

ENGLISH POLICY





Fishergate Primary School English Policy



Introduction

This policy outlines the teaching, organisation and management of the English taught and learnt at Fishergate Primary School.

The school's policy is based on the 2014 Primary National Curriculum. It has been drawn up as a result of staff discussion and has the full agreement of the Governing Body. The implementation of this policy is the responsibility of all teaching staff.

Key principles:

That...

- ✚ Children at Fishergate can articulate their ideas clearly and audibly in ways which take account of their listeners, making effective use of a widening vocabulary
- ✚ They talk to explore, develop and sustain ideas
- ✚ Children listen with interest and understanding, able to comment on a speaker's use of language
- ✚ Drama activities are used to enhance learning in all areas of the curriculum, and dramatic skills are valued in their own right
- ✚ All children at Fishergate learn to read fluently and with confidence, initially using their phonic knowledge and skills in blending as a prime approach to decoding
- ✚ They become enthusiastic and reflective readers through exposure to varied, challenging and longer texts, able to discuss, for example, text structure and organisation and writers' use of language
- ✚ Our children write purposefully in a range of genres, often presenting work creatively
- ✚ They see themselves as confident writers with the skills to shape and adapt their writing, making appropriate punctuation, grammatical and stylistic choices
- ✚ They recognise features of, and to use, different registers, including Standard English
- ✚ Children learn to evaluate their own work, using drafting, peer and self-marking to edit and improve their work
- ✚ They tackle the spelling of unfamiliar words confidently, drawing on a range of strategies
- ✚ Fishergate children use clear, fluent, joined handwriting

Curriculum Planning

English is a core subject in the National Curriculum. We use the **English Programmes of Study for Key Stage 1 and 2** as a basis for implementing the statutory requirements of the National Curriculum. Planning is not driven by coverage of objectives, but is flexible and responsive to the needs of pupils. The Teacher Assessment Frameworks

provide staff with clear guidance of end of Key Stage expectations, so that our pupils have a solid acquisition of key skills.

From Year1, we carry out curriculum planning in English in three phases (long term, medium term and short term):

- ✚ Our long-term plan is comprised of a list of fiction and non-fiction genres which each phase will teach over two academic years.
- ✚ In addition to this, poetry is taught each term, and each term's planning will incorporate both fiction and non-fiction. The class story also often forms the basis of a unit of work. Beyond this, specific units are not prescribed, as we want our curriculum to reflect the interests of the children, and to maximise cross-curricular links. Sometimes, we undertake a whole school topic, with every class studying the same text and sharing the resulting writing across the school.
- ✚ Our weekly plans give details of the main teaching objectives for the unit planned. Often, a unit will begin by immersing pupils in the text type to be studied, largely through reading, speaking and listening, *Talk for Writing* and dramatic activities, then through experimentation with writing that shows a developing understanding of the relevant language features and modelling by the teacher, culminating in the planning, drafting and editing of an extended piece of writing. Planning might also provide other opportunities for independent writing: pupils will revisit other genres taught, often through topic work in other subjects. We use a 'slow writing' approach to build up skills over a sequence of lessons before writing at length.
- ✚ Daily plans break learning down into progressive steps and are adapted in the light of pupils' understanding of the previous lesson. They indicate the specific learning objectives for each lesson and outline the organisation of the lesson. Teachers at Fishergate are encouraged to take a flexible approach to the structure of lessons. Pupils might begin with an independent investigation of text; they may spend an entire lesson involved in drama or debate or the lesson might be broken up by mini-plenaries. Targeted work for pupils with SEN will be indicated, as well as any adult support.

Teaching English

Teaching time

To provide adequate time for developing English skills each class teacher will deliver a daily, hour-long English lesson. English skills are, of course, being developed through other subject areas and at other times of the day. Routines such as silent reading time, library time, class story, guided reading, phonics and any English interventions all take place outside of the main English lesson.

Speaking and Listening

Speaking and Listening is a key aspect of any English lesson. Talk partners are used throughout the school to involve all children in discussing ideas, evaluating texts, and preparing to contribute in a larger group. Response partners are key to helping children identify the strengths and weaknesses of their writing, as well as providing a first audience for written work. Children are often seated in mixed attainment pairs. In Early Years, the emphasis on the teaching and learning of English is based on children's first hand experiences. We give all children the opportunity to talk and

communicate in a widening range of situations, to respond to adults and to each other, to listen carefully, and to practise and extend their vocabulary and communication skills. Throughout school, drama is used to bring aspects of texts to life and to help explore and clarify pupils' ideas before the writing process. Pupils also develop their skills in debate and in formal presentations of their learning.

We often use strategies from *Talk for Writing* to provide pupils with a model for their own work, as well as to enable them to expand on their ideas orally first.

Phonics and Reading

At Fishergate, we believe that reading is at the foundation of the entire curriculum and is an essential life skill, integral to the future learning of our pupils. We believe that all our children can learn to read, regardless of their background, needs or abilities. Through our curriculum, we aim to inspire a love of reading by creating an ethos of reading for pleasure and providing opportunities for children to develop their reading skills in a variety of contexts. We strive to create an environment where children are immersed in a rich culture of vocabulary, storytelling and shared reading experiences, both within school and at home, by working closely with parents and carers.

The development of early reading skills is prioritised from the time our children enter nursery and is underpinned by a coherent and systematic phonics scheme, which is taught daily throughout EYFS and Key Stage 1. We currently use Pearson's *Bug Club* books, alongside Letters and Sounds. From September 2022, we will use *Little Wandle Letters and Sounds Revised* as our phonics scheme.

Our phonics provision has the following key features:

- direct daily teaching through a multi-sensory approach in frequent, short bursts
- consistency of approach
- secure, systematic progression in phonics learning, where pupils learn the main grapheme-phoneme correspondences of English in a clearly defined, incremental sequence
- maintaining pace of learning
- providing repeated practice
- application of phonics using matched decodable books
- early identification of children at risk of falling behind, linked to the provision of effective keep-up support.

Implementation

Early Years

At Fishergate, we are committed to using systematic, synthetic phonics to teach reading. In Early Years, our part-time children begin the foundations of reading by introducing Phase One phonics into their story and song circle time sessions. This adult-led teaching begins to take place in the spring term once our nursery children have settled into the routine of sitting and listening together. Phase One activities are also embedded in our language-rich provision where adults supporting play can encourage the oral segmenting and blending of familiar words.

As our nursery children become full-time in Reception, we begin to introduce daily Phase Two phonics from the start of the Autumn term. These sessions are short to begin with

but as the children's concentration and understanding of the routines embed, they become longer adult-led focused sessions as the academic year progresses, to prepare them for learning expectations of Year One.

During the teaching of Phase Two phonics, the children will learn at least 19 letters and move children on from oral blending and segmenting to blending and segmenting with letters. By the end of the phase many children should be able to read some VC and CVC words and to spell them. During the phase they will be introduced to reading two-syllable words and simple captions. They will also learn to read some high-frequency 'tricky' words: the, to, go, no.

Continuing on, in Reception children progress onto the teaching of Phase Three phonics. They will learn another 25 graphemes, most of them comprising two letters, so the children can represent each of about 42 phonemes by a grapheme. Children will also continue to practise CVC blending and segmenting in this phase and will apply their knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions.

Finally, the majority of children in Reception consolidate their knowledge of graphemes in reading and spelling words containing adjacent consonants and polysyllabic words by completing Phase Four phonics.

During the teaching of each discrete phonics session, the following sequence is applied: there is a revisit and review of previously learned letters and graphemes. The children are taught a new letter or grapheme, before being allowed the opportunity to practise and apply their new phonic knowledge in both reading and writing.

Decodable reading books are introduced once a child demonstrates that they are able to correctly recognise the first three sets of letters learnt in the Bug Club scheme (s/a/t/p/i/n/g/o/c/k) and they can demonstrate they are able to blend using these letters. The book is read in school daily to practitioners over the course of a week and then the following week the book is taken home to share with parents/carers and is consequently read more than once to encourage a child's fluency in reading.

Children's progress in their ability to recognise and blend letters and graphemes taught is continually monitored when listening to them during their daily one to one adult reading. Our decodable reading scheme corresponds directly with the sequence in which letters and graphemes are taught during phonic sessions. This allows children to access reading resources, which provide an opportunity for phoneme and grapheme consolidation and thus encourage a child's confidence in reading, as well as providing a child with an appropriate level of challenge on their next set of phonemes and graphemes to learn and practise.

Reading planners are provided as a tool for communicating with parents/carers with respect to their child's reading progress. Additionally, sets of high-frequency tricky words are stuck into planners as an additional tool for parents/carers.

During the school holidays, children are provided with additional Bug Club books to encourage them to continue practising their daily reading at home.

Key Stage 1

In Key Stage 1, we build upon the foundations built in EYFS by recapping the digraphs and trigraphs taught previously, as well as introducing Phase 5 sounds, including split digraphs and alternate ways of reading the same sound. Our aim is for children to complete the phonics programme as quickly as possible and once secure within Phase 5, children will begin to learn Phase 6 reading and spelling strategies such as rules for adding prefixes and suffixes.

Just like in EYFS, we ensure that pupils read books which are matched to their phonic knowledge and recognition of common exception words. Progression in phonics and early reading is closely monitored and the use of phonetically decodable books ensures the application and consolidation skills. The development of children's reading is monitored through their progression within book bands and phonic stage trackers. At the end of Year 1, children undertake a Phonics Screening Check to assess their progress. Children read their reading books three times before changing them; rereading develops fluency in decoding and confidence. So that parents and carers feel confident about supporting their children with reading, each phase of school offers a tailored Reading and Phonics workshop in the Autumn term. Every pupil has a planner which also acts as a home/school reading record in which adults in school and carers can note observations and communicate about children's progress. Throughout school, we use a number of parent, community and student volunteers to hear children read. Volunteers are given guidance which outlines strategies to support pupils when they are reading, and how to use planners to offer constructive feedback. We recognise that our parents and carers are invaluable in providing additional opportunities for children to develop accuracy and fluency.

Children take part in a daily Guided Reading carousel which ensures that each child is read with daily for 20 minutes by a teacher or teaching assistant, as well as having a daily 20 minute Phonics and class story session. In Year 1, children focus on decoding words using their phonic knowledge and blending sounds. They then begin to develop their sight reading abilities and recognition of common exception words, in order to develop fluency and expression. Within Year 2, pupils begin to focus on their comprehension skills, through the use of Reading VIPERS.

With Reading VIPERS, children are taught the key aspects of comprehension through the following:

- focusing on new vocabulary by ensuring comprehension, finding synonyms and using words in the appropriate context
- making inferences by using evidence from the text
- predicting what will happen next based on the information given
- explaining thoughts and opinions about the book
- retrieving information
- sequencing the key events from the story

Key Stage 2

Once children are in Key Stage 2, they begin to take part in whole class reading sessions, although some children may still require daily reading practice with an adult. Guided reading for targeted groups continues to develop comprehension skills, providing valuable evidence about a pupil's strengths and weaknesses, while whole class reading provides opportunities to engage in rich conversations about themes and characters, authorial intent and style and vocabulary choices. These also support pupils' understanding of the language and grammatical features of a range of genres.

As children move up through school, they are increasingly independent in their choices of reading material. Once children have worked through the book bands, we use a simple sticker system to guide 'free' readers to appropriately challenging material. Every child throughout school has both a reading book and the opportunity to choose a library book. Parents continue to be involved in supporting their children to develop their vocabulary and comprehension.

Intervening Early

In every phase of school, pupils who have been identified as being at risk of falling behind are quickly identified: teachers are skilled at making formative assessments of children's progress in every lesson and identify any specific barrier to progress so that help can be tailored to an individual child's needs.

At Fishergate, we also use half-termly CYC Phonics assessments for Key Stage 1 and NFER Reading Tests in Key Stage 2, to make summative assessments of pupils' abilities to decode and to comprehend. The results of assessments are also used to support effective transition between different phases of school. Those who need help to catch up with their peers have regular targeted support, both within lessons and through interventions; the learning is broken down into smaller steps and they have additional opportunities to practise key skills. Some lower attaining pupils are also involved in pre-reading of texts before a lesson.

We have more specialist reading material for older children finding reading difficult, including dyslexia-friendly print; nevertheless reading material is still closely matched to the child's current reading attainment. Older pupils may have two reading books: one for pleasure which they read alongside an adult with support, and one matched to their level of decoding. Interventions are delivered by our teaching assistants. Fishergate is committed to ensuring all teaching staff receive high quality training and support; as a result, all staff feel confident in teaching phonics.

Fostering a Love of Reading

The profile of Reading at Fishergate is high and children engage in a whole range of activities and opportunities over their time with us. There are daily reading opportunities throughout every phase of school, weekly visits to our very own Dotti's Library, regular class story times and topics which use the class story as a starting point for a wealth of cross-curricular work (for example, *Charlie and the Chocolate Factory*, *Varjak Paw*, *Harry Potter and the Philosopher's Stone*). Children are exposed to a range of authors and styles.

Over an academic year, we also run Book Challenges: a 100 Book Challenge, made up of children's recommendations, a 50 Book Challenge of longer texts, a Classic Fiction Challenge and an Ultra Reading Challenge. Each phase has a very popular Book Swap, resulting in every child taking home a good quality second-hand book they chose themselves, and our annual Scholastic Book Fair is always very busy, generating several hundred pounds worth of new books for every class. Staff choose two 'Secret Readers' from each class to receive a surprise from the Book Fair, hidden in their trays, and our cross-phase paired reading develops the skills of both the older mentor and younger reader.

These are just some of the ways in which a love of reading is promoted at Fishergate.

Writing

In Early Years, we encourage children to experience writing as an integral part of their learning through mark making, play and watching adults model the recording of their ideas; the daily phonic programme also supports the development of early writing skills. Children then continue to develop their writing through various play contexts so they become secure and can transfer and apply their skills and understanding in different contexts.

Inputs are limited to 10-15 minutes at the beginning of the year, then progressing to 20-25 minutes by the end of the year, as they become able to use a whiteboard & pen. Phonics is taught each morning. Then before lunch, we have an English input, which focuses on developing understanding of sentences and of texts, linked to any topics currently interesting the children.

Pupils in Key Stages One and Two will write in some form every day, and also have the opportunity to write at length regularly, sometimes during the English lesson, but also as part of work in another topic. Pupils write purposefully for real audiences where possible, often 'publishing' their work for others to enjoy.

We encourage emergent writing: children use their understanding of phonics to make the best representation of the word they want to write, alongside high and medium frequency words they have memorised.

Standard English is expected in writing by all pupils when appropriate. Examples of non-standard grammar are dealt with explicitly, and alternatives suggested. The teaching of grammar is embedded in the English curriculum. Aspects are taught discretely at times, but we try wherever possible to make meaningful connections to the genres being studied.

When planning writing for Years 2-6, staff use the principles and strategies outlined by the York *Write Time* project. Pupils are immersed in a topic so they are both motivated to find out more and given the content needed to support their writing. They are guided through the planning of a piece of writing in a structured way and taught the grammar appropriate to the genre. They draw on ideas modelled by the teacher in a first, scaffolded piece, editing and evaluating throughout. Finally, an independent piece of writing is planned and written, with a clear and meaningful purpose and audience in mind. This cycle can take several weeks; pupils as a result have a deeper understanding and retain knowledge and skills better.

Where necessary, pupils are grouped by attainment or common need, and supported either in the main task, or in an area identified by the teacher as a specific target for those pupils. Pupils of all attainment levels are supported in this way at times.

Handwriting

At Fishergate School, we use our own agreed handwriting style. All letters are joined except x and z. Letter formation is taught according to our agreed script in the same order that letters are introduced in phonics.

In the Foundation Stage, children are taught to form their letters with exiting flicks straight away for the letters a, c, d, h, i, k, l, m, n and u. They are introduced to letter chants which remind them how to form letters correctly. In the summer term, higher attainers are introduced to digraphs presented as joined writing.

From Year 1, the learning and practice of a cursive script is linked to the phonics being taught. Children learn to form their letters by starting from the line, and learn the remaining exit flicks. They sit at tables to practise their handwriting to support posture and pencil grip; phonics sessions take place on the carpet. Our aim is that the majority of pupils are able to use a fluent, joined script by the end of Year 2.

We begin the academic year with very regular handwriting practice throughout school in order to communicate the high expectations we expect pupils to maintain throughout the academic year. Handwriting practice is often linked to spelling patterns being studied. As the year progresses, only pupils needing additional support have regular handwriting practice, usually through an intervention group. All children have experience of writing

with different pens and pencils and on different kinds of paper (plain, lined, squared.) For pupils who struggle with handwriting, class teachers use a range of strategies to support them in communicating their ideas: shared writing; word-processing; scribing; using sound buttons to record their words.

Spelling

We believe in developing children's spelling intelligence: their ability to draw on a range of strategies and skills which enable them to tackle unfamiliar words successfully. In Key Stage One, and in the Foundation Stage, phonics is taught daily, (currently using Letters and Sounds and supported by the *Bug Club* reading scheme, but from September 2022 by Little Wandle Letters and Sounds Revised). Children are grouped according to which phase of phonics they need to learn next and learn to spell as well as read phonemes as they are introduced. The development of their cursive script also supports their spelling, as they learn to join spelling patterns as they learn them from Year 1. Pupils are given individual spelling bookmarks which are based on the common exception words for Year 1 and 2; they are quizzed weekly. Year 2 pupils move towards more word-specific knowledge of spelling.

In Key Stage Two, and when pupils are ready in Key Stage One, spelling rules and patterns from the National Curriculum are taught discretely each week.

Dedicated time for phonics remains during the autumn term of Year 3 for all pupils, to reinforce phonic knowledge from Key Stage One. One English lesson a week is devoted to developing skills in spelling, with a brief revisit at another time during the week.

Generally, there are 3-5 spelling activities over a two-week period, reinforcing the same rule or pattern. We use *Spelling Shed* activities to investigate new rules. The spellings in the Year 3/4 and Year 5/6 word lists of the National Curriculum are taught through a series of bookmarks, which children tackle at their own pace by practising at home.

Pupils are quizzed in school and earn stickers on their own certificate.

Children are sometimes organised into attainment groups, but work in a wide range of other ways too. Older pupils who have gaps in their phonic understanding are taught in catch-up groups, using *Rapid Readers and Rapid Phonics*, or *Fresh Start*.

(See **Marking** for information on the marking of spelling.)

Grammar

The teaching of grammar is embedded in our planning. We seek wherever possible to make links with particular genres so that pupils learn to recognise and to use the grammatical features associated with different kinds of writing. Grammar is often taught and practised through games and warm-ups which the children enjoy. At times, it is also taught discretely. We use the framework provided by the National Curriculum, including the lists of grammatical terminology pupils should know.

Standard English is expected in all writing where this is appropriate to the tone of the piece. Standard grammar is modelled by all teachers. In Early Years and Key Stage One, teachers will rephrase what a child has said, using standard grammar, rather than correct them. Key Stage Two pupils are asked to correct their work where there are errors in the use of Standard English. Pupils are taught to recognise and use different registers and make informed choices about the tone which is appropriate to the task.

Cross-curricular links

We seek, wherever possible, to make relevant links between different subject areas. Skills developed in English can be applied to work in other areas. Often, objectives from

other subjects (e.g. researching a history topic) are taught through English lessons. High quality writing is insisted upon in work across the curriculum.

Computing is used in many ways to enhance and develop learning. Our pupils develop transferable skills to support learning when using Chromebooks or iPads. They learn to create their own word-processed documents using *Google Docs* and *Google Slides*, becoming increasingly confident in using tools to edit and improve so work can be published to a high standard. Pupils access online dictionaries and thesauruses to support the writing process. The use of Chromebooks in particular enables pupils to share and evaluate writing with both their peers and teachers and they become increasingly able to improve their work independently. Chromebooks give them safe internet access for research, but also to a range of other websites which support the development of their English skills. Purple Mash for example provides a range of texts we use for guided and whole class reading. iPads are used by the children to create or capture images from drama in many ways. We also use a range of other software to support pupils' learning, including Google-based apps e.g. Canva.

Teaching and learning styles and differentiation

All pupils have equal access to the broad and balanced curriculum we offer. In our selection of resources, our planning, and our teaching, we are careful to consider the needs, current attainment, gender, social, linguistic and cultural backgrounds of all our children.

At Fishergate School, we understand that children learn in different ways. Teachers' planning will cater for auditory, visual and kinaesthetic learners, recognising their differing needs.

Work is matched to the attainment of each child, with an appropriate level of challenge. Groups might be given different activities or might self-select from tasks of different levels of challenge. Much of the time, the class participates in the same activity, moving forward in their learning together.

We strongly believe that neither pupils nor teachers should put limits on expectations of progress. If our pupils are to enjoy being life-long learners, we practitioners need to foster an appreciation of the benefits of hard work and perseverance, of learning goals rather than performance goals, and of the lessons which can be learned through failing, and trying again. Our mastery approach enables all pupils to challenge themselves, regardless of current attainment.

Alongside the class teacher, teaching assistants are used to support targeted pupils during each part of the lesson. Some pupils may be part of a planned intervention to help plug gaps in their learning, and these will always take place outside of English lessons. These additional sessions may also involve pre-teaching of a text to be studied in class to give pupils greater confidence in the lesson, and to enable them to overlearn something they may find challenging. These pupils will not necessarily be on the SEN register, but may have a specific area e.g. punctuation that needs focused work.

Interventions will be run by class teachers and by teaching assistants.

Children of all attainment levels learn to work independently, with a partner, as part of a group (whether same or mixed attainment), and to contribute to whole class work.

Children with English as an Additional Language will have access to appropriate support and activities. Pupils with EAL at Fishergate perform well over time, making better than expected progress in English.

Lessons are adapted in many different ways to enable those with additional needs to participate alongside their peers and make good progress. These adaptations might include the following:

- Pre-reading of texts
- Review of instructions 1-1 with simpler language and fewer steps
- Task cards to break down instructions
- Reduced reading material or simplified versions of the text
- Use of coloured overlays
- Ear defenders
- Adaptation of resources presented so that the amount of text, or layout of text is more accessible
- Text presented on cream-coloured paper; flipcharts pale coloured backgrounds (not white)
- Enlarged printouts of flipchart pages
- Adaptation of the content so the pupil is engaged and sees the relevance of the topic
- Different methods of recording: scribing, pictorial, use of a sound button, word-processing, photographic evidence
- Brain breaks during longer tasks
- Mixed attainment pairings

Assessment

In every lesson, teachers ensure that children know what they will be learning, why they are learning it and how they can make progress. Learning objectives are displayed clearly and shared with the pupils. Children are involved in reviewing their own progress and identifying their next steps.

Assessments are used to inform teaching in a continuous cycle of planning, teaching and assessment. Daily assessments are an informal part of every lesson to check children's understanding and give the teacher information, which will help to adjust day-to-day lesson plans. These assessments will help teachers judge when pupils are ready to move to the next phase of learning within a topic. Sometimes, a group of pupils who have not met the lesson's objective receive brief but focused support before the following lesson takes place, to enable them to keep pace with their peers.

Medium-term assessments will take place at the end of topics. Teachers' will assess some of the key objectives that have been covered; children will usually be aware of the objectives against which they are being assessed. The outcomes of assessments in reading and writing are recorded using DC Pro, where each individual child's progress is tracked, and this informs future planning.

Extended writing for Years 2-6 provide a valuable opportunity to make assessments. The contexts will vary: scaffolded work within a topic; work supported by an adult; entirely independent writing. Generally, independent writing is planned at the end of a unit of work. Regular opportunities are also planned for pupils to write short pieces, practising a particular skill in a focused way. By independent writing, we mean writing completed at a distance from direct teaching and/or writing in other subjects e.g. science or history. Staff meet regularly throughout the year to moderate writing and ensure judgements are sound. Moderation meetings also take place with colleagues from neighbouring schools.

During assessment periods, staff use SAT papers and NFER reading tests. The range of assessments is used to inform a class teacher's judgement. Children who do not appear to be making good progress can be quickly identified and steps taken to enable them to catch up. At the end of the year, accurate information will then be reported to parents and the child's next teacher.

Marking

(See the school's Marking and Feedback Policy for further information)

As they move through school, children are taught to use drafting marks to aid in the editing of their own and others' work. They become increasingly skilled at self and peer assessment. They are used to discussing their work with an adult or talk partner and will be given time to read and respond to a teacher's written remarks. Focused marking is used for key pieces of writing, and will indicate success against the criteria given and next steps. In KS1, we use green highlighting to identify strengths, and pink to indicate an area for improvement. Highlighting is used less and less as pupils move through Year 3/4 and are able to act on written feedback. As they move through KS2 and mature as writers, children are given increasingly open-ended verbal and written feedback, encouraging them to make their own choices as to how to improve.

It is important that pupils learn to edit and redraft with increasing independence. In Year 3/4, pupils use a 'SPAM' routine (Spelling, Punctuation, Add, Missing) to encourage them to take responsibility for firstly, finding and correcting errors, and secondly, seeing ways to develop their writing further. In Year 5/6, pupils use ARMS (Add, Remove, Move, Substitute) and COGS (Capital letters/full-stops and other punctuation, Organisation, Grammar, Spelling) to edit and evaluate their work.

The marking of spelling is tailored to the child's particular needs. Initially, pink highlighting is used to indicate common exception words taught. A model of the correct word is provided at the bottom of the work for pupils to practise. As children improve at spelling, a limited number of errors are indicated by the teacher, using 'sp' in the margin with the word dotted. Errors will focus on high and medium frequency words and on spelling rules recently taught. When appropriate, 'sp.' will indicate an error on a particular line, but without pinpointing the exact word so that children find the error for themselves. Higher attaining pupils are expected to use a dictionary to correct spellings, while some children can refer to a word bank, and others are given the correct spelling as a model. Pupils also use a dotted line to indicate a spelling they intend to go back and check.

Resources

Every classroom is equipped with the following:

- *book corner, with a range of scheme and real books in fiction and non-fiction (new book stock is purchased every year)*
- *sets of dictionaries for different levels of attainment and thesauruses*
- *word cards and banks to support spelling*
- *individual whiteboards*
- *interactive whiteboard*
- *weekly library time with the opportunity to borrow books*

To support teachers in their planning, we have many resources from which teachers can select. These include the following:

Little Wandle Letters and Sounds Revised
Rapid Readers (Pearson)
Rapid Phonics (Pearson)
Bug Club/Phonics Bug (Pearson)
Skeleton Poster Books (Sue Palmer)
Rigby Navigator, Guided and Independent
Comprehension Ninja (Bloomsbury)
Connections (OUP)
Rising Stars Cracking Comprehension
No Nonsense Spelling (Babcock)
Pie Corbett Jumpstart
Read Write Inc Fresh Start (Oxford)

Online resources:

Purple Mash
Spelling Shed
Espresso (Discovery Education)
Literacy Shed

Management of English

Role of the Subject Leader

- Ensure teachers are familiar with the school's policy and practice and help them to plan lessons
- Provide staff with accurate analysis of data
- Plan English Action Plan in response to data analysis
- Prepare, organise and lead INSET, with the support of the Headteacher
- Work co-operatively with the SENDCO
- Observe colleagues with a view to identifying the support they need
- Attend INSET to ensure Fishergate is up-to-date with new initiatives
- Monitor standards in the teaching and learning of English
- Teach demonstration lessons
- Discuss regularly the progress of implementing the English policy and EAP in the school with the Headteacher and the governing body.

Role of the Headteacher

- Lead, manage and monitor the implementation of the new National Curriculum, including monitoring teaching plans and the quality of teaching in classrooms
- With the Senior Leadership Team, keep the governing body informed about progress and standards
- Ensure that English remains a high profile in the school's development work
- Deploy support staff to maximise progress in English

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Review: 2024



***Danielle Rees, David Pennington
English Subject Leaders***