

# **Dawley C of E Primary Academy**



*Enriching Learning, Enriching Life'*

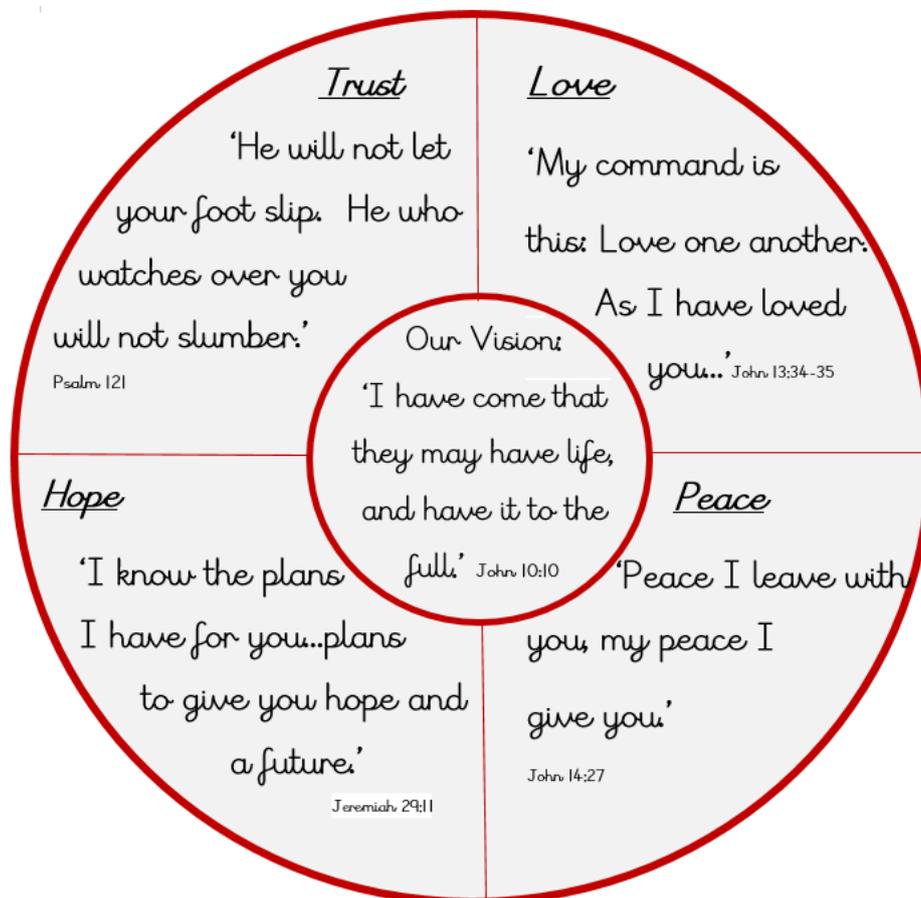
John 10:10 '...I have come that they may have life, and have it to the full.'

## **English Policy (2021-2022)**

## Vision

*'I have come that they may have life, and have it to the full. John 10:10*

Our vision is to develop flourishing, caring children, equipping them with the skills to reach their potential. We believe in a curriculum that enriches lives, ignites interests, and engages children in real-life experience, as global citizens with an inclusive respect for others, readying them for their future, to live life to the full.



## **English Intent**

This policy aims to ensure that all children at Dawley C of E Primary Academy are offered a deep and engaging English curriculum that meets the requirements of the National Curriculum whilst allowing them to reach their full potential and apply their literacy skills across the curriculum.

We recognize the critical importance of being able to read early on by teaching phonics from Nursery, with the aim that all pupils will be able to decode quickly and accurately. By placing a high emphasis on learning to read fluently early on, pupils will also develop their vocabulary, comprehension and key reading knowledge in order to access all other areas of the curriculum. To this end, we place a high emphasis on all pupils being taught the key phonetic knowledge using the systematic phonics scheme Read Write Inc. We aim that all pupils will achieve the expected standard in the phonics screening check so that no child is left behind.

By the age of 11 we aim for a child to be able to:

- take pleasure in all aspects of English;
- read and write with confidence, fluency and understanding, developing a range of independent strategies to self-assess and improve;
- develop the powers of imagination, inventiveness and critical awareness;
- have an interest in books and read for enjoyment;
- have an interest in words and their meanings allowing them to develop a growing vocabulary in spoken and written forms;
- understand a range of text types and genres allowing them to write in a variety of styles and forms appropriate to the situation;
- have a suitable technical vocabulary to articulate their thinking.

### **Progress in English**

#### **Statutory requirements**

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Document (2014) and in the Statutory Framework for the Early Years Foundation Stage (2012).

**In the Early Years Foundation stage (Reception)** it is our intent that children access provision to:

- speak, listen and represent ideas in their activities;
- use communication, language and Literacy in every part of the curriculum;
- listen to and read a range of texts;
- become immersed in an environment rich in print and possibilities for communication, where mark making opportunities are widely available.

**At Phase 1 (Years 1, 2 and 3)** children learn to speak confidently and listen to what others have to say, while exploring their own experiences and imaginary worlds. They read and write independently and with enthusiasm across genres and for different purposes.

**At Phase 2 (Years 4, 5 and 6)** children learn to change the way they speak and write to suit different purposes and audiences. They read a range of texts and respond to different layers of meaning in them. They have the opportunity to explore the use of language in literary and non-literary texts and learn how the structure of language works.

## **Speaking and Listening Intent**

Our intent is for children to:

- understand and produce a simple and an elaborate language;
- use speech for a variety of purposes e.g. describing events, expressing opinions, articulating feelings and investigation;
- to use language to aid social and emotional development;
- use Standard English, vocabulary and grammar;
- use language for enjoyment;
- listen carefully and respond to what is said

The Four Strands of Speaking and Listening: Speaking; Listening; Group Discussion and Interaction, and Drama permeate the whole curriculum. Interactive teaching strategies are used to engage all pupils in order to raise reading and writing standards. Children are encouraged to develop effective communication skills in readiness for later life.

## **Reading Intent**

Our intent is to:

- that all children will acquire the knowledge and skills to read well through the use of phonics by the end year 1;
- develop a love of reading by making it a successful and enjoyable experience;
- produce effective readers;
- provide a wide and stimulating variety of quality texts;
- build up a sound base of reading strategies building on from phonic awareness;
- develop initial and advanced reading skills to prepare pupils for their next stage in learning

## **Reading Implementation**

Phonics is taught in Early Years Foundation Stage and Year 1/2 using RWI program for 20 minutes a day.

As pupils are taught phonics, we ensure that they are able to practise their growing knowledge by reading books that are closely matched to the phonemes they have learnt. Home reading books are based on the individual's phonics learning, and these are matched carefully to the progression within the structured programme. Parents are encouraged to hear their children read every day and adults in school provide 1 to 1 daily reading sessions for pupils who are not heard at home.

Children are also expected to read for pleasure, having use of our school library and their class library in order to access a wide range of exciting and enriching texts. Both library and home reading books are sent home daily along with the child's Reading Record, which is regularly checked by their class teacher.

Each parent is given the opportunity to liaise with teachers through reading record books which record when the children have been listened to in School by a member of staff or a volunteer, and at home, and any issues or positives there may be.

Children in our School are encouraged to read widely and our School Library offers the children the opportunity for wider reading through the borrowing of a variety of books. The children have weekly access to the School Library which offers a wide variety of texts to capture interest.

Shared reading taking place within English lessons and guided reading will provide enriching experiences through more challenging texts. Teachers will also share stories with the class displaying an enthusiasm for reading and setting a positive example as a reader. Guided Reading takes the form of both Whole Class reading, where children are taught an explicit reading skill, as well as a carousel of activities which give the children access to smaller group provision for reading and reading activities.

## **Reading for Enjoyment**

All teachers read to their classes at the end of each day.

High quality texts are selected by teachers and used to expose pupils to wider vocabulary and to support their love of reading.

## **Writing Intent**

Our intent is for children to:

- give writing a purpose and make it an enjoyable experience by presenting a wide variety of writing opportunities;
- develop the children's confidence as young writers, using their phonics knowledge to communicate what they want to say;
- help children see writing as an important means of communication;
- develop writing by positive teaching of skills and encouragement as well as ensuring that they have deep knowledge of the essential skills required to write (grammatical knowledge);
- give each child the opportunity to write in a variety of genres and for a variety of audiences.

## **Writing Implementation**

Classroom writing situations should emphasise to the children the purpose of Writing and give the children the opportunity to write in a variety of genres and for different purposes and audiences.

Shared and modelled writing, taking place within English lessons, allows the teacher to demonstrate good writing practice to the children while using their ideas. Teachers must ensure that the writing demonstrated shows high expectations and covers the success criteria they would expect to see in the children's writing including across the ability groups.

Children are expected to write daily and apply knowledge across the curriculum.

## **SPAG**

As stated in the English curriculum, grammar and spelling plays a key role in the children's writing. To support our children's grammar and spelling progression it is taught discreetly on a daily basis in Year 2, as well as being taught through writing across the school. Discreet SPAG lessons are also taught following the National Curriculum expectations and used to ensure that all pupils have the essential component knowledge that is required to support them with their writing composition.

At Dawley Primary Academy, we believe that accurate and confident grammar and punctuation is the foundation of successful writing. Confident writers can form sentences using their punctuation and grammar understanding, exercising their skills to develop their creativity and accuracy in writing. Children need to be able to form sentences accurately both verbally and in writing, and at Dawley Academy, we strive to support our children with both of these skills. Our school teaches Punctuation and Grammar (PaG) through writing. Writing lessons have a PaG focus, which is demonstrated as part of the learning, modelled and then integrated into the children's writing. Teachers follow a genre-related SPAG skills map which is mapped to the age related requirements of the National Curriculum. Where stand-alone SPAG lessons require it, we follow the Headstart SPAG scheme to ensure sufficient overlearning of key knowledge. This is, again, mapped against National Curriculum requirements.

## **SPAG intent**

Our intent is for:

- Raise the profile of the teaching of punctuation and grammar, and to raise the overall standard of these skills, in context, across the school.
- Encourage children to demonstrate ambitious use of sentence formation.
- Provide opportunities to review and recall their learning- teachers must provide opportunities to consolidate learning throughout each genre of writing.
- Teach SPAG in context- links to the oral use of the word and the formation of the word as a whole (handwriting).
- To ensure that pupils are able to react to punctuation when reading; and are able, in writing, to use punctuation devices correctly and consistently (according to age expectations).
- Help and encourage children; developing their confidence as competent writers, because the ability to manipulate tenses, clauses and vocabulary correctly can boost confidence and writing ability.
- Help children enjoy punctuation and grammar, and recognise its value.
- All pupils will leave our school being able to speak, read and write with confidence and credibility and these skills will stay with the children for life, positively impacting on life achievements and opportunities.

## **SPAG implementation**

We believe that the best way to teach PaG is in context with writing. Teachers focus on PaG objectives during English lessons, as well as Guided Reading lessons where appropriate. Teachers ensure that full coverage of age-expected objectives occurs using a genre-specific PaG map to aid and inform planning.

Where necessary, stand-alone PaG lessons may be needed to teach specific skills. For these, the Headstart SPAG scheme is used as guidance, which is again, mapped to the National

Curriculum requirements for each year group. SPAG will also be taught through pictures, video and music to give children inspiration to use their SPAG knowledge creatively and in context. Children will receive PaG input every day, in either the form of their writing lesson, Guided Reading lesson, or a SPAG lesson.

Daily spelling lessons are completed using the Headstart spelling scheme where spellings are mapped to the National Curriculum age appropriate spellings and common exception words. For SPAG progression, see Appendix I.

### **Assessment**

Teachers will mark SPAG objectives in their writing books as part of their formative assessment. This will inform further teaching and objectives.

SPAG is also assessed half termly in KS1 and KS2, with an age-appropriate standardised SPAG assessment as part of the Headstart SPAG scheme. These tests are scaled scored, with test data collated on our assessment system for tracking and evidence.

Tests are used by teachers to inform planning and ensure progress and impact on our children's learning.

### **Adaptation and Inclusion in SPAG**

At Dawley Academy, all children are entitled to access SPAG lessons at an appropriate level for their age and development. Activities are adapted, where possible, to provide support with the key learning for the less able and suitable challenge for the more able. This is achieved through the resources used, the focus of the task, the level of support given and the final outcome. Where a child is having significant SPAG difficulties, they might attend a targeted SPAG intervention pitched at a different level to those of their peers in order to support the child at the appropriate level. Any new learning is linked to existing knowledge and in some cases, recapping or reteaching key knowledge forms part of these sessions. The aim is to ensure that their understanding is complete.

### **Spelling**

The spelling component of the 'SPAG' provision in school is met through our complimentary RWInc Spelling scheme. Both of these schemes are mapped to the National Curriculum age-related requirements and both schemes allow for regular scaled score tests in order to ensure and track progress.

## **Handwriting at Dawley Academy**

### **Intent for Handwriting**

By the end of Year 6 pupils will understand the importance of neat presentation and the need for different letterforms (cursive, printed or capital letters) to help communicate meaning clearly.

## **Implementation of Handwriting**

### **Foundation**

For our youngest pupils we teach handwriting on a daily basis for 15 minutes which will include the following:

- Movements to enhance gross motor skills such as air-writing, pattern making, dancing.
- Exercises to develop fine motor skills such as making marks on paper, whiteboards, blackboards, sand trays, iPads and tablets.
- Letter learning to familiarise letter shapes, formation and vocabulary.
- Ensuring that all pupils have a correct pencil grip to support their writing

### **Years 1 to 3:**

Tuition will continue with five weekly lessons of around 15 minutes which may link to spellings covering:

- Gross and fine motor skills exercises.
- Correct pen or pencil grip.
- Cursive handwriting reinforcement, learning and practice.
- Numerals, capitals and printed letters: where and when to use, learning and practice.

### **Years 4 to 6:**

More advanced handwriting techniques will be taught during five weekly lessons of 15 minutes teaching which will link to spellings:

- Cursive handwriting re-enforcement.
- Form-filling/labelling using printed and capital letters.
- Dictation exercises to teach the need for quick notes and speedy handwriting writing.

Dawley Primary Academy are very proud of our pupils' handwriting and take particular care in our cursive/joined-up handwriting style. We use Letter-join as the basis of our handwriting policy that covers all the requirements of the 2014 National Curriculum.

Handwriting is a basic skill that influences the quality of work throughout the curriculum. At the end of Key Stage 2 all pupils should have the ability to produce fluent, legible and, eventually, speedy joined-up handwriting, and to understand the different forms of handwriting used for different purposes.

We aim to make handwriting an automatic process that does not interfere with creative and mental thinking. We intend for our pupils to develop a neat, legible, speedy handwriting style using continuous cursive letters that leads to producing letters and words automatically in independent writing.

Our teachers are encouraged to use neat, joined-up cursive writing for all handwriting tasks including marking and comments.

### **Inclusion**

Children whose handwriting is limited by problems with fine motor skills, including left-handed children, and children with special educational needs, will be given one-to-one tuition to help achieve their optimum handwriting level.

### **Post-Covid Provision**

Following the two lockdowns in 2019-2020 and 2020-21, the academy recognises that many of our children have missed a substantial amount of schooling. Baseline tests as well as formative assessment will be used to identify gaps. Gaps will be filled by targeted teaching, as well as specific intervention.

### **Consistency throughout the school**

Pupils should experience coherence and continuity in the learning and teaching of handwriting across all school years and be encouraged to take pride in the presentation of their work. Our aim is to help pupils enjoy learning and developing their handwriting with a sense of achievement and pride.

Handwriting is a cross-curriculum task and will be taken into consideration during all lessons. Formal teaching of handwriting is to be carried out regularly and systematically to ensure Key Stage targets are met.

### **Cross-curricular English Opportunities**

Teachers seek to take advantage of opportunities to make cross-curricular links. They plan for pupils to practice and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum. The same expectations of handwriting should be seen across all subject areas.

### **The Use of ICT**

Opportunities to use ICT to support teaching and learning in English will be planned for and used as appropriate ensuring the activity has a strong English base.

### **Impact and Assessment of our English provision**

Assessment criteria for both Reading and Writing can be found on the target sheets within the front cover of the childrens' Reading and Writing books. This allows children to self-assess as well as strive for, and know well, their own targets. Half-termly Reading, Spelling and Grammar tests are conducted and the assessment data collated and tracked using our assessment system, DC Pro.

Teachers will also assess weekly spellings which are given out as children's homework.

Formative assessment takes place during lessons and when marking books in the form of discussion, observation, written and oral feedback.

Teachers are set annual targets for their children's progression and attainment as part of their performance management. Pupil progress meetings will be held half termly and assessments against the national criteria.

The statutory tests will be taken at the end of Year 2 and 6 and in EYFS assessments are carried out in September and July to monitor progress made.

At the end of Year 1 the children sit the Phonics Screening Test and those who do not pass re-sit it at the end of Year 2.

Assessment is a critical part of teachers' planning and work will be assessed in line with the Assessment Policy.

- We complete a minimum of 3 pieces of independent writing per half term.
- Writing will be margin marked and children have the opportunity to edit and improve.
- Children respond to both adult and peer assessment during the edit and improve process.
- Every child's work is assessed against (Year group) writing grids.
- Phonics assessments are carried out half termly by phonics lead/teachers with supervision from phonics lead.
- PIRA to be used termly to track children's reading ages.
- Headstart SPAG test are used in a half termly basis.

### **Equal Opportunities**

All children are provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

### **Review**

The impact and implementation of this policy will be monitored through feedback from staff, observation of writing and SPAG lessons, and book trawls to identify the reading, writing and SPAG development of the children. Staff will also feedback half-termly test data to ensure that progress is being made.

### **Conclusion**

This policy also needs to be in line with other School Policies and therefore should be read in conjunction with the following School Policies:

- Teaching and Learning Policy
- Assessment and Record Keeping
- Feedback and Marking policy
- Special Educational Needs Policy

## **APPENDIX 1**

### **SPAG PROGRESSION THROUGHOUT KS1**

<b>Year 1</b>
<b>Children will be able to use these PaG skills in context of their writing as well as in a specific PaG lesson/test:</b>
Finger spaces    'and'    capital letters    full stops Questions marks    exclamation marks    personal pronoun 'I' capital letters for names and days of the week    prefix 'un' recognising and using verbs    regular plural nouns regular past tense verbs    common irregular past tense verbs adjectives    combining words to make sentences

sequencing sentences to form narratives using 'but'		
Year 2		
Children will be able to use these PaG skills in context of their writing as well as in a specific PaG lesson/test:		
Full stops and capital letters	Capital letters for people and places Question marks	Sentence forms (statements, questions, exclamations and commands).
Exclamation marks	Regular plural nouns	Prefix 'un' Apostrophes for contraction
Commands	Commas in lists	Regular past tense verbs
Past tense (spelling changes)	Present, past and future tense Suffix 'ful'	Adjectives (expanded noun phrases)
<b>Suffix 'ness'</b>	Progressive tense	Auxiliary verbs (helping verbs)
Apostrophes for possession	Irregular past tense verbs	Suffix 'less'
Adverbs (suffix 'ly')	Using 'and' and 'but'	Using 'because'
Compound words	Irregular adjectives to compare	Adding 'er' and 'est' to adjectives
<b>Ordinals and sequence words</b>	<b>Similar and opposite words</b>	Irregular plural nouns
Using 'or'	Suffix 'er' (verbs into nouns)	Word classes (parts of speech)
Using 'when', 'if' and 'that'	Apostrophes for contraction	

## SPAG PROGRESSION THROUGH KS2

Year 3			
Children will be able to use these PaG skills in context of their writing as well as in a specific PaG lesson/test:			
<b>Capital letters for proper nouns</b>	Full stops and capital letters	Full stops, question marks, exclamation marks	Commas in lists
<b>Capital letters in poetry</b>	Words to replace nouns (pronouns)	Adjectives to compare	Adjectives
Prepositions	<b>Standard English</b>	Alternatives for 'said'	Alternative verbs

Adverbs of manner	<b>Adverbs of time and place</b>	Apostrophe for contraction	Subordinate clauses
Conjunctions	<b>Using 'a' and 'an'</b>	Possessive pronouns	Present perfect tense
Verb recognition	<b>Collective nouns</b>	Regular plural nouns	Irregular plural nouns
Conjunctions to express time	Regular past tense verbs	Irregular past tense verbs	Apostrophe for possession
Inverted Commas	Direct speech	Parts of a sentence	<b>Word families</b>
Irregular adjectives to compare (Standard English)	<b>Paragraphs</b>	Adverbs to begin a sentence	Prefixes
<b>Headings and subheadings</b>			

#### Year 4

Children will be able to use these PaG skills in context of their writing as well as in a specific PaG lesson/test:

<b>Paragraphs</b>	<b>Word families</b>	Capital letters, full stops and commas	Conjunctions
Full stops, question marks, exclamation marks	Prepositions	Words to express time	Pronouns
Present and past tense	<b>Progressive tense</b>	Auxiliary verbs	<b>Standard English</b>
Direct	<b>Direct/reported</b>	Adverbs	Alternative verbs

speech	<b>speech</b>		
Sentence structure	Paired adjectives	Clauses within sentences	<b>Relative pronouns</b>
Countable and non-countable nouns	<b>Noun phrases</b>	Linking clauses / sentences	Prepositions
Statements into questions	Fronted adverbials	<b>Fronted adverbial phrases</b>	Adverbs (not ending in 'ly')
Word classes (parts of speech)	Alternative words	Present perfect and past perfect	Different sentence structures
Prefixes	Apostrophe for contractions	Regular and irregular plurals	<b>Parts of a sentence</b>
<b>Correct use of the apostrophe</b>	Regular and irregular adjectives to compare (Standard English)	Apostrophe for possession	

## Year 5

Children will be able to use these PaG skills in context of their writing as well as in a specific PaG lesson/test:

<b>Capital letters for titles</b>	<b>Punctuating addresses</b>	Direct speech	Commas in lists
Colons	Modal verbs of possibility	<b>Modal verbs for degrees of politeness</b>	Modal adverbs
Coordinating conjunctions	Subordinating conjunctions	Relative clauses	Passive voice
Semi-	Perfect tense	Prepositions of time	Apostrophes

colons			
Imperative verbs (commands)	Hyphens (in compound words)	Fronted adverbials	Cohesive devices
First person/third person (pronouns)	Subjunctive form	Bullet points	Brackets
Reported speech	Adverbs	Suffixes	Determiners
Prefixes	Commas for parenthesis	Dashes	Synonyms
<b>Antonyms</b>	<b>Prefixes and suffixes to form antonyms</b>	Expanded noun phrases	<b>Formal language</b>
<b>Commas (to avoid ambiguity)</b>	<b>Paragraphs (linking ideas)</b>	<b>Punctuation marks</b>	<b>Word classes (parts of speech)</b>
<b>Standard English</b>			

## Year 6

Children will be able to use these PaG skills in context of their writing as well as in a specific PaG lesson/test:

<b>Capital letters for titles</b>	Noun classification	Conjunctions (identifying types)	Paired adjectives
Commas (before conjunctions)	Modal verbs and adverbs	Verbs as sentence starters	Parentheses (brackets, dashes, commas)
Semi-colons, colons and dashes (for	<b>Commas, colons and semi-colons (for</b>	Direct speech	Relative clauses

clauses)	<b>lists)</b>		
Expanded noun phrases	Passive voice	Past perfect tense	Adverbs and adverbial phrases
Modal verbs (of politeness)	Paragraphs	Implied relative pronouns	Prefixes (for verbs)
Prepositions of time	<b>Prepositions of place and time</b>	Standard English	Subjunctive form
<b>Formal language</b>	Reported speech	<b>Reported speech (into direct speech)</b>	Commas (to clarify meaning)
Subject and Object	Synonyms	<b>Antonyms (using prefixes)</b>	Apostrophes (for contraction and possession)
Adverbs (of certainty and degree)	Adverbs (of place)	Prefixes	<b>Suffixes</b>
Ellipses (omitting words)	<b>Ellipses (as punctuation)</b>	Adverbs (without “ly” ending)	<b>Bullet points (for lists)</b>
<b>Bullet points (for main points)</b>	<b>Hyphens (to avoid ambiguity)</b>	<b>Word classes</b>	<b>Imperative verbs (for commands)</b>
<b>Phrasal verbs</b>	<b>Sentence punctuation</b>	<b>Cohesive devices (paragraphs)</b>	<b>Layout devices</b>