

# Grange Primary School



# English Policy

## September 2021

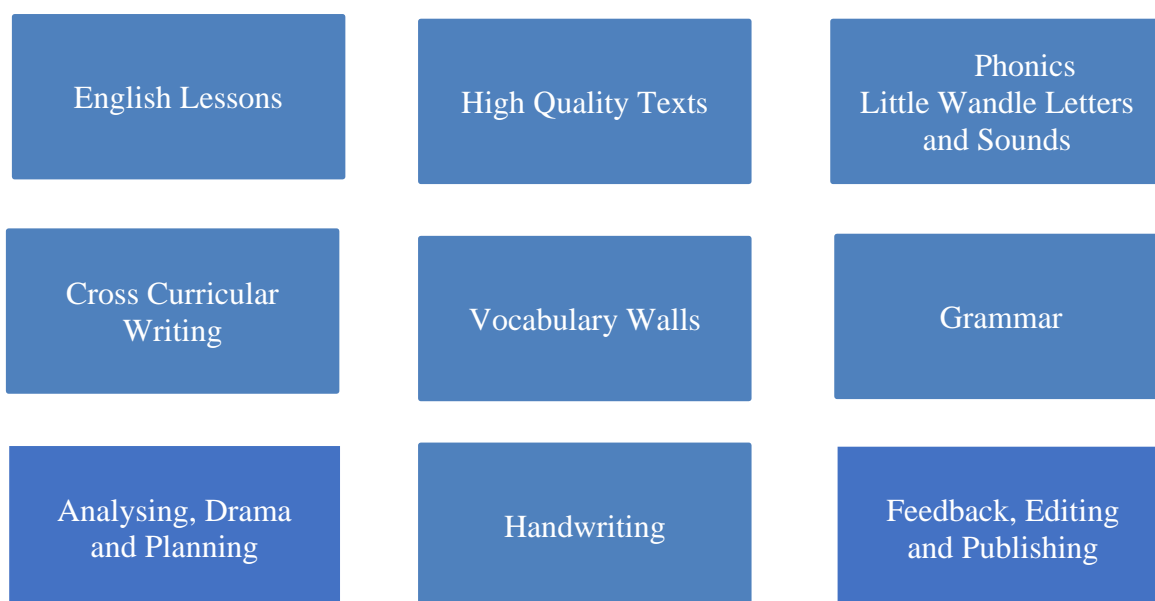
*Belong Believe Achieve*

At Grange we encourage our pupils to become lifelong learners. We want to give children an education of the highest standard, we aim for excellence in all our school activities and encourage all pupils, whatever their ability to achieve the best they possibly can. We believe that providing pupils with a well-balanced, enriching and engaging English Curriculum will aid them in developing into self-assured communicators. This policy outlines our intent and approach to teaching Writing to ensure consistency throughout the school. It is used alongside the reading policy to enable all pupils to become confident speakers, readers, listeners and writers, preparing them for life beyond Grange.

## 1. English Curriculum Intent

Writing is a crucial part of our curriculum at Grange and aims to lay a foundation for success across all curriculum areas. Through our diverse writing curriculum, we hope to develop in children a broad vocabulary, a keen imagination and the confidence to express their thoughts and ideas clearly and creatively in a range of writing genres. We strive to have a curriculum which is reflective of the diversity of our community and the wider world, in which all children feel seen and valued. By the end of Key Stage 2, we intend to equip our children with essential skills of spelling, punctuation and grammar, which are key to success in secondary school and beyond. We place a huge emphasis on editing and improving writing, with the aim of developing reflective and ambitious writers who have the skills to unlock their own potential. Above all, we hope all children leave us with a love of writing and pride in the skills they have acquired.

## 2. Writing Curriculum Implementation



The nine key elements above underpin the teaching and learning of Writing at Grange. The teaching and learning in each aspect work together to form the implementation of our Writing curriculum as a whole. This approach not only ensures that every child is able to write by the end of KS1, but also promotes engagement and creates a celebratory writing culture within our school. The importance of our children reading for pleasure underpins the success of our delivery of the English Curriculum.

Grange teaches an English curriculum based on the National Curriculum for primary schools. However, as with everything at Grange, we have worked hard to develop our own curriculum intent and approach for teaching this important subject.

At Grange we believe that every child has the ability to enjoy English and the language/skills that go with it. Our approach to writing ensures progression of skills across the school. We provide meaningful experiences using the contexts inspired by quality texts and inspire children to write through exciting shared experiences. We model high standards of writing and spoken English.

### 3. English Lessons

Reading is an integral part of our daily English lessons in all year groups. High Quality Texts lie at the heart of all exploration and units of work. These are chosen by teaching staff to best meet the needs and interest of their classes. We use the Literacy Tree’s planning sequences to support both planning and choice of text; however, books do not always need to be chosen from here. Immersion in a text is a key component to our approach to English lessons at Grange, and Early Years and KS1 often use storytelling within units of work based on Traditional Tales.

Reading, Writing and Spoken Language ARE (Age related Expectations) statements are used, sequenced and planned into every unit of work. Complete coverage of all ARE statements is ensured through our sequential approach to Medium Term Planning.

In turn, assessments are made using ARE folders (Southwark STAR) and against planned and sequenced learning objectives rooted in the National Curriculum.

All year groups use the flow diagram below for planning, delivery and assessment in their approach to English lessons.

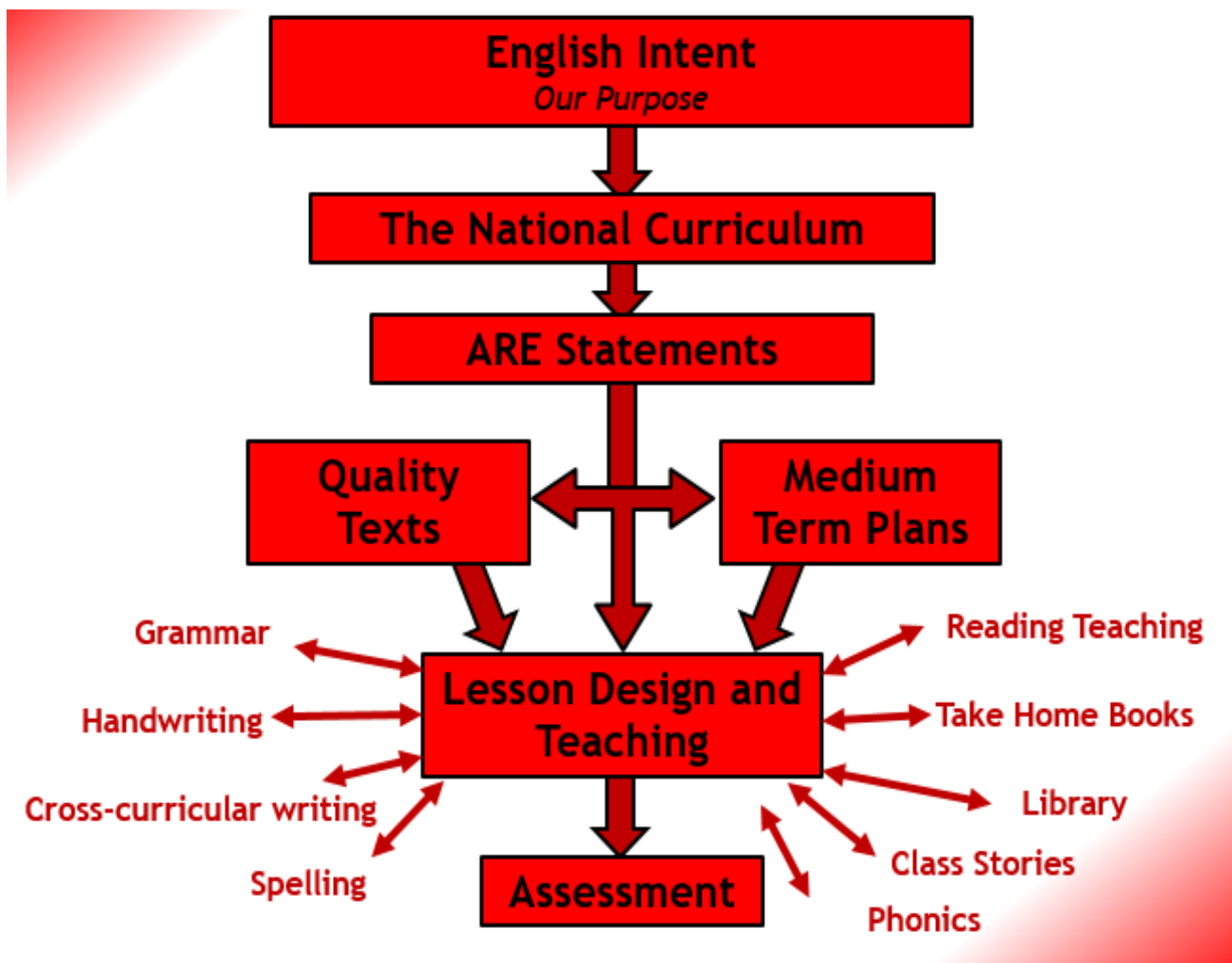


Fig 1- English Planning Flowchart

#### 4. Lesson Design

Every child is taught 5 whole class literacy lessons each week. Our Writing lessons begin with ARE (Age Related Expectations) and use high quality texts, such as those from The Literacy Tree, to provide a structured approach as well as challenge and enthuse children. Teachers choose books which will engage the children as well as have a rich vocabulary on which to draw from. All children are taught using fiction, non-fiction and poetry. The Literacy Tree is used as a support to teachers which they adapt.

Some lessons begin with a grammar focus which links to the main part of the lesson whereas others intertwine grammar into the teaching of Writing. However, if teachers feel children need extra input on specific grammar terms, they are taught as standalone lessons.

Teachers model writing, and carry out shared writes to enable the children to apply their skills independently. Drama and practical strategies, such as 'Conscience Alley', are used within lessons to improve speaking and listening and build confidence and self-esteem. Children are encouraged to share and read their work to the class and children give feedback to one another. Teachers use Age Related Expectations which help them to plan and assess lessons and to ensure there is no overlap between year groups. Texts are mapped out by year group to ensure the children have access to a variety of books and a progression of skills. However, teachers can also change the books they are going to cover if they feel necessary.

#### **Modelled and Shared Writing**

Shared writing is a whole class activity where the teacher models the writing of the text. In shared writing, the pupils will contribute to the text by suggesting words or sentences to be used. The teacher demonstrates how to write and explains decisions. S/he will model thinking, rehearsing sentences, writing and re-reading constantly generating words and ideas. Across the key stages, teachers will focus on the purpose, audience, level of formality, structure and organisation of the text. A particular aspect of word or sentence level work provides an additional focus depending on the objectives and targets being worked on at that time. There should also be a grammar focus within these sessions where explicit grammar teaching can take place. Modelled writing is where the teacher has no input or ideas from the class to demonstrate the writing process. They will write at a level above what is expected of the children. Modelled and Shared writing are not exclusive to English sessions and can be taught within Foundation subjects.

#### **Cross Curricular Writing Opportunities**

Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practise, apply and transfer the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum and vice versa. Links between lessons makes learning more meaningful and enjoyable for the children. It can also foster a greater understanding of the topic and the related vocabulary. One piece of extended writing is expected to be produced for each Foundation and Science unit.

Texts are analysed by the children to understand the features of each text type. Children then work with the teacher to come up with success criteria for longer independent pieces of writing which includes grammar. This allows the children to have more ownership over their writing and helps them to remember the grammatical elements which they need to include.

#### **Feedback**

Once the children have composed their writing, feedback lessons are planned in so children have time to get whole class and individual feedback on their work. They are given the chance to read their work out loud to the class. Once the children have had their feedback they are given time to

edit their work using purple pens which is an important yet difficult skill to master. Work is also published to allow children to bring all the elements of writing together e.g. grammar, spelling, composition and handwriting.

Handwriting is important at Grange - children are taught to join from Year 2 and by year 6 are able to choose a fluent, legible script suitable for them. See handwriting policy.

## **Vocabulary**

Reading is also incorporated into lessons as Reading and Writing go hand in hand. Each class has a Vocabulary Wall Display with a word of the week on. High quality language is picked out by the teachers and children from class texts as well as books they are reading for pleasure and added to the wall. Teachers write the vocabulary using coloured sentence strips to ensure they are modelling the correct handwriting. During English Lessons vocabulary is introduced to children which they will come across in the class text at the beginning of the lesson to aid comprehension. The teachers then expect to see this vocabulary being used in the children's writing. Teachers also have Audiobooks which children can listen to during lessons such as handwriting and Art to extend children's vocabulary.

## **Spoken Language**

At Grange, oracy has a central place in our curriculum, reflecting the vital importance of spoken language in our pupils' development. Pupils are supported to speak in Standard English at all times whilst at school. There are opportunities to talk throughout the curriculum as this is recognised as being a key way in which pupils develop their learning. Pupils are supported to talk about their ideas, helping to consolidate their learning. In addition to making formal presentations and participating in debates, pupils are challenged to elaborate and explain clearly their understanding and ideas.

To develop as effective writers, pupils are taught to:

- Extend and develop as writers throughout their time in school, drawing on new vocabulary and grammar in their writing.
- Develop the skill of generating ideas and words.
- Read a variety of texts for purpose and pleasure, accurately, fluently and with understanding.
- Talk about their ideas and writing before committing to paper.
- Understand the variety of written language, and the differences between fiction and non-fiction.
- Improve their abilities to read, analyse and evaluate a wide range of texts.
- Plan, practice, make mistakes, edit and improve their writing.
- Play with and experiment with vocabulary and language structure.
- Use strategies to aid spelling
- Use fluid and legible handwriting.

## **5. Phonics Meetings - Letters and Sounds**

At Grange we use Little Wandle Letters and Sounds Revised 2021 to deliver phonics and early reading.

This programme overview shows the progression of GPCs and tricky words that we teach term-by-term. The progression has been organised so that children are taught from the simple to more complex GPCs, as well as taking into account the frequency of their occurrence in the most

commonly encountered words. All the graphemes taught are practised in words, sentences, and later on, in fully decodable books. Children review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long term memory.

Children need to learn to read as quickly as reasonably possible, so they can move from learning to read, to reading to learn, giving them access to the treasure house of reading. Our expectations of progression are aspirational yet achievable if schools maintain pace, practice and participation by all children. Children who are not keeping-up with their peers should be given additional practice immediately through keep-up sessions.

## Reception

Autumn 1 Phase 2 graphemes	New tricky words
s a t p i n m d g o c k c k e u r h b j l	is I the

Autumn 2 Phase 2 graphemes	New tricky words
ff ll ss j v w x y z zz qu ch sh th ng nk <ul style="list-style-type: none"> <li>• words with –s /s/ added at the end (hats sits)</li> <li>• words ending –s /z/ (his) and with –s /z/ added at the end (bags)</li> </ul>	put* pull* full* as and has his her go no to into she push* he of we me be

\*The tricky words ‘put’, ‘pull’, ‘full’ and ‘push’ may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Spring 1 Phase 3 graphemes	New tricky words
ai ee igh oa oo oo ar or ur ow oi ear air er <ul style="list-style-type: none"> <li>• words with double letters</li> <li>• longer words</li> </ul>	was you they my by all are sure pure

Spring 2 Phase 3 graphemes	No new tricky words
Review Phase 3 <ul style="list-style-type: none"> <li>• longer words, including those with double letters</li> <li>• words with –s /z/ in the middle</li> <li>• words with –es /z/ at the end</li> <li>• words with –s /s/ and /z/ at the end</li> </ul>	Review all taught so far

Summer 1 Phase 4	New tricky words
Short vowels with adjacent consonants <ul style="list-style-type: none"> <li>• CVCC CCVC CCVCC CCCVC CCCVCC</li> <li>• longer words and compound words</li> <li>• words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –est</li> </ul>	said so have like some come love do were here little says there when what one out today

Summer 2 Phase 4 graphemes	No new tricky words
Phase 3 long vowel graphemes with adjacent consonants <ul style="list-style-type: none"> <li>• CVCC CCVC CCCVC CCV CCVCC</li> <li>• words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est</li> <li>• longer words and compound words</li> </ul>	Review all taught so far

## Year 1

Autumn 1	Review tricky words Phases 2–4
Review Phase 3 and 4 <b>Phase 5</b> /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each	Phases 2–4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today

\*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Autumn 2 Phase 5 graphemes	New tricky words
/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw	their people oh your Mr Mrs Ms ask* could would should our house mouse water want

\*The tricky word 'ask' may not be tricky in some regional pronunciations; in which case, it should not be treated as such.

Spring 1 Phase 5 graphemes	New tricky words
/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /oo/ ui ou fruit soup	any many again who whole where two school call different thought through friend work



Spring 2 Phase 5 graphemes	New tricky words
/ur/ or word /oo/ u oul awful could /air/ are share /or/ au aur oor al author dinosaur floor walk /ch/ tch ture match adventure /ar/ al a half* father* /or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze freeze schwa at the end of words: actor	once laugh because eye

\*The tricky words 'half' and 'father' may not be pronounced as this in some regional pronunciations; in which case, they should not be treated as such.

### Summer 1: Phonics screening check review – no new GPCs or tricky words

Summer 2 Phase 5 graphemes	New tricky words
/ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more	busy beautiful pretty hour move improve parents shoe

## 6. Spelling

At Grange, our pupils follow a system of synthetic phonics, based on Little Wandle's Letters and Sounds Revised. This is in place throughout the EYFS and KS1. Word-reading is assessed through continuous teacher assessment along with robust assessments at the end of each phase, and validated by the phonics check in Year 1. A rigorous intervention plan ensures children who struggle with word-reading and letter writing receive further support if necessary.

Our approach to spelling starts with consistency from the Early Years. Teachers base spelling lessons around Little Wandle's Letters and Sounds Revised (EYFS and KS1) and Spelling Seeds (KS2) and teach spelling rules through games, investigations and hands on strategies. Spelling across the school builds on the patterns children learn earlier in the school, both for phonetically plausible words and common exception words.

This creative approach allows for children to become familiar with patterns, rules and spellings while able to enjoy the process. This should always be linked to creative writing. Spelling patterns are constantly reinforced through high quality texts and reading opportunities. We believe that the reader makes the writer.

## 7. Impact / Assessments



All assessments made in Writing are in line with either the Development Matters statements within the Statutory Guidance for the Early Years Foundation Stage or National Standard statements for Writing found in the National Curriculum. ARE Folders and exemplifications are used to make consistent and robust assessments. Tracking of Writing is completed on the Whole School Tracking Documents by each class teacher, three times a year. Within this tracking system, the phase in phonics and test scores for Grammar, Punctuation and Spelling are recorded. Reading book band levels are also recorded. This data is analysed as part of the regular Pupil Progress Meetings that are held and actions are put in place for individual children.

Summative assessment is made in an ongoing manner on a daily basis by the class teachers through writing. Formative assessments are taken at the end of each Phase in Phonics from Reception to Year 2. Tests are sat in Grammar and Spelling at the end of the year by children in Years 3 - 5. Statutory Assessment Tests in Year 2 and 6 provide data that enables the impact of the overall grammar and spelling curriculum to be evaluated. Year 2 and 6 attend external moderation within Southwark and all year groups moderate across phases, along with the Writing Lead. The Lead Teacher also runs moderation with Cluster Schools. Years 1, 3, 4 and 5 have packs of exemplification work to aid their judgements of their own children's writing.

The impact is measured both in attainment and attitudes towards Writing. Data is scrutinised and actions put in place to ensure maximum progress for every child. Our desired impact is embodying the English Curriculum intent statement.

## **8. Accountability and Subject Leadership**

The Writing Lead is responsible for monitoring planning on a termly basis. Teachers will receive feedback and support where necessary to develop their practice. The Writing Lead is responsible for developing and championing their subject and should be approachable as a source of support for planning and teaching. Lead teachers will be responsible for modelling teaching across year groups, team teaching with teachers in their own year groups, and monitoring teachers' practice. Book looks will also be carried out to ensure progress is being made and targeted interventions put in place. Discussions will be had throughout the year with the Curriculum Leader.