



**Churchfields**  
The Village School

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Atworth ∞ Monkton Farleigh

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## ENGLISH POLICY

<b>Approval Date:</b>	<b>Summer 2021</b>
<b>Review Date:</b>	<b>Summer 2023</b>

## English Policy

At Churchfields The Village School, we believe that literacy and communication are key life skills. Through the English curriculum, we will help children develop the skills and knowledge that will enable them to communicate effectively and creatively through spoken and written language and equip them with the skills to become lifelong learners.

Literacy is at the heart of all children's learning. Literacy enables children both to communicate with others effectively for a variety of purposes and to examine their own and others' experiences, feelings and ideas, giving these order and meaning. Because literacy is central to children's intellectual, emotional and social development it has an essential role across the curriculum and helps pupils' learning to be coherent and progressive.

### Aims of Policy

To encourage children to:

- be effective, competent communicators and good listeners;
- express opinions, articulate feelings and formulate responses to a range of texts both fiction and non-fiction using appropriate technical vocabulary;
- foster an interest in words and their meanings, and to develop a growing vocabulary in both spoken and written form;
- enjoy and engage with and understand a range of text types and genres;
- be able to write in a variety of styles and forms showing awareness and understanding of audience and purpose;
- develop powers of imagination, inventiveness and critical awareness in all areas of literacy;
- use grammar and punctuation accurately;
- understand spelling conventions;
- produce effective, well-presented written work.

### Teaching and Learning

#### Planning

The National Curriculum 2014 forms the basis of teaching and learning. All children receive at least the minimum entitlement of a daily English lesson.

- Teachers work towards independent learning and plan for different working groups.
- Teachers employ a range of teaching strategies. Teachers use the National Curriculum 2014 as a starting point for creating their medium-term English plans.
- Clear objectives are set for each session and are shared with pupils.
- Teachers differentiate according to the needs of the pupils and use intervention programmes for targeted support. Literacy is encouraged and developed across our curriculum and links are made where appropriate.
- ICT is used where it enhances, extends and complements literacy teaching and learning.
- Additional adults are used to support the teaching of Literacy. They work under the guidance of the teacher with small groups of children or individuals.

#### Inclusion

All children receive quality first literacy teaching on a daily basis and activities are differentiated accordingly. In addition, where identified pupils are considered to require targeted support to

enable them to work towards age appropriate objectives, intervention programmes will be implemented. Teachers and teaching assistants plan programmes together and monitor progress of these pupils.

Pupils that are more able are planned for in line with our policy for More Able children.

### Assessment, Recording and Reporting

Assessments are made in line with the school assessment policy. Teachers use effective assessment for learning to ensure planning is based on prior attainment and that pupils know what they need to do to achieve the next steps. Marking is in line with the school marking and feedback policy.

Children are involved in setting their own steps to success and encouraged to review their progress through self, peer and teacher assessment. The teacher keeps records that enable them to deliver an effective, creative and relevant curriculum that builds on prior attainment and meets the needs of pupils.

### Staff Development

Teachers are expected to keep up to date with subject knowledge and use current materials that are available in school or from accredited online sources. Training needs are identified as a result of whole school monitoring and evaluation, performance management and through induction programmes. These will be reflected in the School Development Plan. The English subject leader will arrange for relevant advice and information, such as feedback from courses, to be disseminated. Where necessary, the English subject leader leads or organises school-based training. Additional adults who are involved with intervention programmes will receive appropriate training that may be school based or part of central training.

### Monitoring and Evaluation

The Headteacher, English subject leader and teachers monitor English. Having identified priorities, the English leader will construct an action plan that may form part of the School Development Plan. This will be updated three times a year so include next steps for the following terms. This forms the basis for any monitoring activities and will clearly identify when, who and what is to be monitored and how this will take place e.g. classroom observation, planning scrutiny, work sampling etc.

### Inspiration for Writing strategy at Churchfields the Village School

At Churchfields we follow our own 'Inspiration for Writing' strategy. At the heart of this strategy is an engaging and effective stimulus for writing. This could be a high-quality text, picture book, short film, animation or event, chosen by the teacher, which engages the children with their writing, reading, and speaking and listening.

A sequence of lessons should focus on a particular genre of writing and follow the journey through the text/short film/animation. Emphasis is put on providing children with an extensive word bank of words and phrases at the start of each lesson to encourage children to make wise vocabulary choices and build on their vocabulary. This is used in conjunction with a high-quality sentence modelled to the children. This sentence should contain examples of taught grammar and punctuation consistent with age related expectations. The teacher should model how words and phrases from the modelled sentence can be changed and adapted using the word bank and children's own ideas and whether grammar and punctuation needs to change as a result. Open-ended discussion about the sentence can take place considering these points:

- The Fantastics – outlining the meaning of a sentence (Feeling, Asking, Noticing, Tasting, Action, Smelling, Touching, Imagining, Checking)
- The Grammaristics – KS1 and KS2 grammar needed to construct a sentence
- Boomtastics – techniques used by writers to add drama and poetic devices to writing (e.g. onomatopoeia, repetition, simile, metaphor)

Children should then write their own sentence or sentences independently using the modelled sentence and words as support. This strategy is aimed at supporting the lower-ability through word gathering and providing children with a structure to scaffold their own sentences. More able children should be encouraged to ‘deepen the moment’ by adding further sentences independently, describing and building on the without going further into the narrative. By keeping the class at the same point in the text and in their writing, every child in the class continues along the ‘journey’ of the piece of writing. Effective whole class teaching can continue throughout the unit of work as a result and children are clear about how a particular genre of writing begins, develops and ends. Opportunities for children to write independently in a ‘big write’ style should be incorporated into short-term plans and used as formative assessment frequently throughout a unit of work.

### Writing

Children should learn to:

- write in different contexts and for different purposes and audiences
- be confident identifying and writing using correct grammar, punctuation and spelling
- plan draft and edit their writing to suit the purpose
- use ICT as a literacy medium for presenting work and manipulating text
- form letters correctly, leading to a fluent joined and legible handwriting style, giving increasing regard to presentation

### Reading

Opportunities are provided for pupils to practise and extend reading in English and other subjects, such as history, geography and science. Pupils select texts under the guidance of the teacher for independent reading at home and school. Teachers monitor each child’s independent reading and discuss progress with pupils on a regular basis. Where pupils are working below age appropriate expectations children become daily readers. All teachers are responsible for providing a stimulating reading environment, promoting book ownership and recommending books to pupils. Classroom and central displays are language rich and special displays should promote authors and books. Reading at home is regarded as an important part of reading development. Parents are encouraged to hear their children read regularly and respond to their child’s reading through Home-School contact books. Parents are supported to understand age-related expectations for reading through school-made laminated ‘bookmarks’ attached to Home School books outlining reading skills to practise at home in line with NC objectives.

All teachers are responsible for ensuring children read once per week with an adult. This should be with the teacher as well as the class TA. This may be more frequent depending on need. The school also has regular volunteers that listen to children read. Records should be kept by the adults working in the classroom and comments should be written in Home School books to inform parents of their child’s progress in reading.

All classrooms have a well-stocked book area with a range of fiction and non-fiction books. Pupils also have opportunities to read magazines, information leaflets and ICT texts. The school library is an important resource and pupils are taught how to use it appropriately.

## Handwriting

It is essential that children are rigorously taught correct letter formation from the beginning of their time in school. As soon as the children are ready, they should be taught to sit properly in order to have the correct posture for writing, hold a pencil in the correct tripod grip and develop a legible and joined handwriting style. It is expected that all members of staff, class teachers and teaching assistants, model the school handwriting style at all times i.e. when writing on the board or in children's books. The chosen handwriting font should be used on all displays and anything given to the children to read. By the end of key stage 2, all children should be displaying an efficient, quick, neat and legible handwriting style that is effective in recording their ideas.

For more information see the Handwriting and Presentation policy.

## Spoken Language

Children need to be able to:

- Communicate effectively, speaking with increasing confidence, clarity and fluency
- Participate in discussions and debate in a variety of contexts
- Listen to the views, opinions and ideas of others with increased interest
- Articulate ideas and thoughts clearly with appropriate tone and vocabulary recognising audience
- Respond to questions and opinions appropriately
- Retell stories and poems which are known by heart
- Ask questions with increasing relevance and insight

## Entitlement

Pupils have access to a wide range of speaking and listening opportunities that include:

- Talking about their own experiences and recounting events in sharing time, including expressing ideas and justifying ideas
- Participating in discussion and debate
- Retelling stories and poems
- Listening to stories read aloud
- Taking part in school performances, role play and drama activities
- Listening to ideas and opinions of adults and peers and talking and responding appropriately

Teachers provide a wide range of contexts for spoken language throughout the school day. Teachers and other adults in school model speaking clearly. This includes clear diction, reasoned argument, using imaginative and challenging language and use of Standard English.

## Spelling and Phonics

Children should be able to:

- Blend and segment sounds easily
- Learn that segmenting words into their constituent phonemes for spelling is the reverse of blending phonemes into words for reading
- Spell words accurately by combining the use of grapheme-phoneme correspondence knowledge as the prime approach, and also morphological knowledge and etymological information

- Use a range of approaches to learn and spell irregular words.

### Entitlement

Pupils have access to a range of phonics opportunities that include at FS and KS1:

- Whole class teaching of specific spelling patterns
- Daily discrete phonics teaching
- Using and applying phonics knowledge in reading and writing lessons to consolidate and strengthen skills.

Pupils have access to a range of phonics opportunities that include at KS2:

- Whole class teaching of specific spelling conventions and rules
- Discrete phonics teaching as part of an intervention group where gaps in phonological knowledge have been identified and it is deemed beneficial for children to continue being taught phonics as a reading strategy

### Spelling

All class teachers to follow the NC spelling curriculum for Y2-Y6 using a variety of resources to support such as No-Nonsense Spelling and The Spelling Books. This should follow on from Letters and Sounds phonics teaching in EYFS and Y1. Children should have frequent opportunities to practise and learn statutory words and apply NC14 spelling patterns and rules.

### Grammar

All teachers should plan and teach one discrete grammar lesson per week, as well as continually be teaching and applying age appropriate grammar rules in modelled writing and expecting the same in children's independent work. Teachers have access to 'No Nonsense Grammar' and 'Vocabulary Ninja' to use for planning, which outlines the grammar objectives in more detail and activity suggestions.

### Non-negotiables

At Churchfields, we expect children to apply what they have learnt in writing to all independent work. Clear 'non-negotiables' are on display in all classrooms, and children are expected to know what these are and use them consistently in their writing. These are progressive; building up to Y6 where all previous years' objectives are to be adhered to. This ensures children's writing is consistently of an age appropriate standard.