



Nursery Hill
Primary

English Policy

2021/22

'The development of literacy skills remains central to a child's life chances. Without them, full participation in the workplace and society as an adult will be a constant struggle. Schools recognise this and as a result, the standard of literacy teaching in the primary classroom is better than ever. According to a National Literacy Trust survey, there has been a slight increase in the number of children and young people who enjoy reading.'

Despite this progress, challenges still remain. In 2012, a fifth of Year 6 children failed to achieve the expected level of writing at the end of Key Stage 2 and 15 per cent didn't do so for reading. The achievement gap between children who are and aren't entitled to free school meals persists.'
Literacy Guide for Primary Schools 2013-2014: National Literacy Trust

Our Aims:

Our aims at Nursery Hill Primary support the National Curriculum, in developing children who are skilled as writers, are passionate readers and are confident and eloquent speakers.

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Nursery Hill Primary follows the 'Mastery Approach':

- **Fewer objectives however you go deeper in to each objective**
- **Children regardless of ability, go through the same text and same objectives**

- ***It is based upon: Access, Inclusion and Quality Reading!***
- ***To be successful, 'Deeper Thinking' begins in Early Years***

We believe children learn best when they consolidate the concepts, skills and knowledge before moving on:

The New Curriculum:

- Long term planning identifies the genres to be taught for each year group in writing based on their 'purpose' for writing; class based novels for each term based on the classics; and speaking and listening objectives for the end of each phase.
- Medium term planning for writing identifies the genre, class novel, key objectives to be taught and the spelling strategies. This is broken down to Year 1 and Year 2 (some objectives from Y2 will be introduced in Y1 to develop the children's writing ability), Year 3 and Year 4; and Year 5 and Year 6. Although Years 3 and 4, and Years 5 and 6 have shared key objectives, these have been broken down into individual year groups. This is to ensure that concepts are taught at the start of each phase and the consolidated and developed in the second year.
- Each key objective will be taught on a half termly basis (Mastery Approach) to consolidate children's understanding. Differentiation will still be taught through these objectives (through differing texts/scaffolding). These objectives will then be taught again (reinforced and developed) later in the year.

At Nursery Hill Primary we believe children learn best when:

Learning activities are well planned, ensuring progress during every lesson

There will be evidence of:

- Differentiation/tasks/scaffolding offering all children the opportunity to make progress in English learning
- Current English learning related to specific English objectives and contextualised learning
- Exemplified text-types
- Banks of vocabulary and working wall based display
- Children being engaged through a wide range of modes such as: drama, oral presentation, visual, and kinaesthetic activities
- Modelled expectations available for reference
- Current handwriting, phonic and spelling objectives are visible
- Easily accessible reference material such as spelling dictionaries/thesauruses

TEACHERS WILL ENSURE THAT:

- planning covers all English objectives across the year
- Discrete English skills and knowledge are developed daily
- Topics offer children the opportunity to contextualise and apply discrete English learning for a wide range of purposes

- Writing is edited and uplifted for each genre
- Success criterion offer description of skills and knowledge at the extension, core and support levels
- Long term planning covers the full range of writing purposes and assessment foci
- Medium term planning has a success criteria based on the most recent assessment

IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:

- English objectives for reading and writing are tracked and covered across the year. This is available to view in the curriculum map
- there is Reading Guidance in place to ensure continuity and progression throughout the school, focussing on a structured and systematic approach to the teaching of reading and for 'reading for pleasure'.
- there is Writing Guidance in place to ensure continuity and progression throughout the school, focussing on a structured and systematic approach to the teaching of writing
- there is Guidance on a Systemic Synthetic Phonics (Ruth Miskin) for EYFS and KS1, and a Spelling Policy for KS2 to ensure continuity and progression throughout the school
- there is Handwriting Guidance to ensure continuity and progression throughout the school, focussing on a structured and systematic approach to the teaching of handwriting
- a monitoring cycle is in place to support the progress of individuals and groups of learners: planning scrutiny, book scrutiny and regular learning walks

Teaching and learning activities enthuse, engage and motivate children to learn, and foster their curiosity and enthusiasm for learning

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- English embedded in all curriculum areas
- current topics and relevant vocabulary
- children experience learning through a range of media, formats and activities (including multi-modal) in order to include all learning styles
- children have the opportunity to investigate
- drama and oracy offer daily opportunities for children to explore language around relevant concepts
- talk for writing is used in partner and group situations. Discussion is modelled and structured
- reading and writing skills are modelled and exemplifications displayed

TEACHERS WILL MAKE SURE THAT:

- toolkits are developed collaboratively and scaffold process approaches to writing and communication
- the timetable offers regular opportunities to cover guided reading, spelling or phonics, handwriting and topic writing (see relevant policies).

IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:

- quality resources are available to support English and topic work
- hooks, trips, workshops, visiting artists and other motivational ways of working are planned half-termly
- planning shows an outcome led process with building of toolkits.

Assessment informs teaching both summative and formative

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- all children having access to the same activities through support (e.g. scaffolding, questioning etc)
- differentiation (when appropriate) through a variety opportunities such as: differentiated success criteria, groupings, outcomes, resources, extension activities
- marking reflects acknowledgement of achievement at all levels

TEACHERS WILL MAKE SURE THAT:

- success criteria related to the expected outcome in learning, not the task
- short term planning is flexible and reflects assessment

IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:

- reading and writing evidence across each phase is moderated termly, using the agreed whole school approach

The learning environment is ordered and purposeful and children feel safe

There are strong links between home and school, and the importance of parental involvement in their children's learning is recognised, valued and developed

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- Children being encouraged and supported to read at home.
- Home learning offering opportunities for research and writing, as well as discussion points for conversation.

TEACHER'S WILL MAKE SURE THAT:

- Reading corners celebrate home reading.
- Library times are displayed.
- Children and parents know when reading books are changed and how to use the reading response or record books.
- displays celebrate research and writing.

IMPLICATIONS FOR THE WHOLE SCHOOL:

- All classes have reading corners.
- All classes visit the library weekly.
- All classes use reading records or response books.

Speaking and Listening and Drama- based on the New Curriculum EOY targets

The Four Strands of Speaking and Listening: Speaking; Listening; Group Discussion and Interaction, and Drama permeate the whole curriculum.

- Some or all elements of the above will be planned for in all lessons.
- Opportunities for partner or group discussions are planned for weekly.
- Use of specific topic vocabulary is modelled and displayed.
- Interactive teaching strategies are used to engage all pupils in order to raise standards.
- Children are encouraged to develop effective communication skills in readiness for later life.
- In the Early Years and Foundation Stage (Nursery and Reception) children should be given opportunities to use communication, language and English in every part of the curriculum; they speak and listen and represent ideas orally in their activities.
- At Key Stage One (Years 1 and 2), children should learn to speak confidently and listen to what others have to say.
- At Key Stage Two (Years 3-6), children should learn to change the way they speak and write to suit different situations, purposes and audiences.

Examples of where speaking and listening might occur within the classroom:

- *Stories, songs & poems.*
- *Storytelling.*
- *Describing events, observations and experiences.*
- *Giving reasons for actions.*
- *Explaining ideas and opinions in discussion and responding to others.*
- *Planning, predicting and investigating in small groups.*
- *Presentation to different audiences.*
- *Reading aloud.*
- *Imaginative play and role play.*
- *Drama.*
- *Hot seating.*
- *Listening to CD's.*
- *Class council / school council.*
- *Circle time.*

Reading (see also 'Reading for Pleasure Policy')

Nursery Hill Primary aims for all children to read with confidence, fluency and understanding; have an interest in the written word and read for enjoyment; and employ a range of independent strategies to self-monitor and correct.

Reading is based upon the 'Mastery Approach' – all children are given the opportunity to study a challenging text, with support questions offered for those who need it. In KS2 this occurs in all lessons. In KS1 the Mastery Approach is built upon through the year, alongside teacher-led guided groups.

- In EYFS (Nursery and Reception) children should become immersed in an environment rich in print and possibilities for communication.

- At Key Stage One (Years 1 and 2), children should begin to read fiction and non-fiction independently and with enthusiasm.
- At Key Stage Two (Years 3-6), children should read a range of texts and respond to different layers of meaning in them.
- All pupils receive daily opportunities for: Shared reading and Independent reading. Guided reading takes place daily.
- Reading material is varied to reflect English units, topics, personal choice and current affairs.
- All pupils and parents are actively encouraged and supported to enjoy home reading.
- Phonics is taught daily in EYFS and Y1 (those who still require it).
- Phonics is taught discretely and reinforced in contextualised opportunities as part of embedded practice.
- All book corners reflect current topics, English units and Classics. Children are encouraged to choose the reading material.
- Communication regarding home reading takes place between home and school either in a reading records.
- All classes visit the school library weekly. Children are supported to choose reading material which will engage and challenge them.
- Reading is assessed using NFER and PIRA testing.

Writing

Nursery Hill Primary aims for all children to have an interest in words and their meanings; developing a growing vocabulary in spoken and written forms. They should be developing their powers of imagination, inventiveness and critical awareness, and have a suitable technical vocabulary to articulate their responses. By Year 6 children should understand a range of text types and genres and be able to write in a variety of styles and forms appropriate to the situation.

- All pupils write daily.
- Writing for a wide range of purposes - from note-taking to extended writing in paragraphs - takes place each week.
- In EYFS children should become immersed in an environment rich in print and use communication, language and literacy in every part of the curriculum. All classrooms have a writing area and encourage writing in role.
- At KS1 children should begin to write independently and with enthusiasm. They should use language to explore their own experiences and imaginary worlds.
- At KS2 children should plan, draft and redraft writing of several paragraphs for a range of purposes and audiences.
- Presentation guidelines are taught at the beginning of each year and the expectations maintained throughout.
- KS2 children are awarded a pen licence when appropriate.
- Class teachers rotate around all groups to provide writing support.
- TAs work with all groups on a rotation basis.

- Grammar is taught discretely and in context. Objectives appear in weekly planning.
- Spelling is taught weekly in KS2. The objectives outlined in the current governmental guidance are delivered.

Editing:

Editing is a vital part of the feedback process and essential for reaching age related expectations in writing. All children are expected to edit their writing before handing it in to their teacher for marking. This includes cross curricular writing.

To enable this, teachers will:

- Include sufficient time in their planning for quality editing and proof reading across the writing journey.
- Model how to effectively edit and teach the specific skills of editing.
- Provide tool kits on the children's tables to assist them in their writing (e.g. word lists relevant to the unit, topic and high frequency words, grammar checklists, dictionaries and thesauruses)
- Use post-it notes to identify sections/ paragraphs in work to be looked at more closely.
- Use frequent and short teacher inputs to read a section from a child's work, discuss what is good about it then children to edit their own writing to incorporate.
- Teachers will, where possible, mark alongside the children during the lesson (moving around groups rather than leading a guided group)
- Support children in spelling correctly. Incorrect spellings will be identified in marking. Children will be responsible for correcting their spellings through the use of word banks and dictionaries.
- Display the writing learning objectives taught within the phase and support children in using this to edit their work.

Techniques the children could use for editing include:

- Children will use whiteboards to practise their writing before completing in their books.
- Before handing in any piece of writing for marking, the children need to ask 'Is this ready for my teacher?' and 'Is this ready for my audience?' This will include them checking against their expectations for writing, targets and success criteria. SC may have been developed by the children with the teacher.
- Peer editing can be effective in helping the children identify next steps in improving their writing prior to teacher marking.
- Editing slips/flaps will be used – a piece of lined paper (appropriately sized according to the writing to replace) will be placed over the paragraph to be edited as a flap (left side stuck in the margin).
- An asterisk (*) will be used to add in a lengthy phrase or sentence
- The symbol ^ will be used to add in just one word
- All corrections will be completed in red pen (crayon in Y1)

Note: Children will only need to rewrite a final draft after editing if there are too many corrections to address via editing alone.

Handwriting:

- Handwriting takes place every week.
- Adults expect children to reflect the letter formations and joins in their daily handwriting.
- Handwriting is taught from Reception through to Year 3. Only children identified as requiring extra support will receive handwriting teaching in Year 4-6.
- Cromwell Learning Community uses the CLC Handwriting Policy to support the teaching of handwriting objectives.

Assessment:

Live marking is used where possible to feedback to the children whilst they are completing their work. This ensures that they can make immediate progress within a lesson, rather than waiting to complete Gap Tasks the following lessons. Live marking will use prompts in the margin, or under the writing the child has completed thus far.

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