

# Green Park Community Primary School

## English Policy 2020

### **MISSION STATEMENT**

The ability to write is the ability to articulate our thoughts, feelings and bring to life our imagination through the written form. We as a school strive to provide differentiated opportunities that allow children to build writing and language skills that allow our pupils to become fluent writers who can write for a range of purposes and contexts.

### **RATIONALE**

Developing a deep understanding of the English language allows our children to continuously challenge themselves with reading material that exposes them to a wide range of language and vocabulary. At Green Park, we teach spelling, punctuation, grammar and vocabulary through discrete lessons in order for the children to practise and deepen their understanding of key skills and techniques that will allow them to become confident and expressive writers. These skills are then applied through extended writing activities across the curriculum in topic based activities.

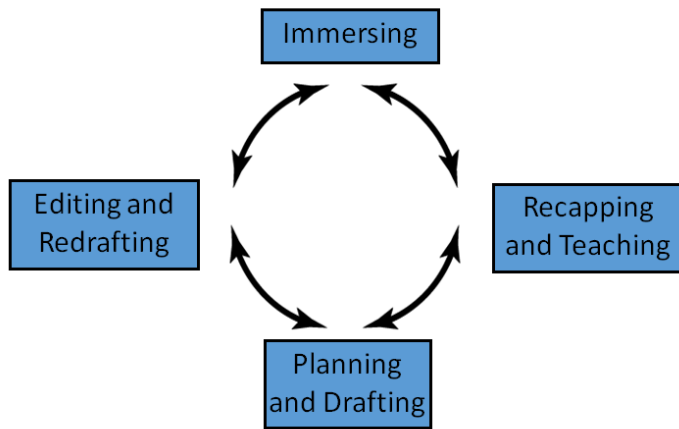
### **WRITING**

Throughout the school, writing composition is taught primarily through The Cornerstones curriculum. Through differentiated learning projects, our children are given a variety of scenarios and contexts to inspire them to write in different styles for different purposes, based on the topic they are learning. We aim to give the children at Green Park real context and purpose to their writing and so we also attempt to use current affairs and our children's own ideas and interests to create further opportunities to write for real purpose wherever possible. Progression in writing is supported with discrete lessons in spelling, grammar and reading to ensure children are increasingly applying grammatical techniques and correctly spelling a range of vocabulary that is appropriate to their programme of study in the National Curriculum.

### ***Planning and Delivery***

Teachers plan writing lessons using the Cornerstones planning format. It is the teacher's responsibility to ensure every lesson is adequately differentiated to suit the individual needs of the children in their class. Writing lessons are taught in mixed ability classes, so we aim to differentiate in as many ways as necessary to ensure every child is included in the lesson. Teachers are required to support every lesson with adequate resources to ensure all children have every opportunity to meet the learning objective.

At Green Park, all teachers through Key Stage One and Key Stage Two use this cycle when planning and delivering writing lessons:



This cycle allows teachers to ensure that children are fully immersed in the context that they are writing for, before they begin their composition. This cycle allows teachers time to recap on previous learning as well as to teach all the necessary skills that will allow pupils to produce good pieces of writing. As well as this, the cycle embeds the important ethos to the children that they are allowed to plan and draft their work with room to make mistakes along the way as time will be given to editing and redrafting. At Green Park, we ensure that adequate time is allocated for editing and redrafting. Once a first draft is complete, children will correct mistakes identified by themselves, their peers or the teacher and make improvements to the whole text using a purple pen, before redrafting and improving a section of their first draft. This redraft of a section of their work is then marked by the teacher who assesses to ensure improvements have been made and that the success criteria have been met.

We strongly encourage and promote ‘Talk for Writing’ techniques to be used throughout the school, however we also encourage teacher’s to try new or alternative strategies when appropriate to support the needs of the children in their class. We aim to inspire and support children’s compositions through the use of high quality texts, modelling and shared/ collaborative writing. We further support children’s progression in writing by incorporating cross curricular activities such as art, drama and role-play. Appropriate differentiation strategies are chosen and implemented by the class teacher to suit the needs of the children.

### ***Marking and Assessment***

Children receive feedback on their compositions in the following ways:

- Self-assessment
- Peer assessment
- Instant verbal feedback from a teacher or teaching assistant
- In-depth marking by the class teacher

The feedback given to the child influences their editing and redrafting. An assessment of each child’s progression in writing is made every half-term through teacher-assessment and is tracked using the school’s assessment policy. Individual or class targets are set to the children, by the class teacher and these targets are known by the children.

### **PHONICS, SPELLING, GRAMMAR AND PUNCTUATION**

Phonics lessons and spelling, grammar and punctuation lessons are taught separately to the Cornerstones curriculum in order to give time and focus to the key skills that will allow children to be able to transcribe and compose fluent pieces of writing.

In EYFS, phonics is taught primarily following the Letters and Sounds scheme through child-initiated play and small teacher-led groups. Teaching is supported by the Jolly Phonics scheme in order to set the foundation for

children to make progress in spelling and Grammar using the Jolly Phonics Grammar programme in Key Stage 1 and Key Stage 2.

In Key Stage One, phonics lessons continue using the Letters and Sounds scheme, following on from the stage the children reach at the end of EYFS. Working alongside this, from Year One through to Year 6, we follow the Jolly Phonics Spelling and Grammar scheme. The Jolly phonics scheme is a comprehensive literacy programme that covers the National Curriculum requirements in primary years. It revises and extends the phonics teaching taught in EYFS (and in KS1) with the teaching of key grammar, punctuation and spelling concepts. Phonics and spelling and grammar lessons are set according to reading ability and teachers are to differentiate and extend learning appropriately to meet the needs of the children.

*N.B. Due to the current pandemic, we will not set for phonics and SPAG lessons in order to prevent children moving outside of their bubbles. Phonics and SPAG will be taught in mixed ability classes, so further differentiation will be required.*

### **Resources**

The Jolly phonics scheme provides two lessons for each week in the academic year – one lesson that teaches a spelling pattern and a lesson on a grammatical skill. Teachers then use the remaining lessons to embed the skills taught and recap on previous learning.

The Jolly phonics scheme provides a lesson plan and supporting resources with every given lesson. Each lesson provides a starter activity, a main activity and an extension activity. Teachers are expected to further differentiate appropriately and plan lessons around the Jolly Phonics scheme that recap and apply skills taught. At Green Park, we aim to teach phonics, spelling and grammar through a range of written and practical activities that engage children in their learning of these key language skills.

### **Assessment**

Progress in phonics, spelling, grammar and punctuation will be assessed by the teacher in lessons and every half term through written assessments. Progress in children's application of grammatical and spelling skills will be assessed through children's weekly extended writing activities, regular writing moderations and formal assessments completed every half term. Children's progress and attainment is tracked through the schools progress tracking system.

## **HANDWRITING**

In KS1, children handwriting practice focuses on ensuring that children form lower-case letters of the correct size relative to one another. It develops their use of the diagonal and horizontal strokes needed to join letters and promotes understand of which letters, when adjacent to one another, are best left unjoined. Children also develop accuracy in writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters and use spacing between words that reflects the size of the letters. Children are taught to write with a cursive style as soon as they can form letters securely with the correct orientation.

Throughout KS2, emphasis is placed on children's development of writing legibly, fluently and with increasing speed. Emphasis is placed on children being taught to choose which shape of a letter to use when given choices and deciding whether or not to join specific letters.

Every teacher sets a high standard of handwriting for every child. Teachers model correct handwriting at every given opportunity. Where children struggle with the formation of letters or fluently using a cursive style, handwriting interventions are made available and delivered by a teaching assistant. Children who struggle with fine or gross motor skills are given extra support from a class teacher or teaching assistant and extra resources are provided to them, such as pencil grips and writing stencils. Laptops are also available for children who are identified to need extra support to make progress in their writing transcription.

## **VOCABULARY**

Vocabulary lessons are taught weekly at Green Park. Words are chosen that link with the topics the children are currently learning. These lessons consist of breaking down key words that are relevant to the topic they are learning. Over the course of a number of lessons, children break down a single word and learn to:

- Read it clearly and effortlessly
- Define it in various contexts
- Use it in sentences and extended pieces of writing appropriately
- Link it to synonyms and correct contexts in which to use it
- Deconstruct it by looking at its word class and its origins

Vocabulary lessons are planned and delivered by the class teacher with an aim of every child learning a new word, appropriate to their level, through engaging activities and discussions. Differentiation is done through choice of words given to the children and the pace taken to go through all the above steps of learning the word. Children are assessed through their correct application of these words in both the spoken language and written work.

## **READING**

For a full breakdown of our reading curriculum, please refer to our Reading Policy.

## **SPEAKING AND LISTENING**

The National Curriculum states that pupils should be ‘taught to speak clearly and convey ideas confidently in Standard English.’ They should:

- Justify ideas with reasons
- Ask questions to check understanding
- Develop vocabulary and build knowledge
- Negotiate
- Evaluate and build on the ideas of others
- Select the appropriate register for effective communication
- Give well structured descriptions and explanations
- Speculate, hypothesise and explore ideas
- Organise their ideas prior to writing

Our aims and connected provision

At Green Park, teachers use the oracy framework to help children develop the physical, linguistic, cognitive, and social and emotional skills that are needed for children to confidently and effectively use spoken language. We teach that children need to express themselves orally in an appropriate way, matching their style and response to audience and purpose. We provide opportunities for children to listen and responding to literature, giving and receiving instructions. They develop the skills of participating effectively in group discussions.

Ways in which we support this include:

- Activities which are planned to encourage full and active participation by all children, irrespective of ability
- Children with specific speech and language and auditory problems will be identified and specialist help sought, where appropriate
- Encouraging talk-time by encouraging reading and talk about books
- Public speaking competition
- Poetry recital event
- School Plays

- Class debates
- Weekly assembly
- Events within the community
- School Council
- Talk partners
- Book talk sessions
- Drama / role play
- PSHE and circle time
- Author visits
- school radio,
- presentations
- Show and tell

## **PLANNING AND ASSESSMENT**

### ***Planning***

- Long term overviews can be found online for Key Stages One and Two
- Pupils are taught in mixed Key Stage Classes and planning shows differentiation by age and ability
- Medium term (half –termly) planning is stored centrally.
- Schemes of work for phonics and grammar and spelling are used to ensure developmental learning building on prior knowledge
- Short term planning is flexible allowing for assessment for learning after each session/ group of sessions
- Pupils may be streamed by ability for some sessions/ types of homework/ support
- Pupils entitled to Pupil Premium funding could be given additional English support which is tracked and monitored termly
- Pupils with EAL will be given additional English support which is tracked and monitored termly

### ***Assessment***

- Staff assess pupils learning during and as part of every session, they adapt their practice accordingly
- Formal assessments of Reading Comprehension ability are carried out, tracked and monitored at least termly
- Staff attend moderating sessions within county including the local collaboration
- End of Key Stage Assessments are analysed by the Co-ordinator and Head teacher and feed into the school SEF, development plan and performance management

## **PROFESSIONAL DEVELOPMENT**

- Staff are expected to attend relevant courses during the school year
- Moderation takes place in house and within the collaboration
- A writing moderation file is held in the office for consultation

## **SPECIFIC GROUPS**

- Analysis of English achievement is carried out termly, pupils who are slow moving or making little or no progress are discussed and plans made
- Pupils entitled to pupil premium are often given additional English support and this is monitored for effectiveness termly
- Pupils with EAL are given additional support in all aspects of English
- Pupils with SEN will have English based targets. These are reviewed termly.