Children are informed of their own targets for learning and supported to make progress towards them.
- Planning is based on prior attainment and pupils know what they need to do to achieve the next steps.

Marking is in line with the school marking and feedback policy, which is meaningful and motivational. As children progress through school, children are increasingly encouraged to take responsibility for planning and monitoring their writing.

Impact

The impact of our curriculum will be that children make at least good progress in English throughout their time at Dallam Primary School and leave well prepared for the next stage of their education. The impact is measured by children's attainment meeting at least age related expectations or making accelerated progress towards this termly throughout school. Attainment in English is measured formally at the end EYFS, and in Key Stage One and Two using statutory assessments which will be in line with or above national average.