



# Bromley Hills Primary School

## English Policy

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## Contents Page

1. School Vision, Values and Ethos & UN Convention on the Rights of a Child
2. Intent, Implementation & Impact
3. Legal framework
4. Roles and responsibilities
5. The National Curriculum
6. Cross-Curricular Links
7. Teaching and Assessment
8. Equal opportunities
9. Monitoring and review



## School Vision

At Bromley Hills, we promote a positive culture of social and emotional well-being and mental health resilience for pupils, staff, and our community. We want our children to achieve their full potential; through an inspiring and engaging curriculum, embedding our pedagogy that learning is a change to long term memory, so that they are equipped with the necessary lifelong knowledge and mental health awareness to enable them to become confident and independent valued members of our local community and British society.

## School Values

Throughout our curriculum, we weave in a golden thread of core values, values which we believe are essential in preparing children for the wider world, and our young learners develop and build upon these as they go through school. Our core values are:

- Respect
- Honesty
- Cooperation
- Caring
- Teamwork

## School Ethos

It's 'Time to Shine' - together we will succeed and achieve.

## The UN Convention on the Rights of the Child

Article 29 - Every child has the right to an education to help them use and develop their talents and abilities.



## Statement of Intent

Learning is a change to long term memory. Our aims are to ensure that our students experience a wide breadth of study based on the national curriculum and have, by the end of each key stage, long-term memory of curriculum knowledge.

We believe that developing strong English skills is essential for progressing across the curriculum and preparing for adult life. All teachers have a responsibility to develop pupils' competence in reading, writing, speaking and listening and to ensure that pupils build the language skills necessary to fully access the curriculum.

### Reading

All the skills of language are essential to participating fully as a member of society and, through reading, pupils have the chance to develop culturally, emotionally, intellectually, socially, and spiritually. Reading enables children both to acquire knowledge and to build on what they already know. Therefore, to achieve this, it is our intent that children will read widely and often at home and at school for pleasure, to gain information and enhance their knowledge and understanding across the curriculum, and to become fluent and expressive readers. In school, they are immersed in a reading culture that is rich and varied. Teachers model reading and promote the enjoyment of reading as well as using a wide range of quality texts for children to develop and deepen understanding. Through capturing imaginations, it is our aim that children will develop a love of reading and leave our setting with skills that are transferrable to the digital and wider world.

### Writing

We aim to instil a love of writing and an appreciation of its educational, cultural and entertainment value. Therefore, through our high-quality teaching, children are taught to speak and write fluently so that they can effectively communicate their ideas and emotions to others, whilst developing their own imagination, which makes readers engage with and enjoy their writing. We intend to inspire children through a range of high-quality literature, which makes readers engage with and enjoy writing. Through writing for a range of purposes and audiences, children are taught progressively





to develop both the secretarial skills of writing and apply the 'tools' which authors use to engage readers. There is a strong emphasis on increasingly developing a wide-ranging knowledge of vocabulary which they can apply in their own pieces. We intend to improve children's handwriting skills through a structured and measured approach that physically strengthens children's fine motor skills with an aim that their work is well presented. Children develop the ability to edit and improve their work in response to feedback. Children will therefore be able to write clearly, accurately, and coherently, adapting their language and style in and for a range of contexts, purposes, and audiences.

This policy will ensure the school complies with the national curriculum and help pupils have a solid grounding in English, a positive attitude towards literature, and a strong understanding of language.

## Statement of Implementation

Teaching from Years 1 – 6 follows the National Curriculum for English (2014). This is divided into three stages: Key Stage 1, Lower Key Stage 2 (Years 3 and 4) and Upper Key Stage 2 (Years 5 and 6) and follows four areas: Spoken language; Reading (word reading and comprehension); Writing (transcription, spelling, composition, handwriting and presentation; Grammar and punctuation). By the end of each key stage, pupils are expected to know, apply, and understand the matters, skills and processes specified in the relevant programme of study.

We base our teaching of Reading and Writing on 'Talk for Reading' and 'Talk for Writing' principles, i.e. the principles of how people learn – the movement from imitation to innovation to independent application.

### Handwriting

We use the Kinetic Letters scheme of work to ensure the outcomes our pupils achieve are the following:

- Having fluent, legible, and speedy handwriting that can be performed automatically, so that the attention of the brain is on the content of the writing.
- Having the stamina and skills to write at length, with accurate spelling and punctuation.
- Having competence in transcription (spelling and handwriting) and composition.



- Writing clearly, accurately, and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- Having a comfortable and efficient pencil hold and working position.

Our aim is to make handwriting automatic, so that all the attention of the brain can be on the content of work.

Handwriting is taught in discrete sessions, separate from Phonics and English lessons. Handwriting practice takes place on the 6-lined (or 3-lined if appropriate) Kinetic Letters white boards, with a transition to books via the 'practice patch', with a focus on increasing speed and flow.

### Statement of Impact

- Children are happy learners who talk enthusiastically about their learning and eager to further their progress in English.
- Our children also become more confident, fluent readers and they realise the importance of reading for pleasure along with reading for information and knowledge.
- Our children are becoming more confident writers.
- Through discussion and feedback, children talk enthusiastically about reading and writing and understand the importance of this subject. They can also talk about books and authors that they have enjoyed and can make reading recommendations.
- Pupils can make links between texts and the different themes and genres within them. They can recognise similarities and differences. Children understand the reading and writing journeys.
- At the end of each year we expect the children to have achieved Age Related Expectations (ARE) for their year group. Some children will have progressed further and achieved greater depth (GD). Pupils falling into the lowest 20% category make progress from their starting point and as with all pupils are proud of the progress they have made.



## Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- DfE (2014) 'National Curriculum in England: English programmes of study'
- DfE (2013) 'English programmes of study: key stages 1 and 2'
- DfE (2020) 'Headteachers' standards 2020'
- DfE (2023) 'Statutory framework for the early years foundation stage'

This policy operates in conjunction with the following school policies:

- Pupil Code of Conduct
- Primary Curriculum Policy
- Primary Teaching and Learning Policy
- Primary Assessment Policy
- Early Years Teaching and Learning Policy
- Early Years Assessment Policy

## Roles & Responsibilities

**The governing board is responsible for:**

- Ensuring a broad and balanced English curriculum is implemented in the school.
- Ensuring the school's English curriculum is accessible to all pupils.

**The headteacher is responsible for:**

- Appointing an appropriate subject leader.
- Establishing and sustain high-quality, expert English teaching across all phases, built on an evidence-informed understanding of effective teaching and how pupils learn.
- Ensuring English teaching is underpinned by high levels of expertise in English and approaches which respect the distinct nature of English as a discipline



- Ensuring effective use is made of formative assessment.
- Ensuring a broad, structured and coherent English curriculum entitlement which sets out the knowledge, skills and values that will be taught.
- Establishing effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities.
- Ensuring that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading.
- Ensuring valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the English curriculum.
- Establishing and sustain culture and practices that enable all pupils, including pupils with SEND, to access the curriculum and learn effectively.

### **The subject leader is responsible for:**

- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to expand on colleagues' areas of expertise in English.
- Organising the deployment of resources and carrying out an annual audit.
- Liaising with teachers across all phases.
- Communicating developments in English to teachers and the SLT, as appropriate.
- Leading staff meetings and providing staff 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 extracurricular activities.
- Collating assessment data and setting new priorities for the development of English in subsequent years.





### **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 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 SENCO 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 SEND.
- Advising staff on how best to support pupils' needs.
- Advising staff on the inclusion of English objectives in pupils' individual education plans.
- Advising staff on the use of TAs in order to meet pupils' needs.

### **Pupils are responsible for:**

- Ensuring they complete work on time and to the best of their ability.
- Ensuring they behave in accordance with the Pupil Code of Conduct.



## The National Curriculum

The national curriculum will be followed for all English teaching.

During Reception, in accordance with the 'Statutory framework for the early years foundation stage', focus will be put on the seven early learning goals (ELGs), with the English aspect of pupils' work relating to the objectives set out within the framework. The ELGs cover:

1. Communication and language: listening, attention and understanding; and speaking.
2. Personal, social and emotional development: self-regulation, managing self, and building relationships.
3. Physical development: gross motor skills and fine motor skills.
4. Literacy: comprehension, word reading, and writing.
5. Mathematics: number and numerical patterns.
6. Understanding the world: past and present; people, culture and communities; and the natural world.
7. Expressive arts and design: creating with materials; and being imaginative and expressive

### Spoken language

From Years 1 to 6, pupils will be taught to:

- 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 listeners.
- Consider and evaluate different viewpoints, attending to and building on the contributions of others.
- Select and use appropriate registers for effective communication.

## Reading and Writing

We follow Pie Corbett's Talk for Reading programme and reading spine and the teaching of Writing is based on the principles of Talk for Writing.

## Year 1 Reading

During Year 1, pupils will be taught to:

### Word reading

- Apply phonic knowledge and skills as the route to decode words.
- Respond quickly with the correct sound to graphemes for all phonemes, including alternative sounds for graphemes where applicable.



- 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 and understand that apostrophes represent omitted letters.
- Accurately read books aloud that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.
- Reread books to build up their fluency and confidence in word 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 correcting 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.
- Clearly explain their understanding of what is read to them.

## Year 1 Writing

During Year 1, pupils will be taught to:

### Transcription

#### Spelling

- Spell words containing each of the phonemes already taught, common exception words, and the days of the week.
- Name the letters of the alphabet in order and use 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 change is needed in the spelling of the root word.
- Apply simple spelling rules and guidance.
- 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 lowercase letters in the correct direction, starting and finishing in the right place.
- Form capital letters and digits 0-9.
- Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

### **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.
  - Rereading 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.

### **Vocabulary, grammar and punctuation**

- Develop their understanding of the concepts set out in the national curriculum by:
  - Leaving spaces between words.
  - Joining words and joining clauses using 'and'.
  - 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 appropriate grammar for Year 1.
- Use the grammatical terminology for Year 1 in discussing their writing.



## Year 2 reading

During Year 2, pupils will be taught to:

### Word reading

- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.
- Read accurately by blending the sounds in 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 graphemes taught so far.
- 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.
- Reread books to build up their fluency and confidence in word 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 classic 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 the books that they can already read accurately and fluently and those that 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 correcting inaccurate reading.
    - Making inferences on the basis of 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.

## Year 2 writing

During Year 2, pupils will be taught to:

## Transcription

## Spelling





- 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 singular possessive apostrophe.
  - Distinguishing between homophones and near-homophones.
- Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly.
- Apply age-appropriate spelling rules and guidance.
- Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

## Handwriting

- Form lowercase 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 lowercase letters.
- Use spacing between words that reflects the size of the letters.

## Composition

- Develop positive attitudes towards and stamina for writing by:
  - Writing narratives, both real and fictional, about personal experiences and those of others.
  - 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.
  - Rereading 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.
- Read aloud what they have written with appropriate intonation to make the meaning clear.

### **Vocabulary, grammar and punctuation**

- Develop their understanding of the concepts set out in the national curriculum by learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists, and apostrophes for contracted forms and the singular possessive.
- Learn how to use:
  - Sentences with different forms, i.e. statement, question, exclamation, command.
  - Expanded noun phrases to describe and specify.
  - The present and past tenses correctly and consistently including the progressive form.
  - Subordination using 'when', 'if', 'that', or 'because' and coordination using 'or', 'and', or 'but'.
  - The grammar for Year 2.
  - Some features of written Standard English.
- Use and understand the grammatical terminology for Year 2 in discussing their writing.



## Year 3 and 4 reading

During Years 3 and 4, pupils will be taught to:

### Word reading

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

### 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 to perform, showing understanding through intonation, tone, volume and action.
  - Discussing words and phrases that capture the reader's interest and imagination.
  - Recognising some different forms of poetry.
- Understand 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.

### Year 3 and 4 writing

During Years 3 and 4, pupils will be taught to:

#### Transcription

##### Spelling

- Use further prefixes and suffixes and understand how to add them.
- Spell further homophones.
- Spell words that are often misspelt.
- Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals.
- 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.





## 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.
  - Organising paragraphs around a theme.
  - Creating settings, characters and plot in narratives.
  - Using simple organisational devices, e.g. headings and sub-headings, in non-narrative material.
- Evaluate and edit by:
  - Assessing the effectiveness of their own and others' writing and suggesting improvements.
  - Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.
- Proofread 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.

## Vocabulary, grammar and punctuation

- Develop their understanding of the concepts set out in the national curriculum by:
  - Extending the range of sentences with more than one clause by using a wider range of conjunctions, including 'when', 'if', 'because' and '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.
- 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 for Years 3 and 4 accurately and appropriately when discussing their writing and reading.

## Year 5 and 6 reading

During Years 5 and 6, pupils will be taught to:

### Word reading

- Apply their growing knowledge of root words, prefixes and suffixes, and morphology and etymology, both to read aloud and to understand the meaning of new words that they meet.

### Comprehension

- Maintain positive attitudes to reading and understanding of what they read 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 and legends, traditional stories, modern fiction, fiction from British 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.



## Year 5 and 6 writing

During Years 5 and 6, pupils will be taught to:

### Transcription

#### Spelling

- Use further prefixes and suffixes and understand the guidance for adding them.
- Spell some words with 'silent' letters.
- 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.
- 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.

### 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 to join specific letters.
  - Choosing the writing implement that is best suited for a task.

### 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.
  - Considering how authors have developed characters and settings in writing narratives that 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.
  - Describing settings, characters and atmosphere and integrating
  - dialogue to convey character and advance the action in narratives.
  - 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, e.g. with headings, bullet points, and 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.
- Proofread for spelling and punctuation errors.
- Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

### **Vocabulary, grammar and punctuation**

- Develop their understanding of the concepts set out in the national curriculum 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 relative pronoun.
  - Learning the grammar for Years 5 and 6.
- 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 for Years 5 and 6 accurately and appropriately in discussing their writing and reading.

### Cross-Curricular Links

Where possible, the English curriculum will provide opportunities to establish links with other curriculum areas. This includes:

#### Geography and History

- Using sets of Non fiction texts as well as looking for writing opportunities to apply writing skills.

#### Maths

- Some of the stories, poetry and rhymes pupils encounter will help them learn about counting and sequencing.



## Science

- The reading, writing and speaking skills pupils learn in English will help them understand scientific reports and explain their own findings.

## Drama

- As well as reading, performing and viewing drama texts in English, the skills pupils develop in oral expression and understanding narratives will build their confidence in participating in discussion and dramatic performance.

## Teaching & Assessment

### Lesson planning

All relevant staff will be briefed on the school's lesson planning procedures as part of staff training. Throughout the school, English will be taught as a discrete lesson and as part of cross-curricular teaching when appropriate. The statutory national curriculum content from the DfE's 'English programmes of study: key stages 1 and 2', as outlined above, will be used as the starting point for lesson planning.

Lesson plans will balance visual, auditory and kinaesthetic elements used in teaching, ensuring that all pupils with different learning styles can access the learning experience. All lessons will have clear learning objectives, which are shared and reviewed with pupils.

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 highlighting the opportunities for assessment, identifying learning objectives, main learning activities and differentiation. Short-term planning will be used flexibly to reflect the objective of the lesson, the success criteria and the aim of the next lesson, building on medium-term planning and taking into account pupils' needs.



## Teaching

Pupils will be taught to use the correct grammar when writing and speaking, and the correct spelling and punctuation when writing. Lessons will help pupils develop a wide vocabulary through a variety of means, including the following:

- Providing spelling lists and key words for pupils to take home and practise
- Creating displays of key words linked to specific topics and subjects
- Practising using the correct vocabulary orally
- Dedicating lessons to word patterns and choices
- Encouraging the use of dictionaries and thesauruses
- Reading a variety of texts to explore new vocabulary
- Providing one-to-one support where necessary

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

The teacher, in collaboration with the subject leader, will ensure that every pupil's 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.

Opportunities for learning outside the classroom will be provided where possible.

## Assessment

Pupils will be assessed and their progression recorded in line with the school's Primary Assessment Policy. Assessment in English will be based upon knowledge and understanding of reading, writing, spelling, punctuation and grammar.

Pupils will be assessed continually throughout the year and will undertake a summative assessment at the end of each academic year. Formative assessment will be carried out informally throughout





the year. This will enable teachers to identify pupils' understanding of subjects and inform their immediate lesson planning. The results of end-of-year summative assessments will be passed to relevant members of staff, such as the pupil's future English teacher.

Assessment will take various forms, including the following:

- Talking to pupils and asking questions
- Discussing pupils' work with them
- Marking work against learning objectives
- Specific assignments for individual pupils
- Observing oral and performative tasks and activities
- Pupils' self-evaluation of their work
- Classroom tests and formal exams

Teachers will use this information to inform a summative assessment at the end of each term. Assessments are inputted into the online system, O Track, and the Deputy Headteacher collates the results and distributes overviews to the subject leader. The school will act as an exam centre for the SATs statutory assessments in English grammar, punctuation and spelling and English reading. Lessons for Year 6 pupils will be adequately tailored to prepare them for their assessments, including revision time.

Parents will be provided with a written report about their child's progress during the Summer term every year. Reports will include information on the pupil's attitude towards English, progress in reading, ability to write clearly and coherently, and the grammatical knowledge levels they have achieved. Verbal reports will be provided at parent-teacher meetings during the Autumn and Spring terms.



## Equal Opportunities

All pupils will be given equal access to the entire English curriculum, including a variety of reading materials.

Where required, pupils with SEND and pupils with EAL will be provided with additional support in order to fully engage with the English curriculum.

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

The school aims to provide more academically able pupils with the opportunity to extend their English skills and knowledge through extension activities such as further reading material and additional writing tasks.

## Monitoring and Review

This policy will be reviewed annually by the governing board and subject leader. A named member of the governing board will be briefed to oversee the teaching of English and will meet regularly with the subject leader to review progress. Any changes made to this policy will be communicated to all teachers.