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# Marlborough St Mary's CE Primary School



MARLBOROUGH  
**ST MARY'S**  
PRIMARY SCHOOL

## English Policy

*Together we believe, learn and achieve*

# Marlborough St Mary's CE Primary School

## English Policy

This document should be read in conjunction with the following policies and documents:

- National Curriculum for English
- Early Years Framework
- Read Write Inc Phonics (Ruth Miskin)
- Teaching and Learning Policy
- Assessment Policy

### **Organisation of the English Curriculum:**

English is a core subject within the National Curriculum and forms an integral part of the whole curriculum for EYFS, Key Stage 1 and Key Stage 2. The teaching of English is guided by the National Curriculum document, which sets out the key objectives for Reception through to Year 6 to enable pupils become fully literate. English is taught within daily focus lessons and developed further across the whole curriculum.

### **Curriculum Intent Statement:**

Marlborough St Mary's' engaging, active curriculum is inclusive and experiential. We enrich children's learning through practical, cross-curricular activities, which build curiosity and resilience.

In a caring, inclusive environment, based on Christian values, we foster creativity, imagination and a love of learning that will build self-sufficiency and develop children's independence to become life-long learners.

Our curriculum is challenging, sequential and aspirational for all, building knowledge and skills while linking to real life experiences, preparing our pupils to take their place as global citizens.

### **Planning:**

The sharing of expertise is important. Where possible, English is planned in teams and there is a common format for weekly English plans. These plans are always saved to a planning file on the shared drive with paper copies kept in a file in the classroom and annotated after each session – including assessment for learning notes.

### **Statement for Equal Opportunities:**

At Marlborough St Mary's we aim to nurture and develop a life-long enjoyment of all aspects of English with all the children in our care, irrespective of their background and attainment.

### **Mastery:**

Mastery is taken as a child who is secure in all areas without exception and is able to apply these in a large range of contexts fluently, habitually and confidently.

### **Parental Support:**

We value the impact parental support has on children's progress and attainment in all aspects of English. 'Meet the Teacher' meetings in autumn inform parents how they can support their children's development in all areas.

# Writing

## **Rationale:**

Writing effectively is a crucial skill that children need to develop throughout their education. As a school, we believe that enjoyment of writing across the whole curriculum is a key element to ensuring the development of the skills and knowledge that will enable them to communicate clearly and creatively with the world around them.

## **Overall Aims:**

In order to encourage all children to see themselves as writers, as a school we will:

- expose all children to a range of high quality examples of writing by sharing a wide range of written texts
- provide a diverse range of opportunities to enable children to develop their own writing style, including both formal and informal genres
- ensure children experience success and enjoyment through providing regular opportunities to share their writing with a range of audiences
- hold regular events celebrating writing - such as: participation in the Marlborough Literature Festival; internal, local and national writing competitions; writing buddies and visits by authors.

## **How this looks in practice:**

Children are taught a variety of different text forms: lists, letters, recounts, stories, explanations, reports etc... building up to being able to manipulate these styles within hybrid texts. These text forms will be guided by the National Curriculum objectives for each year group and where appropriate will be linked to other areas of the curriculum and the topic for the term.

## **How we Teach Writing at Marlborough St Mary's:**

Our writing plans are developed using the Marlborough St Mary's progression documents for writing which include all objectives from 2014 National Curriculum. These skills are integrated along with reading, speaking, and listening in all areas of the curriculum. Teaching and learning will involve high quality texts to challenge, enthuse and engage children. Each unit will incorporate aspects such as:

- familiarisation of the text type through reading
- identification of structure and language features
- specific targeted punctuation and grammar lessons
- speaking and listening / drama opportunities
- modelled writing
- shared writing
- supported composition / learning partners work
- guided writing
- independent writing

The progression of teaching writing will include immersion, development of specific skills, planning, drafting, assessing and editing.

## **Immersion:**

This stage involves exploring and enjoying a range of high quality examples of the text form at an appropriate level. During these sessions children will identify the key features, structure and language used in these text forms.

**Development of Skills:**

This stage involves focussed attention to specific aspects of the text form and will provide opportunities for the children to practise their skills – including grammar and punctuation - in order to enhance their writing.

**Speaking and Listening / Drama:**

This runs throughout the entire unit and involves children undertaking a range of activities such as: sharing opinions; asking questions; undertaking role play; discussing ideas; conscience corridor; hot-seating; interviewing; debating; presenting and regular oral rehearsal of ideas as well as additional Talk for Writing techniques.

**Punctuation and Grammar:**

These targeted sessions will focus on the specific punctuation and grammar techniques for the year group and how they relate to the text form being developed. These sessions will take place every week.

**Modelled Writing:**

The teacher talks aloud – sharing the thought processes as a writer. They have complete control over the writing and make explicit the structure, language features, spelling and punctuation of the text form as appropriate.

**Shared Writing:**

This is a collaborative approach; pupils contribute their ideas and thoughts and the teacher selects the most appropriate. The teacher gives reasons for the selections they use.

**Supported Composition / Learning Partners Work:**

The children work in pairs to provide the next word, phrase, sentence or paragraph of the text. This may follow from either the modelled or the shared writing process.

**Guided Writing:**

Pupils are grouped by writing ability according to their specific writing target for that text form and are supported by an adult. The task is carefully selected to provide an appropriate level of challenge and will focus on a particular aspect of the writing process as opposed to writing a complete piece. Tasks may include the processes of planning, drafting and editing writing.

**Independent Writing:**

All children are given opportunities to apply their understanding of the text form in their own writing. This is vitally important if children are to develop their skills as writers within different genres.

**Assessment in Writing:**

Assessment for Learning strategies are used daily by teachers to assess progress, achievement and attainment and set next step targets for all pupils as appropriate. Children are given sufficient time and opportunity to respond to their verbal and written feedback and incorporate their next steps or targets into their next piece of writing.

Sometimes peer assessment of an individual piece of work may be done in collaboration with a class under the visualiser where they are encouraged to identify successes and next steps.

One independent piece of writing is completed each term for teachers' ongoing assessment of their pupils and overall achievement, attainment and progress will be recorded at key points in the year. These assessments will utilise evidence from a range of sources including: short paragraph activities; longer independent writing activities; Spelling, Punctuation and Grammar lessons and writing from across all curriculum areas. We use the writing expectation frameworks for each year group to assess whether a child is working towards their expected standard, working at the expected national standard or working at greater depth within it. Teachers will ensure that a skill is evidenced accurately on a number of occasions before identifying that skill's National Curriculum objective as Secure or Mastered.

## **Speaking and Listening**

### **Overall Aims:**

As a school we will:

- encourage all children to become willing, clear speakers and active, thoughtful listeners
- provide a diverse range of opportunities to enable children to develop appropriate speaking skills for a variety of situations – both formal and informal
- ensure children's contributions are valued by their peers and adults
- enhance their thinking and learning skills

### **How we Teach Speaking and Listening Skills at Marlborough St Mary's:**

Teaching and learning will involve utilising every opportunity to challenge, enthuse and engage children and give them the opportunity to develop their speaking and listening skills. Skills will be taught both explicitly and incidentally throughout all English lessons and across the whole curriculum. At all times, both in lessons and break times, children will be encouraged to speak in complete sentences.

Contexts in which speaking and listening occurs will be varied in terms of:

- Audience eg: child/child; child/adult; group; whole class; assembly; performances
- Strategies eg: role play; drama; discussion games; reasoning; explanations etc.
- Purpose eg: communicating; clarifying; questioning; solving problems etc.

Speaking and Listening will be promoted through activities including:

- Role play and drama
- Sharing news / ideas
- Story telling / re-telling / reporting
- Reading aloud
- Questioning and Enquiring
- Group interaction / Collaborative group work
- Reflective work
- Clarification and explaining
- Assembly and concert performances

### **Assessment in Speaking and Listening:**

Assessment for Learning strategies are used daily by teachers to assess progress, achievement and attainment and set next step targets for all pupils as appropriate.

Overall achievement, attainment and progress will be recorded on to SIMs tracker at key points in the year. These assessments will utilise evidence from a range of formal and informal speaking and listening activities across the entire curriculum.

Teachers will ensure that a skill is evidenced accurately on a number of occasions before identifying that skill's National Curriculum objective as Secure or Mastered.

## **Reading**

### **Rationale:**

Reading for pleasure is the most important facet of teaching children to read. Reading is a skill and, as a school, we believe that reading for pleasure is one of the most life-affirming elements of the human condition. Success in reading is the key to independent learning and has a direct effect on progress in the wider curriculum.

### **Overall Aims:**

As a school, we will:

- expose all children to a range of high quality texts by sharing stories aloud
- provide a diverse range of books to enable children to develop their own reading tastes, from humour and sci-fi to mystery and historical fiction
- ensure children experience success and enjoyment through providing regular opportunities to read and re-read known and loved favourite books
- include class book corners which are well stocked and inviting
- carefully level books in order to develop stamina and fluency
- hold regular events celebrating storytelling and books - such as: World Book Day, Book Fayres, Theatre trips, visits by authors, Book clubs, Book reviews published in school newsletters, Reading buddies, Summer Reading Challenge
- provide a vibrant library with regularly updated stock
- regularly update a list of recommended books to be made available to all children and families.

### **How this looks in practice:**

Children are encouraged to read independently from a range of genres. Records of these books are kept and monitored to ensure that they have accessed a wide variety of reading experiences. Additionally each class shares a class story and often these books will be linked to a cross-curricular theme –e.g. diaries by Egyptians, wartime stories and stories about the Vikings. Texts and key authors will be selected to accompany our curriculum.

A common core of Nursery Rhymes and Fairy Tales will be taught across Reception and KS1 including classic versions of some of the following: Cinderella, Snow White, Three Little Pigs, Goldilocks, Three Billy Goats Gruff, Rapunzel, Rumpelstiltskin, Hansel and Gretel, Jack and the Beanstalk, Red Riding Hood, The Enormous Turnip, The Magic Porridge Pot, Stone Soup, Elves and the Shoemaker, The Gingerbread Man.

Picture books are engaging and accessible at different levels across the whole primary range and will be used across all year groups. Some examples include: *Beegu* by Alexis Deacon, *Where the Wild Things Are* by Maurice Sendak, *Tuesday* and *Flotsam* by David Wiesner or *The Journey* by Aaron Becker.

## **How we Teach Reading at Marlborough St Mary's (Y2-6):**

Our reading plans are developed using the Marlborough St Mary's progression documents for reading which include all objectives from 2014 National Curriculum. At Marlborough St Mary's we teach reading through a whole class approach. Underpinning this is our Reading Spine. Each term, the children explore a new topic and for each topic, there is an engaging and high quality text to explore too. The children are introduced to a wide variety of authors and genres, giving them the opportunity to encounter high quality texts with language and ideas that challenge them. Each text is studied in depth alongside quality poetry and non-fiction texts. We teach children the skills that they need to be great readers, give them the knowledge they need in order to understand what they read and provide them with the opportunity to make links across their learning and respond with their views. This is a combination of word reading skills (both phonic decoding and the quick recognition of "tricky words") and comprehension - including retrieving information, summarising, deduction, making inferences and using evidence from the text to justify these. We believe the key to success in teaching reading skills is consistency and rigorously embedding developmentally appropriate skills in the curriculum.

### **Phonics:**

At Marlborough St Mary's we use Read, Write, Inc. Phonics (RWI) for our phonic lessons. In Reception, these lessons start at 20 minutes every morning and once the children know all their Speed Set one sounds and are orally blending they join other children in homogenous groups where the lessons run for 40 minutes. Phonic lessons are timetabled every morning to allow groups to use the RWI teaching stations around the school. Additional TA support is provided to enable small groups for optimal learning. The scheme is well resourced and every member of staff has been fully trained in its delivery. Each lesson follows a rapid, multisensory and participatory pattern.

All children are engaged through a variety of individual, choral and partner activities. Adults are role models; they expertly model correct pronunciation, segmenting and blending skills. There is a strong emphasis on teaching the children the correct terminology- *phoneme, grapheme, digraph, trigraph, split digraph, long vowel/short vowel sound*.

Every child is assessed and placed in the correct RWI group. Groups are fluid and individual progress is monitored regularly. When appropriate, children are given extra support through one to one phonics tutoring. This is focussed on the bottom 20 per cent. This is to ensure children make rapid progress; the maxim is *Keep Up* not *Catch Up*.

RWI provides a systematic approach to teaching phonics and teachers demonstrate fidelity to the scheme within these lessons, however teachers are encouraged to provide a creative environment where phonics is not confined to the daily lesson but is accessed throughout the day. Strategies may include: Fred talk, Fred Fingers, My Turn Your Turn, Special friends and Perfect Partners.

Children are taught tricky words which are referred to as Red words. These words are introduced as part of the phonics lessons and the tricky sound within the word is highlighted. We also teach the saying 'you can't Fred a Red' which refers to the Fred frog character that can only segment

words and not blend them. In Year One the Red words are taught in conjunction with common exception words to ensure maximum exposure.

All teachers ensure their TAs follow the RWI lesson plans to ensure a consolidation of teaching and learning across the key stage. KS1 English planning sheets record the phonemes and High Frequency words being learned each week in every group. These are reinforced in Shared Writing, Shared Reading and Guided Reading sessions. Every opportunity is taken to apply these growing phonic skills in class work.

National milestones expect Speed Set 1 to be mastered in reception Speed Set 2 is also covered in reception and is mastered in Year 1 along with Speed Set 3 in preparation for the Phonic Screening Check.

### **Spelling:**

When ready, children move onto the RWI Spelling Programme which covers Year 2 to Year 6. This includes printed and online teaching resources along with diagnostic assessments.

In Key stage 2 children have spelling lessons every week. Children are given weekly spelling list linking to their learning objective in class. They are expected to practise these at home at least three times a week. In addition, children are given a termly set of spellings based on the Spelling Appendix words for Year 3 and 4 and Year 5 and 6. Children practise these each week with a Look, Cover, Write, Check format.

Large laminated 'purple word' lists have been given to key stage two classes. They consist of commonly misspelt words from the National Curriculum appendix list.

### **Reading Books:**

All class teachers are responsible for their pupil's progress in reading.

Our children are immersed in books and storytelling from their earliest days in the Foundation Stage. They are taught to recognise phonemes and graphemes and how to segment and blend simple words.

When the individual child can recognise the single sounds in RWI Speed Set 1 they are introduced to simple reading books containing those words and sounds.

We use national Book Bands to scaffold and monitor each child's progress in reading. Our core reading scheme is RWI. This is supplemented with a variety of fiction and non-fiction books from other schemes as well as carefully banded non-scheme books. Teachers will monitor children's book choices to ensure coverage of a variety of genres and will move the children through the book at an appropriate pace.

In KS1, Reading Books are changed at least once a week. Children take home a RWI colour coded book bag book, they take a copy of the RWI colour coded book they have been reading in their phonics group and a book for pleasure from a carefully selected set of books within their classroom. In KS2 Reading Books are changed regularly dependent on the individual child's readiness. Children choose books independently with guidance available from teachers and teaching assistants. All children are encouraged to write the date and title of the book in their

Reading Record. This Reading Record goes home every day and parents are expected to record when their child reads at home.

During whole class reading time, the children listen to a longer or more complex text than they would be able to access alone. The knowledge and skills that children need in order to comprehend are very similar at different ages. Higher order reading skills needed in later years are developed throughout all year groups through listening to and talking about texts. We explicitly teach active listening, visualisation, discussing meaning, organising text, inference, deduction and author intent.

### **Teaching Comprehension:**

In early years, success in reading is highly correlated to decoding and the demands of reading texts are mostly at a literal level. This changes as the children go through the school. Decoding remains vital but continuing success depends on reading comprehension. Children need to develop reading stamina through reading longer texts.

Through Shared and Whole Class Reading our children will be taught to:

- Use multiple strategies to understand text. We model using a range of reading strategies including phonics, re-reading, reading around the word to decipher the context.
- Use the skills of prediction, visualisation, summarising and clarifying
- Use inference and deduction
- Understand structure and organisation of texts
- Skim and scan for information
- Distinguish between fact and opinion
- Identify the author's viewpoint and comment upon the author's use of language
- Establish author intent and give justification
- Justify preference

### **Assessment in Guided Reading:**

Assessment for Learning strategies are used daily by teachers to assess progress, achievement and attainment and set next step targets for all pupils as appropriate. Peer and self-assessment are used frequently in Whole Class Reading to provide immediate feedback. Children are also given sufficient time and opportunity to respond to any verbal or written feedback.

Overall achievement, attainment and progress will be recorded using Progress in Reading Assessment (PiRA). These assessments will utilise evidence from age appropriate reading tests and evidence from the focussed guided reading sessions.

Year 2 and Year 6 also take Reading SATs in May.

Teachers will ensure that a skill is evidenced accurately on a number of occasions before identifying that skill's National Curriculum objective as meeting age related expectations - ARE.

## Current Book Spine

Year 2	Would you want to be a Polar Explorer?		It's Christmas!	Towers, Turrets and Trouble	Fantastic Tails  (Science – Animals)	Titanic Adventures	Great Britons!
	Polar Bears (29 copies) Penguin Small Ice Trap Shackleton		The <u>Christmasaurus</u>	The Egg Beauty and the Beast	Fantastic Mr Fox (30 copies) Busy Fox	Titanic – I was there (29 copies)	Paddington Being Brunell
Year 3	Rock and Roll!	The Hero in Me	"Bonjour!"	<u>Veni, Vidi, Vici</u>	It's a Wonderful World	Magical Marlborough	
	The First Drawing The Secrets of Stonehenge <u>Stoneage Boy</u>	Amazing Grace (14 copies) / Proudest Blue Walk to Freedom	Mountains <u>Hugo Cabret</u> The buildings that make London	Escape from Pompeii (30 copies) / Romans in Britain (30 copies)	The <u>Hodgeheg</u> (30 copies) The Book of Brilliant Bugs (2 copies)	<u>Savernak at War</u> Merchants House (30 copies) The Oaks of <u>Savernak Forest</u> (30 copies)	
Year 4	Window on the World	Enchanted	It's all Greek to me!	I will survive!	Raiders or Traders?	Messing about on the River	
	Why the Whales Came (30 copies)	Leon and the Place Between <u>Illusionology</u>	Percy Jackson and the Lightning Thief (28 copies)	(continuation of Percy Jackson book)	Freedom for <u>Bron</u> (15 copies) The Anglo Saxons		
Year 5	The Vikings Cometh!	One World	Amazon Adventures	Magnificent Mayans	Muggles and Magic	Tudors	
	Viking Boy (29 copies)	Swimming against the Storm (31 copies)	Journey to the River Sea (30 copies)	The <u>Rainplayer</u>	Harry Potter (52 copies)	Spymaster: First Blood (30 copies)	
Year 6	Lest We Forget		The Art of Suspense	Violent Earth!		Ancient Egyptian Secrets	Young Enterprise
	Goodnight Mr Tom (30 copies) OR Letters from the Lighthouse (30 copies)		A Christmas Carol	The Hobbit (30 copies)		The Viewer (30 copies) / Anthony and Cleopatra	

