



*Learning for Life*

# **Fawbert & Barnard's Primary School**

## **English Policy**

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**This policy is intended to ensure consistency across the school. Staff are expected to refer to the following policies when implementing this policy: Curriculum, T&L, Assessment, Behaviour, Equality & Inclusion (SEN, EAL, AMA), Recording and Reporting and Feedback and Marking.**

## **Aims**

We adopt the National Curriculum aims for English with the intention that pupils will:

- Develop transferable writing skills to create confident communicators
- Develop reading skills to support children in accessing all areas of the curriculum as well as providing transferable skills for the future
- Expand vocabulary and understanding of language to provide the best outcome for the children through exposure to quality and engaging texts.
- Continue to promote a positive attitude to reading so children can become fluent readers for both purpose and pleasure
- Develop stamina for writing alongside age-appropriate grammar skills.
- Be inspired to learn through enthusiastic teaching and effective modelling and scaffolding.

We take a mastery approach to teaching the English National Curriculum with scaffold support where appropriate for individual children. Interventions continue to support learning gaps for those children that need them.

## **What does reading look like at Fawbert and Barnard's?**

### **Phonics**

Phonics starts early in reception and continues in Year 1. At Fawbert and Barnard's we use Essential Letters and Sounds (ELS), systematic synthetic phonics (SSP). It is a validated scheme by the DfE and all staff have been trained and continue to have access to training. Phonics sessions are daily and the children are given plenty of opportunity to review learning. The scheme ensures that the children 'keep up not catch up'. The children's reading books are closely matched to their phonics knowledge and we use Oxford Owl e-books alongside phonics learning to embed understanding. The e-books are accessible at home and parents are expected to support their children through reading phonetically appropriate books set by the teacher.

Interventions are in place for children who are not secure in synthetic phonics by the end of Year 2.

### **EYFS**

In EYFS children develop reading skills through shared reading with an adult and discussing what they have read. This could be in small groups or as a whole class. They also have the opportunity to read individually with an adult in order to practise word reading and comprehension skills. As in all stages of the school, we encourage reading at home daily with books matched closely to the child's phonic knowledge

### **KS1**

In Year 2, children develop reading skills through whole class comprehension two to three times each week, as well as individual reading with an adult for focused groups of children. This provision gives children opportunities to read aloud in front of their peers, read with a partner, echo read as a class or read individually with an adult. The sessions focus on key comprehension skills, fluency and application of phonics.

## **KS2**

Children in Year 3 and 4 have the opportunity to use Lexia as a tool to develop their reading skills. Lexia is used on a daily basis for Early Morning Work. It creates a focused curriculum for each individual child. It works on their areas of development as well as their strengths. It covers many aspects of the English and Reading curriculum. These sessions will take the place of hourly comprehension lessons but as children complete Lexia, they will begin comprehension sessions alongside an adult.

Comprehension lessons in KS2 occur once a week for an hour. Each session focuses on a particular skill. These sessions give the children the opportunities to read aloud, read independently, read with a partner and echo read with the class. Our aim is to develop fluent and prosodic readers who can transfer these skills in their future learning and lives.

Children are provided with a book banded book suited to their reading abilities. When a child finishes a book band for their year group, they will be a 'recommended reader'. This means they are able to choose from a selection of 50 recommended books in order to continue to allow them to read for challenge as well as for pleasure.

## **What does writing look like at Fawbert and Barnard's?**

At Fawbert and Barnard's all teachers follow a sequence of planning to create clear and consistent learning journeys for the children. See appendix 1 for the Fawbert and Barnard's writing sequence.

### **Writing**

- English planning follows the National Curriculum and follows our Fawbert and Barnard's writing sequence.
- Teachers can use their own format for planning their sequence of learning including the agreed non-negotiables for consistency. A planning sequence format can be provided.
- Early writing skills are developed in Foundation Stage with a balance of emergent writing and application of phonics skills.
- If pupils have difficulty getting their ideas onto paper, then other methods can be used e.g. adult as scribe, computer programmes or recording the pupils' voice.
- WAGOLLS are used to analyse specific writing features such as compositional skills, grammar, punctuation, vocabulary and editing skills in order that pupils can apply these skills to their own writing.
- Children's independent writing is assessed against the National curriculum as well as the interim frameworks for Y2 and Year 6.
- Each year group covers a range of skills, which are taught through a variety of genres. See KAS grid.

- Cross-curricular writing is encouraged in all year groups and linked to the theme to give it a real purpose and audience.
- The children have the opportunity to revisit and revise previous learning through warm-tasks.
- All classes have working walls to show the current learning, useful prompts, posters, spelling patterns and age specific writing toolkits.
- At the end of the summer term, each pupil produces a piece of independent writing for his or her new teacher. This is to ensure continuity and progression at the start of the new academic year. The new class teacher sets the writing task for the pupils and this is marked in line with the school's Marking Policy.
- We build stamina for writing by providing opportunities to write independently and for extended periods.

## **Spelling**

We use No-Nonsense spelling to support our teaching of spelling across both KS1 and KS2. Each session focuses on different spelling skills and helps children in finding strategies to support their spellings independently.

We do not send home weekly spelling lists to practice and test as this is proven to be ineffective with teaching children to embed the new spellings into their work or to hold them in their long-term memory. At Fawbert and Barnard's we want to provide children with the best strategies so that they are able to implement new spellings into their writing rather than remember them in isolation for a test and only hold them in their short-term memory.

## **Handwriting**

- Handwriting sessions take place across the year groups 1-6.
- We use 15 minutes sessions. In younger years, they may have hand writing every day, whereas, as you go up the school, children may have two sessions a week. It is decided based on the needs of the children in the class.
- Children struggling with handwriting will have interventions provided by adults in the class.
- Handwriting skills are used and encouraged in all areas of the curriculum
- Handwriting practice is recorded in the back of the writing book
- Gross and fine motor skills are developed through activities in Art and P.E. See EYFS policy for guidance for younger children
- All staff use an agreed whole school resource to deliver handwriting lessons and follow the handwriting scheme of work.
- At Fawbert and Barnard's we do not award pen licences. All children use a pencil and, from Year 4 onwards, will use a black pen at the discretion of the teacher.
- Children will be provided with a black biro to write but if they would like to bring a black inked pen that they feel comfortable writing with, then this is encouraged. The school policy of no pencil cases must still be followed.

## **Marking**

At Fawbert and Barnard's we use immediate, personalised feedback, (live marking) which is completed by teachers during lessons. Opening up a dialogue with children about their

work has far more impact than retrospective marking and feedback. Editing and reviewing form a large part of lesson time – with age-appropriate strategies for green pen response marking used across the school. Peer marking is also encouraged as an additional way for children to respond to writing. In some lessons, the children will have the opportunity to reflect on their learning, in green pen, in their books. This allows them to process the learning for the lesson, complete redrafts and consider their own next steps.

Teachers are expected to adhere to the school's marking policy when marking books

### **Assessment and Recording**

This will be carried out using a variety of methods as follows:

- Individual pupil targets where necessary
- Annotated teaching plans
- Individual reading records for KS1
- Annual report to parents
- Marking and feedback in line with the school policy
- Guided reading KPI grids
- Assessment through 1:1 reading with children
- Assessment through FFT

### **Monitoring & Evaluation**

The Curriculum leaders, alongside SLT, are responsible for monitoring and evaluating curriculum progress. This is done through book scrutiny, planning scrutiny, lesson observations, pupil interviews, staff discussions and audit of resources.