

**Glazebury CE Primary**

**English Policy**

**2023-25**

**Reviewed July 2023**

**Next Review in 3 years July 2026**

**Trust Prayer:**

**Heavenly Father,**

**Let peace, friendship and love grow in our schools.**

**Send the Holy Spirit to give excellence to our learning,**

**love to our actions and joy to our worship.**

**Guide us to help others, so we may**

**Learn, Love and Achieve**

**Together with Jesus**

**Amen**

English Policy & Guidance

**School values central to life in our community**

At Glazebury CE Primary our core values of **Love and Wisdom** are at the centre of all that we do and all that we are. We feel that the values of friendship, truthfulness, hope, peace, creation, trust,compassion,justice, humility and forgiveness are fundamental to the growth of all.

**The HEART of our Curriculum:**

**H – Helping children prepare for life, growing with God.**

**E – Embracing Christian Values.**

**A - Achievement for all.**

**R - Reading at the heart of our school**

**T – Teaching a knowledge rich curriculum.**

**Love never fails, 1 Corinthians 8:13**

**For the Lord gives wisdom : from his mouth comes knowledge and understanding. Proverbs 2:6**

# **Intent:**

**Rationale: H.E.A.R.T**

At Glazebury CE Primary school we seek to promote a safe, stimulating and nurturing environment, where children are encouraged to flourish, reaching their full potential whilst recognising their own self- worth.

Through a broad, balanced, and enriching curriculum, we aim to affirm the partnership of home, school, parish, and wider community. From this strong foundation our children will be encouraged to build on our core Christian values of LOVE and WISDOM, developing appreciation of the resources around us, with particular emphasis on respecting the differing world view of others.

To be read in conjunction with: Phonic policy, Spelling policy, Handwriting policy, Teaching and Learning policy, Feed back and Marking policy and Guided Reading Training Booklet.

**English Vision: H,R,A, T.**

Within English we will encourage children to justify ideas with reasons; ask questions to check understanding; develop vocabulary and build knowledge; negotiate; evaluate and build on the ideas of others; and select the appropriate register for effective communication.

Children will be encouraged to be confident, enthusiastic, critical, independent readers, spellers and writers. They should be able to read and write across the range of genres with understanding of structure and organisation. We believe that children should also demonstrate effective application of phonics knowledge and reading strategies to decode and support inference and deduction for comprehension.

Children should be able to apply a range of transcription skills including spelling and handwriting, whilst developing a flexible and legible handwriting style that empowers them to write with speed. We will develop an awareness of purpose, audience and form, and children will reflect this in their writing, confidence and pride. We will promote confidence to ensure our children can articulate an increasing expressive language using Standard English.

**Context: H.A R.T**

The use of high-quality literature is important in our school; it expands the readers' horizons, opening minds to concepts and themes such as love, war, immigration, evolution and justice, as well as providing vital insights into historical settings with geographical and scientific knowledge woven within, as part of the narrative. Glazebury CE Primary has adopted The Literary Curriculum: The Literacy Tree, as the English framework which is followed. This scheme immerses children in a literary world to provide meaningful and authentic contexts for writing. Children acquire an authorial style by engaging with significant authors.

The Literary Curriculum is a cohesive whole-school approach, where sequences of work are provided that sit under themes which are mapped throughout the school. The Literary Curriculum is a complete, thematic approach to the teaching of primary English that places children’s literature at its core. Children explore many literary texts and experience at least ninety unique significant authors as they move through the school.

As a whole-school approach, it provides complete coverage of all National Curriculum expectations for writing composition, grammar, punctuation and vocabulary, as well as coverage of spelling, phonics and reading. The English curriculum, embedded within the thematic units, allows children to be inquisitive, inspired and motivated. It also encourages and promotes compassion, understanding, resilience, perseverance, independence, determination and self-confidence, enabling children to *Help prepare for life , Growing with God, Achievement for all and bringing Reading at the heart of the school to Teach a knowledge rich curriculum.*

**Statutory Requirements: *A high quality, education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually socially and spiritually ( National Curriculum 2014)***

**Aims: H.E.A.R.T.**

At Glazebury CE Primary, children receive a stimulating and enriching English education, developing the skills to master the English curriculum through:

* high-quality teaching and well-planned lessons
* aligning lessons and coverage to statutory requirements using the National Curriculum 2014
* promoting high standards of language and literacy
* equip children with a strong command of the spoken and written language
* Develop children’s love of literature through reading a wide range of quality texts

**Methodology H.A.R.T**

* By placing books at the core, Glazebury CE Primary School are providing teachers the opportunity to use the text as the context for the requirements of the national curriculum. The national curriculum states that: *‘‘This guidance is not intended to constrain or restrict teachers’ creativity, simply to provide the structure on which they can construct exciting lessons.’*

This would suggest that a context for learning is vital – and this is where our chosen approach can support teachers with ensuring that objectives for reading and writing, including those for grammar can have purpose.

* Glazebury CE Primary School will always aim for our writing opportunities to be meaningful, whether short or long and that the audience is clear. Books offer this opportunity, children have real reasons to write, whether to explain, persuade, inform or instruct and that where possible, this can be embedded within text or linked to a curriculum area. Writing in role, using a range of genres, is key to our approach, as is writing a critique of the text and making comparisons – all writing skills that will support children in preparation for their time in secondary school. This sits comfortably alongside the following statement from the English national curriculum:

*‘The national curriculum for English aims to ensure that all pupils write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.’*

**Resourcing and coverage H.A.R.T**

Through use of The Literary Curriculum, Glazebury CE Primary School has mapped the coverage of the entire English Programme of Study for KS1 and KS2, as well as meeting the needs of the children in the foundation stage. In many cases, objectives are covered more than once and children have opportunities to apply these several times over the course of a year, as well as to consolidate prior knowledge from previous years. Glazebury CE Primary School believe strongly that children should be secure in applying the skills of curriculum 2014 within their writing and their reading and that this approach is fully comprehensive. Where needed, planning sequences are adapted, personalised and differentiated by our school to ensure all access arrangements can be made to support children.

**Planning H.A.R.T**

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The Literacy Curriculum provides the planning sequence which guides teachers through a text for 2, 3 or 4 weeks. This is a detailed set of daily plans with a medium-term overview that can be adapted to support differentiation by a class teacher. All the texts sit within literary themes. Each year group has 6 themes and includes a minimum of 12 literary texts that have clear progression. The texts have been selected for their quality and significance. There is a wide variety including classics, award-winning texts (Carnegie, Kate Greenaway, Guardian, Newbery and Caldecott) and celebrated and significant authors such as children’s laureates and poet laureates. The range includes novels, novellas, picture books, wordless texts, narrative poems, playscripts and narrative non-fiction. Within the range, there is a wide variety of fiction and non-fiction genres, such as historical narrative, mystery, adventure and fantasy.

All plans, within the Literary Curriculum, include appealing starting points to generate interest, engage and activate inference. These link to the books’ themes and employ elements of dramatic conventions, which are maintained and addressed across the sequence. Plans include explicit grammar objectives so that the grammar skills for writing are seen in context and can be applied within writing. These can be taught ‘discretely’ yet creatively, and still embedded firmly within the context of the book. In addition, planning integrates spelling investigations and activities, so that patterns and rules can be explored, discovered and then used purposefully within writing. Built into the plans are a variety of shorter and longer writing opportunities that are purposeful and pertinent to particular points of text. Children are encouraged to write in role, with bias and for a distinct audience, rather than writing in one fixed genre for the whole planning sequence. Collectively the sequences help children build a literary repertoire; develop a knowledge of significant authors and prepares them for the subject content of critical reading for Key stage 3.

**Speaking and Listening: H.A.R.T**

It is of vital importance that speaking,(oracy) and listening is at the heart of the English policy and practice, research has shown the importance of the link between spoken language, learning and cognitive development. Through using language and hearing how others use it, children become able to describe the world, make sense of life’s experiences and get things done! Language becomes a tool for thinking, collectively and alone. The guidance teachers provide ensures the best use of language. In some cases school may be the only opportunity for children to acquire the extremely important speaking, listening and thinking skills to ensure life chances are increased.

We aim to:

* Use speech appropriately for different purposes.
* Adopt appropriate vocabulary, tone, pace and style for a variety of audiences and situations.
* Understand the effect of speech on the listener.
* Use talk to develop and express ideas.
* Communicate meaning effectively.
* Listen attentively ad derive meaning from what others say.
* Follow verbal instructions accurately.
* Understand the importance of good listening and how to respond during discussions, conversations and when information is given or asked for.
* Develop the skills of turn taking, negotiation and reaching consensus.

**We will use a variety of opportunities to promote speaking and listening:**

\*\*Drama and role play \*\*Presentation \*\*Exhibitions of work \*\*Hot seating

\*\*discussion and debate \*\* PHSE \*\* Collective worship \*\*clubs

\*\*Plays and performance \*\***Talk Partners** \*\* School Council

**Central to communication skills at Glazebury CE Primary school will be Talk Partners: H.E.A.R.T.**

**Advantages to using talk partners**

* **Provides time for pupils to think, listen, articulate and therefore extend learning.**
* **Supports shy, less confident pupils-gives them a voice.**
* **Encourages respectful classroom and school ethos. (pupils listening to each other and co operating)**
* **Less stress for those who don’t answer correctly as supported by talk partner.**

**No hands up!**

* **to avoid tendency to have same children responding again and again**
* **move towards a solution that ANYONE can be expected to answer in a supported manner and therefore raise focus of class.**
* **most importantly gives ALL pupils a voice.**

**In practice**

* **Randomly selected and changed regularly - use same T.P.’s in English and Math**
* **Absences stand up and pair together with others for that session (also with TA if no others or can make a group of 3)**
* **Rules discussed as short lesson and displayed and referred to when necessary.**
* **Collect responses from children ( e.g. child A child B: Ask A…What did child B say? Ask B…What did child A say? What did you both think?)**

**Rules: *How to be a successful talk partner.***

* **Look at you partner when they are talking.**
* **Let you partner express his or her views.**
* **Say more than one or two words.**
* **Think about what your partner is saying**
* **Look interested and stay focused!**

**Reading: H A.R.T**

All teachers are committed and responsible for providing a stimulating reading environment, promoting book ownership, love of reading and recommending books to children. Classroom and central display are rich with key vocabulary, and children ‘s work displayed celebrating English work.

**Virtual Library**: **H A.R.T**

Glazebury have their own virtual library, where books have been carefully curated so that children can choose a book that enhances their reading knowledge, clicking on a link also provides a variety of links that can also allow the children to be read too, stimulating the love of a shared book.

**Library: H A.R.T**

Children have assigned slots to be able to come and read in the library area, They may take a library book home, and the class teacher will ensure this is brought back at the end of a two week period.

**Epic reading: H A.R.T**

Epic reading is a virtual software package that allow children to choose a book to read, it also provides the opportunity for the book to be read to the child. The class teacher can also assign books to the class and the individual to read. This can them be assessed by the teacher who can see the speed of read and if the book has been completed.

**Reading rewards: H A.R.T**

At Glazebury CE we run a variety of reading enhancements and rewards, which are chosen to keep each initiative fresh and engagement high such as :

* **Reading Bingo** : age appropriate reading books with prompts such as *read a book about Dragons, read a book from the author Roald Dahl, read a newspaper.* Children record in reading record and book signed off sheet -when child read all on sheet …**BOOK BINGO** and book given as reward.
* **Reading Challenge**: over a period 4 weeks all children meeting their reading expectation to choose a book for their prize from Head Teacher’s Office.
* **Book swap**: where children bring a book into swap
* **Glazebury reading ladder** : selection of genres on ladder with children to read within 3/4week period with class and individual prizes.

**Home reading: H A.R.T**

Reading homework is set on a Monday and returned on a Friday, this encompasses a daily read and recording of reading which is monitored within class. Children’s health and well-being are at the forefront of this. We also believe that quality family time at a weekend is paramount to pupil’s emotional health.

The amount of reading homework will increase a child gets older.

Homework will be set as follows:

**Nursery:** children and parents are encouraged to read and fill in EYFS school planner/journal, this provides the opportunity for parents to communicate with school on shared reading. This is checked by staff once a week for recording and there is an expectation that any books are changed daily when read.

**Reception:** children and parents are encouraged to read and fill in EYFS school planner , this provides the opportunity for parents to communicate with school on shared reading. This is checked by staff daily for recording and there is an expectation that any books are changed daily when read. Minimum reading expectation is 2 reads per week.

**Year 1 & Year 2:** Children and parentsare encouraged to read and fill in a reading journal, this can still provide opportunities for parents to communicate with school regarding shared reading but it is also encouraged that children record whether they like a book or not with a simple sentence, with Year 2 children being encouraged and developed to write using a conjunction to justify e.g. I liked this book because… Staff will monitor the reading journal entries daily and sign initials to indicate reading, this is also placed on a weekly tracking sheet to identify reading and support if needed.

**Year 3 & Year 4:** as a response to increased responsibility for children in this age range, children are encouraged to read and fill in a reading journal themselves, this can still provide opportunities for parents to communicate with school regarding shared reading but it is expected that children record whether they like a book or not with a reading response. Staff will monitor the reading journal entries daily and sign initials to show seen. Staff may also initiate a reading response or question to engage children further, this is also placed on a weekly tracking sheet to identify reading, and support if needed. Four reads and relevant recording are expected from this class group within a week.

**Year 5 & Year 6:** Children and encouraged to **r**ead and fill in a reading journal, summaries and recordings are expected to be a paragraph at minimum and questions and suggestion prompts may be provided to engage children in this reading and writing opportunity, Staff monitor reading and sign initials to show seen, and this is placed on a weekly tracking sheet to identify reading and support if required. Four reads and relevant recording are expected from this class group within a week.

**Reading Support:** At Glazebury CE Primary, we recognise that sometimes a child may not be able to read and/or record, should this occur, we undertake to ensure children have the opportunity to not to miss this vital “volume” reading and recording opportunity and will ensure children may take 5-10 minutes from playtime to address this with vital support from staff. This is a supportive process and communicated very much with praise and reasoning about the importance of reading.

**Individual reading book for home:**

All children are provided with a book banded reading book matched to reading skills for example phonic knowledge, blending and segmenting abilities, decoding and comprehension skills. Each child are encouraged to choose for themselves from the book band indicated by staff. Within each band are those exactly at the right skill point and the book band selection also incorporates those that may be slightly easier and those that are slightly more challenging, both fiction and non-fiction are within the book bands.

These are:

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Lilac** | **Pink** | **Red** | **Yellow** | **Blue** | **Green** | **Orange** | **Turquoise** | **Purple** | **Gold** | **White** |
|  |  |  |  |  |  |  |  |  |  |  |
| **Emerald** | **Ruby** | **Silver** | **Sapphire** | **Black** | **Free**  **Reader** |  |  |  |  |  |

Books are changed **Daily** and when children have recorded, they have finished in reading journals.

Those children below purple are accommodated from our SSP Phonic scheme -Little Wandle- this ensures fully decodable reading books allocated with the phonic graphemes taught – 2 Guided read sessions take place per week, and phonics are taught daily.

Children will take home 2 books to share (may not be fully decodable and are meant for parental input in sharing reading) and 1 fully decodable book linked to the phonic little Wandle scheme.

**Guided reading: H A.R.T**

**For more detailed information please see Guided reading training booklet.**

Progression in reading does not “just happen” it is not an experience where reading can be “caught as if by osmosis” Guided reading is the method by which we At Glazebury CE primary **teach** individual children to become fluent in reading, reading skills, and associated understanding of what is read (comprehension)

Guided reading in Year 3/4/5/6 is conducted in small groups and the rota of reading is organised by the English lead as this is cross phase and helps to maximise staffing whilst directing the class teacher for the organisation of lessons with a minimum of 2 guided read sessions per week. This is shown in the Guided reading rota.

**Expectation of Guided Reading pro forma:**

* Guided reading pro forma should detail WHO is in the group and the FOCUS/objectives of the session.
* Each question directed to the pupil/s in the group should indicated what type of question it is. D/I/A/L

**D=DEDUCTIVE** –*to answer we need to read text carefully and work things out from info we are given not make things up of our own.*

**I=****INFERENTIAL** – *we need to read the text very carefully & draw conclusions of our own from the hints and clues we are given but completely make things up still have to be supported by the text*.

**A=AUTHORIAL**  *‘read like a writer’ what is the writer trying to communicate and how did he/she go about it* ;

**L=LITERAL** -  *read text very carefully and find the exact words that tell us what the questions asks. ”Answer like a writer”.*

* Questions should have an accompanying answer in brackets, Inferential are based on opinion and as long as the answer is justified then any response is acceptable.
* Talk partners and focus children should be indicated on pro forma.

**Expectations from those delivering guided reads:**

* To follow directions given.
* To annotate children present.
* To annotate if objective is achieved or not.
* To annotate if have any concerns regarding group.
* To use Talk partners where possible
* To praise those positively during session.
* To assess and report pupil progress.

Guided reading proformas have been created to organise Guided reading sessions, these include content domains corresponding to pedagogy of reading and the relevant book bands. The proformas are split into **Reading strategies**, expression, fluency and **Response to text::** Comprehension, opinion, reference to text. These will include the objectives taught that session and annotations to indicate achievement of children relating to these.

Guided reading aims:

* To enable children to read with confidence, accuracy, fluency, understanding and enjoyment.
* Foster and encourage an enthusiasm and love of reading.
* Identify accurate levels of attainment and reading skills for each child.
* Ensure all children make accelerated progress if not at the expected attainment level.
* Develop all skills related to the pedagogy of reading.
* To be able to articulate learning and discuss reading themes and recommendations.
* To ensure children have the opportunity to practice written comprehension of what is read, where the book band level shifts focus to comprehension. (purple band upwards)

**Class read: H E.A.R.T**

Every class in Glazebury CE Primary will have the opportunity to have a class read for enjoyment, whether as in Early Years this is a short book read by the teacher to engage, or a class novel to be shared and children to be encouraged to read aloud sections for the class. Quality texts are used throughout the school and in the teaching of English. This is also supported by the Glazebury Reading spine for class and individual reads.

**Assessment: H A.R.T**

Assessment of reading, follows from the guided reading session, each half term the class teacher will assess whether a child has acquired enough confidence in skill to move on to the next book band. This is recorded in a table format see Appendix 1- English assessment focus.

A reading overview is sent to the Subject lead for English half termly, this tracks children’s progress in terms of book bands. This is followed up with termly Pupil Progress meetings to ensure all children’s needs are identified.

Children from Year 2 to Year 6 undertake with a SATs Reading paper or NFER end of term assessment.

Children from Year 1 undertake an NFER assessment in reading at the end of the summer term.

**Phonics: H A.R.T**

**For more detailed information please refer to Phonic Policy.**

The processes by which children comprehend spoken language are the same as those by which they comprehend the words on the page. However, the difference lies in that the first relies upon hearing the words and the second upon seeing the words in written form. Obviously, in order to comprehend written texts children must first learn to recognise, the words on the page This is called **decoding.**

Children at Glazebury CE Primary will secure automatic decoding skills and progress from ‘**learning to read’** to ‘**reading to learn’** for purpose and pleasure. The ultimate goal of learning to read is to develop comprehension that is to demonstrate the understanding of that which is read.

To achieve this, staff are clear about teaching and learning strategies which help children to acquire **word recognition skills** and those which will help children develop high-level comprehension skills. Continuing Professional development to support this process is sourced internally and externally.

**Organisation of Phonics: Little Wandle Phonics programme**

**Foundation Stage**

In Foundation Stage children have a daily discrete phonics teaching input lasting approximately 10-20 minutes. After autumn one, children’s phonic abilities are assessed and they are grouped according to the acquisition of these skills. The areas of provision provide opportunities for children to consolidate and apply phonic skills taught both 1: 1 and small group reading sessions are used to reinforce these skills.

**It is crucial** that children have meaningful opportunities to practise, consolidate and extend their phonic skills and knowledge in a broad range of contexts, **throughout the setting, indoors and outdoors and throughout the day.** Observation of children’s achievements in self-initiated activities will reaffirm the observations made during adult-led phonics, reading and writing sessions. Recognising that some children, particularly boys, are more likely to choose to write outside than inside, teachers and practitioners should ensure that opportunities, resources and supportive adults are always available in the outdoor learning environment.

**Key Stage One**

Children in Key Stage One are taught whole class. They receive a structured daily programme lasting for approximately twenty five minutes. Keep it up sessions take place for those who need extra input. It is our aim that most pupils will reach phase 5 by the end of Y1. Pupils who are working at phase 5 + in Year 2 will also be taught the skills set out in the Support for Spelling programme for their year group. Thes children and those in year 3 for example that have not acquired the phonic code will have access to daily Rapid catchup session or be identified for the Little Wandle SEND programme. This programme will also be reinforced within elements of their main English lesson via Literacy Tree planning. SEND pupils needs will be assessed and may require extra support and use letters and sounds or support for spelling as appropriate.

**Key Stage Two**

Children in year three continue to receive further phonic input ( Rapid Catch up or SEND Programme) and we aim to deliver phonic sessions to address the needs of these pupils. This is discussed in conjunction with the class teacher and English Subject Leader. The progression and teaching approaches from the Support for Spelling materials are used here and throughout Key Stage 2..

**Assessment H A.R.T**

Assessment should follow the **phonics assessment and tracking guidance** (DFE

2009). All Teachers should ensure that they are aware of individual children’s needs through formative assessment. For EYFS, assessment formats are provided by the Little Wandle assessment and tracking documents and system.

All teachers should formally assess their children’s progress at the end of **each half term** in order to inform the new terms planning. Assessment takes the form of a phonics check where the teacher will be able to assess the children’s understanding of:

* Grapheme to phoneme correspondence.
* The ability to blend real and pseudo words.
* Assessment formats ( as per Glazebury Teaching Phonics Handbook – appendix) are used as they link in directly to Letters and Sounds and provide a clear indication of the above skills linked directly to each phase.
* Evidence of the application of these skills are also noted in reading and writing.

Spelling of the tricky and high frequency words set out in the Letters and Sounds

document are tested throughout phonics lessons and via Guided reading sessions.( See Glazebury Teaching Phonics Handbook appendices)

Book bands married with phonic expectations: ( and spelling)

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Lilac** | **Pink** | **Red** | **Yellow** | **Blue** | **Green** | **Orange** | **Turquoise** | **Purple** | **Gold** | **White** |
| **Phase 2**  **Little Wandle** | **Phase 2**  **Little Wandle** | **Phase 3 /4**  **Little Wandle** | **Phase 3 &4**  **Little Wandle** | **Phase 3/4**  **Little Wandle** | **Phase 5**  **Little Wandle** | **Phase 5**  **Little Wandle** | **Phase 5**  **Little Wandle** | **Phase 5**  **Year 2 spelling** | **Year 2 spelling** | **Year 3 spelling** |
| **Emerald** | **Ruby** | **Silver** | **Sapphire** | **Black** | **Free**  **Reader** |  |  |  |  |  |
| **Year 3 spelling** | **Year 3 spelling** | **Year 4 spelling** | **Year 5 spelling** | **Year 6 spelling** | **Year 6 spelling** |  |  |  |  |  |

**At the end of Year 1** there is a statutory assessment - **Year 1 Phonics Screening**

**Check** (Standards and Testing Agency 2012) which takes place in June of each year.

**In Year 2,** children who did not reach the required standard for the **Year 1** Phonics Screening Check will need to be re-assessed. These children will then be required to retake the test in Y2 during the following June testing period. When children arrive in Year 2, they will be placed within a relevant group to support and accelerate their phonic skills.

**Intervention /SEND H.E.A.R.T.**

Any child whose progress is not line with average progress , is discussed with the Head Teacher via Pupil Progress meetings, in some cases where children are deemed to have special educational requirements this is further actioned in using the Quality first teaching toolkit and followed up with a referral to the SENdCo from the Class Teacher, Teaching Assistant and/or English Subject Lead. Relevant actions are made to address these concerns and any intervention work undertaken is supported and tracked for progress.

**Writing: H.E.A.R.T.**

As a school we aim to teach writing so that pupils will:

* Write in different contexts and for different purposes and audiences;
* Write in a increasingly cohesive manner, using a range of conjunctions and other literary devices to make links between and across paragraphs
* Write with a clear awareness of audience and purpose for the writing piece
* Become increasingly aware and use the rules of conventions of Standard English, including grammar, punctuation and spelling.
* Children to plan, draft and edit their writing to suit the purpose of composition.
* Children to form letters correctly, leading to fluent joined and legible handwriting style, paying an important and increasing regard to presentation.

Class teachers teach writing in conjunction with the following best practice model for a writing sequence:

* Familiarisation with Genre
* Capturing ideas and gathering content
* Teacher modelling (WAGGOLL-what a good one looks like)
* Teaching leading, scribing, supporting or providing guided write activities
* Independent writing ( in independent writing books)
* Editing and redrafting as appropriate

Writing is culminative across a 1/2/or 3 week unit of work on a particular text, or genre and supported by the Literacy Tree planning documents, this then produces an independent write opportunity that the Teacher assesses through using the Ros Wilson Criterion scale, which assess though a hierarchical pedagogy of writing skills. Teacher may then identify individual, group and class writing targets from this.

Writing Targets are displayed in the front of books and are individual to the child, these are addressed through guided write sessions and when a child has achieved the objective 3 times, this is recorded and a new target given. The independent writing reflects a variety of genres but also can be taken from other foundation subjects such as history, science and RE.

There is an expectation to have at least one piece of independent writing a half term.

Differentiation through activities are through a variety of support such as writing frames, spelling banks, collaborative work and peer or adult support.

**Hand writing: H.A.R.T.**

**Please refer to handwriting policy for more detailed information.**

Our aim is for all children to develop a flexible, fluent and legible handwriting style that empowers them to write with speed, confidence and pride.

Guidelines

As such, we actively teach handwriting and provide many opportunities for practising across the curriculum. The frequency and length of these lessons varies according to the age and competence of the children. As a minimum there will be:

* **FS:** Daily modelling and teaching of correct letter formation and opportunities for children to practise. Focused teaching and practise daily as part of phonics session.
* **KS1:** minimum 3 x week as part of phonics sessions and discretely.
* **KS2:** min 3 x week until a pen licence is issued and then as required.

Aim

To develop a clear, legible style of writing, children are taught to;

* hold a pencil comfortably; promoting a legible style that encourages writing from left to right, from top to bottom of the page and starting and finishing letters correctly
* develop a consistent orientation, size and shape of letters and a regularity of spacing between letters and words
* join letters correctly

Key Stage 1

* Building on the foundation stage, pupils at Key Stage 1 develop a legible style.
* By the end of **Year 1** , children will have developed a comfortable and efficient pencil grip. Correct letter orientation, formation and proportion is taught Basic joins are introduced as soon as children are secure in the movements of each letter. As appropriate, during Year 1, these joins are introduced with the phonic teaching e.g. ch
* By the end of **Year 2** children will demonstrate the diagonal strokes necessary to join letters. These will be taught systematically throughout the year and practised regularly. Letters that do not join will be identified, including capital letters.

Key Stage 2

* **Years 3 and 4:** In Year 3 the children will learn the four basic handwriting joins, ensuring consistency in size, proportion and spacing of letters. By the **end of Year 3** joined handwriting should be used at all times unless other specific forms are required, e.g. printing on a map, a fast script for notes.
* In Year 4 handwriting speed, fluency and legibility are built up through practice. It is anticipated that all children will be writing in pen by the **end of Year 4.**
* **Years 5 and 6:** By **Years 5 and 6**, it is expected that most children will be writing fluently and are joining their writing across the curriculum. In these year groups the emphasis is on increasing speed, developing presentation skills and learning how to use different styles for different purposes.
* \* **Earning a Pen Licence:** Children in any year group, who demonstrate good presentational skills and accurate joined handwriting, can earn a Pen Licence. This will allow children to write in pen in all books. It can be withdrawn if the quality of presentation diminishes. A sample of handwriting will be submitted to the head teacher who will award a pen licence agreement.

**Progression in skills in handwriting:**

These are progressive from year group to year group and are detailed in handwriting policy. Handwriting is taught both in whole class sessions and relevant discrete sessions where children may need to focus on a particular letter formation or join. Sessions are frequent related to the needs of the induvial and class. The teacher uses a variety of modelling and practice to ensure that children are familiar with the handwriting expectations. The teacher will also ensure that children’s posture an pencil grip is accurate for the individual child whilst writing.

**Organisation for teaching and learning:**

**For more detailed information, please see teaching and learning policy. H.E.A.R.T.**

The national Curriculum (2014) and the Early Years Foundation Stage statutory framework form the planning of the teaching of English. We also use the planning documents from Literacy tree and phonics from the Little Wandle Systematic Synthetic Phonic programme.

An English, and phonic working wall is expected where appropriate.

**Additional Needs:**

Expectations are high for all children with the expectation that all children are support and challenged as meets their development levels. Attainment of all groups are analysed termly through Ask Eddi assessment tool and any children identified are discussed at pupil progress meetings held termly, this feeds into wave 2 and wave 3 developing knowledge and developing skills groups supported by evidence based strategies to address gaps. We are also implementing the LDST SEND toolkit from September 2023.

**Monitoring: H.E.A.R.T.**

**For more detailed information please refer to the subject leader handbook.**

Monitoring the standards of the children’s work and the quality of teaching and education is the responsibility of the senior leadership team, working with the subject leader and governors. Triangulation of observations, children’s work in books and discussion both with staff and children will ensure standards in English. This includes learning walks, informal and formal drop ins, and pupil voice. this will promote high standards and identification of both subject development and the identification of continuing professional development for staff. The subject leader will support colleagues in the teaching of English, in terms of communication of expectations, new initiatives, planning, as subject specialist so that teachers as fully informed regarding evidence -based pedagogical excellence in the subject. E.g. Inset, coaching.

The impact of the teaching of English will be judged by :

* End of key stage assessments
* Half termly assessments and Pupil Progress meetings
* Book looks
* Lesson observations
* Children and staff interviews
* Learning walks and drop-ins

The governing body will monitor the implementation of the English policy through the Quality of Education Meeting and the reports from the subject leader. The link governor visits will also focus on areas of the School Development Plan.

**Equal Opportunities H.E.A.R.T.**

At Glazebury CE Primary we believe that all children regardless of their gender, age

ethnicity, academic or physical ability are given equal opportunities to reach their full potential successfully and confidently. We ensure equal access in a variety of ways e.g.

* Displays and resources reflect the above as positive role models.
* The content of what is planned reflects our diverse society.
* Where appropriate group children flexibly to promote confidence and social skills.
* Ensure that appropriate structures/resources are in place so that children can access the curriculum.

**Appendix 1 -Assessment of English overview**

**Please refer to Assessment policy and subject leader handbook for more detailed information**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Autumn** | **Spring** | **Summer** |
| **Year 1** | **Reading**:  Running Records / book bands  Phonics assessment | **Reading**:  Running Records / book bands  Phonics assessment | **Reading**:  Running Records / book bands  Phonics Check  NFER Assessment |
| **Writing**:  Teacher assessment using Ros Wilson criterion scale | **Writing**:  Teacher assessment using Ros Wilson criterion scale | **Writing**:  Teacher assessment using Ros Wilson criterion scale |
| **Year 2** | **Reading**:  Running Records / book bands  KS1 Practise Sat 2015 | **Reading:**  Running Records / book bands  KS1 Sat 2016 | **Reading**:  Running Records / book bands  KS1 test |
| **Writing:** teacher assessment using Ros Wilson criterion scale  Ros Wilson criterion scale  Practise KS1 NC English grammar, punctuation and spelling test | **Writing**: teacher assessment using Ros Wilson criterion scale / writing exemplification  Ros Wilson criterion scale  Practice KS1 NC English grammar, punctuation and spelling test | **Writing:** teacher assessment using Ros Wilson criterion scale and assessment framework / writing exemplification  Ros Wilson criterion scale  KS1 National Curriculum English grammar, punctuation and spelling test |
| **Year 3** | **Reading**  Running Records lime book band and below  NFER AUTUMN | **Reading**  Running Records lime book band and below  NFER Spring | **Reading**  Running Records lime book band and below  NFER Summer |
| **Writing:**  teacher assessment  Ros Wilson criterion scale  NFER | **Writing:**  teacher assessment  Ros Wilson criterion scale  NFER | **Writing**:  teacher assessment  Ros Wilson criterion scale  NFER |
| **Year 4** | **Reading**  NFER AUTUMN | **Reading**  NFER Spring | **Reading**  NFER Summer |
| **Writing**:  teacher assessment  Ros Wilson criterion scale  NFER | **Writing**:  teacher assessment  Ros Wilson criterion scale  NFER | **Writing**:  teacher assessment  Ros Wilson criterion scale  NFER |
| **Year 5** | **Reading:**  NFER AUTUMN | **Reading:**  NFER Spring | **Reading:**  NFER Summer |
| **Writing**:  teacher assessment  Ros Wilson criterion scale  NFER | **Writing**:  teacher assessment  Ros Wilson criterion scale  NFER | **Writing**:  teacher assessment  Ros Wilson criterion scale  NFER |
| **Year 6** | **Reading**  NFER AUTUMN  Y6 practise SAT 2015 | **Reading**  NFER AUTUMN  2016 NC reading test | **Reading**  KS2 National Curriculum reading test |
| **Writing**:  teacher assessment  Ros Wilson criterion scale  Practise KS2 NC English grammar, punctuation and spelling assessment | **Writing**:  teacher assessment using assessment framework / exemplification materials  Ros Wilson criterion scale  Practice KS2 NC English grammar, punctuation and spelling assessment | **Writing:**  Teacher assessment using end of key stage assessment framework / exemplification materials  Ros Wilson criterion scale  Practice KS2 National Curriculum English grammar, punctuation and spelling test |

Appendix 2: Writing sequence

A diagram of a writing process

Description automatically generated