



English Policy
Cockfield CEVC
Primary School

This policy is intended to provide clear guidance for the delivery of the English curriculum throughout the school and over the three key stages: Foundation Stage, Key Stage 1 and Key Stage 2. It aims to reflect the needs of the children within the school as expressed in the aims of the school and the National Curriculum 2014.

1. Aims

All at Cockfield Primary School recognise the central importance of English, as a subject in its own right, and as the most cohesive area of learning. Gaining and using skills in language not only affects the child's progress in school, but also has a profound influence upon the course of his or her whole life. We aim to develop pupils' abilities within an integrated programme of Speaking & Listening, Reading & Writing. Pupils will be given opportunities to develop their use, knowledge and understanding of spoken and written English within a broad and balanced curriculum, with opportunities to consolidate and reinforce taught literacy skills.

Pupils at Cockfield Primary School will leave Year 6:

- reading and writing with confidence, fluency and understanding, using a range of independent strategies to take responsibility for their own learning including self monitoring and correcting their own errors;
- with a love of reading and a desire to read for enjoyment;
- with an interest in words and their meanings; developing a growing vocabulary in relation to grammatical terminology;
- understanding a range of text types, media types and genres;
- able to write in a variety of styles and forms appropriate to the situation;
- using their developing creativity, imagination, inventiveness and critical awareness;
- having a suitable technical vocabulary to respectfully articulate their responses in any discussion.

2. Promoting high standards

While striving for high standards in English, the following factors will apply:

- Senior Leaders will provide active leadership and set high expectations of achievement for themselves, staff and children;
- the subject leader will have the expertise and the opportunity to provide support and influence direction and practice, where necessary the subject leader will undertake training to achieve this;

- a desire to secure high standards through effective teaching and learning is consistently promoted and pervades the whole school;
- there is a systematic approach to planning, teaching, assessment, monitoring, moderation and review;
- there is a whole-school approach to the professional development of staff within the subject;
- teaching assistants are used effectively to support learning;
- parents/carers are kept informed and are encouraged to support their children's learning;
- Governors are involved in systematic monitoring and evaluation.

3. Teaching and Learning

Non-negotiables for literacy:

- EYFS – 5 phonics sessions a week, 4 new sounds, 1 tricky words.
 - KS1 5 sessions a week – 4 spelling, 1 grammar – No Nonsense programmes to be followed.
 - KS2 - 5 sessions a week of spelling/grammar – 2 spelling/3 grammar or 3 spelling/2 grammar – No Nonsense programmes to be followed.
 - Handwriting taught weekly in KS1/EYFS within whole class spelling sessions, 1:1 or small group sessions and assembly groups.
 - At least 2 recorded guided reading/comprehension tasks in book each week.
 - A longer independent piece of writing as the final piece for a unit of work which has been edited and improved after feedback.
- English is taught through daily lessons, however, where appropriate the class teacher has the discretion to teach in blocks across two sessions and on these occasions English will be taught on alternate days. 5 sessions of English will be taught over a week or 10 over a fortnight (due to variations in class set-up).
 - A variety of teaching and learning styles are used and include visual, auditory and kinaesthetic approaches. As part of 'The Write Stuff' programme, through which English is delivered, children will have high quality writing modelled and scaffolded in sessions leading up to independent writing.
 - Children take part in whole-class, group and individual teaching. Children are assigned weekly talk partners which encourages collaboration, discussion and debate. Peer support and assessment are integral to the talk partner arrangement.
 - Children have the opportunity to experience a wide range of texts and use a range of resources including dictionaries and thesauruses. IT is used in English lessons where it enhances teaching and learning. This will include

the use of the interactive TVs, use of IT programmes and access to the internet.

- English work is often cross-curricular and we encourage children to use and apply their learning in all areas of the curriculum.
- In English lessons, whole class learning objectives are taken from the National Curriculum document with reference to the expected progression across year groups. Tasks are differentiated according to need and success criteria gathered using children's input.
- We use teaching assistants to support some children and to enable work to be matched to the needs of individuals.

4. English curriculum planning

- English is a core subject in the National Curriculum and we use this document as the basis for the implementation of the statutory requirements of the programme of study for English.
- We have adopted 'The Write Stuff' as the model for our teaching of writing and we use this to deliver the objectives of the National Curriculum.
- Staff start by looking at the needs of the children and then use a central book, text or film to base the planned unit around. At times these may be the units of work available through the Write Stuff website, adapted for the needs of our learners.
- The write stuff looks at writing in 3 parts – the FANTASTICS, the BOOMTASTICS and the GRAMMARISTICS.
The FANTASTICS are the 9 lenses through which the reader can look at the story, or through which the main characters can share their story. Noticing, feeling, action, speech etc can be grouped into positive or negative sentences based on the needs of the story at each plot point. (see appendix)
- The BOOMTASTICS are the writerly skills that draw a reader in and get them hooked – alliteration, repetition, onomatopoeia, personification, metaphor, simile (see appendix)
- The GRAMMARISTICS focuses on the punctuation and sentence structure skills that are vital for the developing writer (see appendix)
- Curriculum planning is in three phases – long-term (year), medium-term (unit) and short-term (daily lessons). The new National Curriculum gives a detailed account of the long-term plan. Our medium-term plans give details of the main teaching objectives for each unit of work across the terms. This is in the form of a half-termly planner which outlines to text or writing prompt for the half term and the planned objectives for each week. Short term planning is in the form of weekly plans written by the class teacher which show objectives and differentiated activities for groups of children.
- Planning is the responsibility of the class teacher who regularly shares these with the Head Teacher and Subject Leader. Half termly planners are reviewed by the subject leader and advice or support is offered to improve and develop these where needed.
- Foundation Stage and Key Stage 1 undertake a daily phonics session using Storytime Phonics. Later Year 2 and Key Stage 2 undertake discrete grammar and spelling sessions using No Nonsense Spelling and Grammar, also on a daily basis. Year 1 also undertake No Nonsense Grammar sessions. All classes

undertake regular guided reading sessions. See the reading policy for further details on reading within school.

5. The Foundation Stage

Children will have the opportunity to access a range of activities to develop their literacy skills. These will include targeted fine motor activities to establish a secure pencil grip, writing opportunities across the areas of learning, access to a high quality print rich environment, time to share books both individually and as part of a group and direct teaching of phonics. They also have planned literacy activities to develop the skills of letter formation, sounding out for spelling and understanding the basic features of a sentence. This learning will take place individually, in small groups or as part of a whole class theme. Children will be encouraged to use these skills across the different areas of learning.

6. Contribution of English to teaching in other curriculum areas

- The skills that children develop in English are linked to, and applied in, every subject of our curriculum.
- The children's skills in reading, writing, speaking and listening enable them to communicate and express themselves in all areas of their work in school.

6.1 Mathematics

English contributes significantly to the teaching of mathematics. Children in the Foundation Stage develop their understanding of number, pattern, shape and space by talking about these areas with adults and other children. Children in Key Stage 1 meet stories and rhymes that rely on counting and sequencing. Children in Key Stage 2 are encouraged to read and interpret problems in order to identify the mathematics involved. They explain and present their work to others during plenary sessions and they communicate mathematically through the developing use of precise mathematical language.

6.2 Computing

- The use of computing technology enables children to use and apply their developing skills in English in a variety of ways. All children use ICT as a source of information and as a way of enabling them to present their completed work effectively. Younger children have access to 2Simple Software to support aspects of English. Older children will develop their use of a variety of programs such as Microsoft Word, PowerPoint and Publisher. Children use the planning and proofing tools in a word processor when checking their draft work. We encourage all children to use ICT as an independent resource for learning.

6.3 Spiritual, moral, social and cultural development

- English contributes to the spiritual, moral, social and cultural development of our children. An appreciation of a range of texts brings them into contact with their own literary heritage and texts from other cultures. Children work together and have the opportunity to discuss their ideas, thoughts and feelings.

6.4 Special Educational Needs

- Regular assessment allows teachers to consider the progress and attainment of each child. In light of this assessment teachers provide a range of suitable learning challenges which are tailored to meet individual needs and which enable all pupils to make progress.
- Children whose progress falls significantly outside the expected range may have special educational needs. At school support level children will have specific targets within their Learning Plans which are addressed through intervention and targeted support. Children who have an Education, Health and Care Plan will be supported in line with that plan.
- Children who are targeted for small group support but come outside of the school support category may take part in booster groups.

6.4 High Achievers, Gifted and Talented

- High achievers, gifted and talented children are provided with differentiated and challenging tasks in line with their learning needs. Within 'The Write Stuff' this is highlighted as 'Deepen the Moment', where children are encouraged to continue using the writerly skills introduced in the session to continue adding detail about the plot point they are working on.

7. Assessment and Recording

- Teachers assess children's work in English throughout the year. Formative assessment is ongoing and summative assessment takes place at the end of each half term. Assessment outcomes are entered onto the school Target Tracker system and form the basis of half-termly pupil progress meetings. Information about children's attainment and progress is shared at parents' evenings and via the child's annual report. The information is also shared with the child's next teacher at the end of the summer term.
- At the end of each half term, writing is assessed using the progress in writing grids produced by the training space, writers of 'The Write Stuff' programme.
- Summative reading tests: EYFS and Year 1 children undertake termly phonics checks to identify sounds they need to revise. KS1 and 2 children complete a termly PIRA test. Rising stars and Past SATs paper are also used to identify gaps in learning and inform future planning.
- Year 2 and KS2 children complete a half-termly Rising Stars Spelling, Punctuation and Grammar test.
- Children are regularly tested on spellings within the spelling and grammar sessions on the words that are common exception words or words using the spelling patterns they have been taught.

- Summative grammar test – Year 2 and KS2 children take part in a half-termly Rising Stars Spelling, Punctuation and Grammar test.
- Summative phonics assessment – Foundation Stage and KS1 children complete a termly phonics progress check.
- Year 2 and Year 6 take part in Standard Assessment Tasks (SATs) in the summer term. Year 1 take part in a phonics screening test in the summer term.

8. Resources

- There is a range of resources to support the teaching of English across the school. All classrooms have dictionaries and a range of other support materials. Each classroom has a range of fiction and non-fiction texts and access to levelled individual reading books and guiding reading sets.
- The library contains a wide selection of books to support children’s individual research skills across the full range of curriculum areas. (See additional list in Literacy leader’s folder of reading resources available)
- In writing children have access to displays and supporting resources for the ‘Fantastics’ of the Write Stuff programme (see appendix). They may also use word mats, spelling mats and/or dictionaries.

9. Monitoring and review

- Monitoring of the standards of the children’s work and of the quality of teaching in English is the responsibility of the English subject leader. The work of the subject leader also involves supporting colleagues in the teaching of English, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The subject leader has leadership and management time in order to enable them to review samples of the children’s work and undertake lesson observations and drop-ins of English teaching across the school. The named governor responsible for English meets termly with the subject leader in order to review progress against the English Action Plan and School Development Plan.

Signed _____ Headteacher,

Signed _____ Chair of Governors

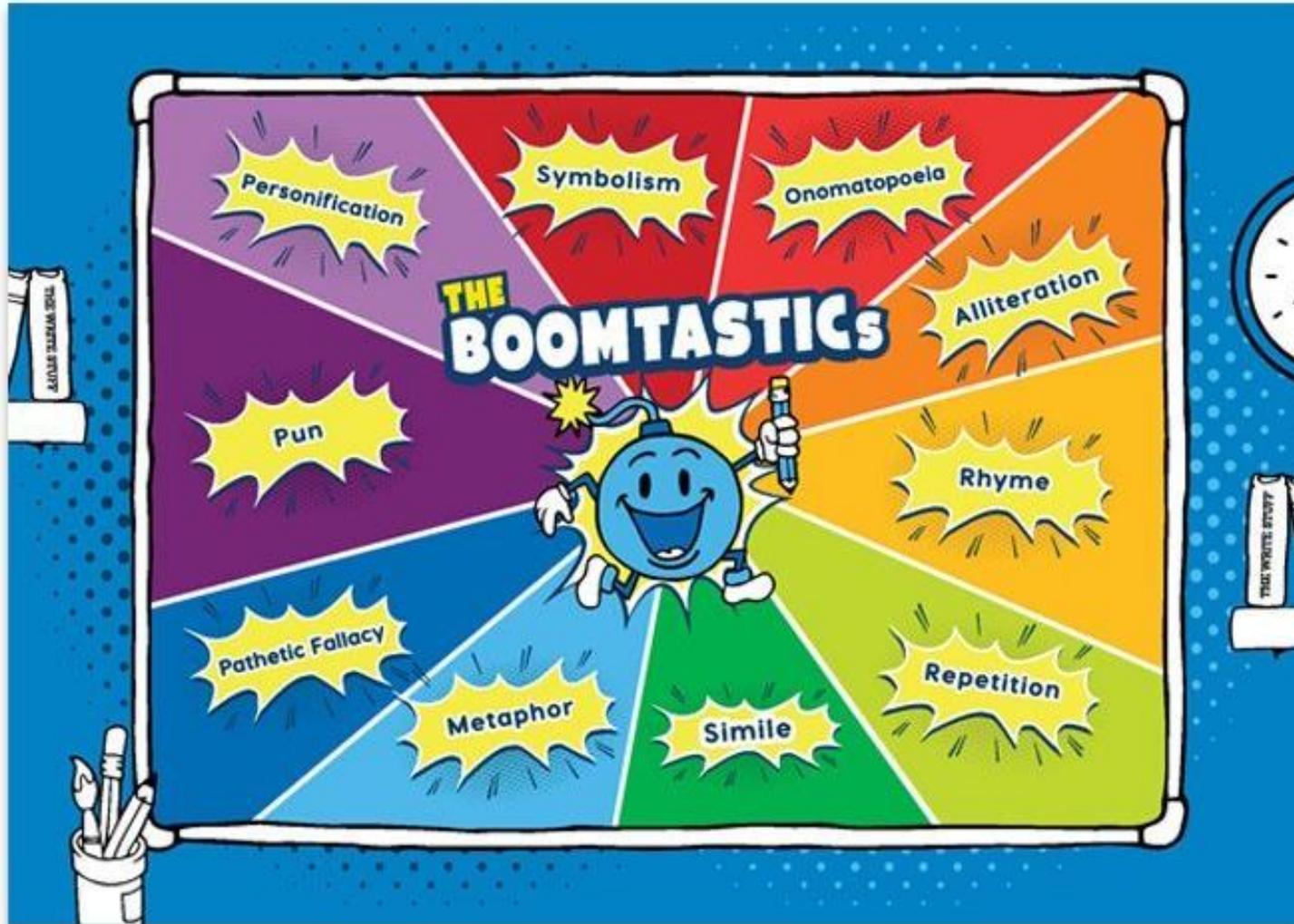
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The FANTASTICS – the 9 lenses used in sentence writing



The BOOMTASTICS – writely techniques to hook the reader in



The GRAMMARISTICS – the basics of punctuation and sentence structure

THE GRAMMARISTICS

Basics Determiners	Adverbs/Adverbial Phrases How?	Contracted Forms Apostrophe to mark contracted forms
Complex Sentences Adverb (ly) and verb	Purpose Preise verb	Basics Use pronouns to avoid repetition within sentences and across sentences
Adverbs/Adverbial Phrases Where? (prepositional)	Punctuation Speech starter	Complex Sentences Subordinating conjunction at the beginning (when, whilst, despite)
Basics Modal Verbs Modal verbs showing certainty: will, can	Purpose Subjunctive form	Basics Modal Verbs Modal verbs showing possibility: could, might
Adverbs/Adverbial Phrases Fronted adverbial	Complex Sentences Relative clause	Punctuation Dash to mark independent clauses
Passive or Active Voice Passive Voice	Basics Use conjunctions to show time, place or cause	Purpose Present and past progressive verbs to imply actions in progress
Adverbs/Adverbial Phrases Include three: 'where?', 'when?', 'how?'	Dialogue Inverted commas to punctuate direct speech	Adverbs/Adverbial Phrases When? (prepositional)
Complex Sentences 'ed' verb start	Punctuation Question	Complex Sentences Subordinating conjunction after main clause (that, if, because)
Punctuation Semi-colon Use a semi-colon to separate clauses	Complex Sentences 'ing' verb start	Punctuation Brackets for parenthesis

KS2

GRAMMAR					STRUCTURE AND STYLE				
A	B	C	D	P	P	P	P	P	P
Adverbs and Adverbial Phrases	Basics	Complex Sentences	Dialogue and Contracted Forms	Purpose	Paragraphs	Passive or Active Voice	Past and Present Tense	Punctuation	Punctuation
Elastics • How? • Carefully • Where? • When? • How often? • How often? • Why? • obviously	Nouns Proper Noun Verbs Irregular verbs Adjectives Prepositions Determiners Phrases Conjunctions	Subordinating Clauses 'ing' and 'ly' • 'ed' ending verbs as main clauses • 'ing' ending verbs as main clauses • 'ing' ending verbs as relative clauses • 'ing' ending verbs as adverbial clauses • 'ing' ending verbs as object clauses • 'ing' ending verbs as subject clauses • 'ing' ending verbs as complement clauses • 'ing' ending verbs as appositive clauses • 'ing' ending verbs as relative clauses • 'ing' ending verbs as object clauses • 'ing' ending verbs as subject clauses • 'ing' ending verbs as complement clauses • 'ing' ending verbs as appositive clauses	The speaker's original words in inverted commas to mark beginning and end of speech • direct - 'the story is...' • indirect - 'she said...' • mixed - 'she said...'	Engagement Devices • Questions • Lists • Impact Link Structure • Headings • Sub-headings • Text spaces	Change of • time • place • event • person Block Method • cohesion within paragraphs • linking phrases, clauses, sentences	Active Subject + verb + rest of clause e.g. Charlie broke the window. Passive Verb acts on subject e.g. The window was broken.	Verbs Consistent use of present tense vs. past tense Identify verb tenses Past progressive e.g. was doing Present perfect e.g. has wanted	All punctuation types e.g. • inverted commas • possessive apostrophe • contractions • semi-colon, colon, dash • bullet points • hyphens	All punctuation types e.g. • inverted commas • possessive apostrophe • contractions • semi-colon, colon, dash • bullet points • hyphens
F	A	N	T	A	S	T	I	C	C
Feeling	Asking	Noticing	Touching	Action	Smelling	Tasting	Imagining	Checking	Checking